WE GO!
BUILDING ECONOMIC INDEPENDENCE
the way out of Intimate Partner Violence

JUST/REC-RDAP-GBV-AG-2017- Prevent and combat gender-based violence and violence against children

WP 4 DIRECT ACTION WITH CORPORATES/ENTERPRISES
Activity 4.1 Awareness Raising with enterprises on VAW

WCK - Women's Centre of Karditsa

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INTRODUCTION

Violence against women worldwide and across the EU is an extensive and widely under-reported human rights abuse and violation. According to the FRA survey (2014), **one in three women in the EU has experienced some form of physical and/or sexual assault since the age of 15,** one in 10 women has experienced some form of sexual violence since the age of 15, and one in 20 has been raped since the age of 15, whereas young women are particularly vulnerable to victimisation. The scale of intimate partner violence requires a renewed policy focus at the level of the EU and its Member States given that of the women who are or have been in a relationship with a man, **22 % have experienced physical and/or sexual violence** and many women who are victims of intimate partner violence experience repeat incidents of violence in a relationship. Moreover, evidence shows that a significant number of women continue to be vulnerable to abuse in the aftermath of violent relationships and about one third (31%) of the women who have been raped by their current partner, have experienced six or more incidents of rape by their partner (European Union Agency for Fundamental Rights, 2014: 9-12).[1]

Therefore it is of utmost significance for States to effectively respond to GBV and abuse in relationships, addressing intimate partner violence as a public matter of general concern rather than a private one, directing awareness raising campaigns on GBV to both men and women, actively engaging men in the initiatives taken and encouraging open discussions about violence against women aiming ultimately to enhance reporting to authorities and survivors support services. This is crucial in those countries, and among certain groups, where it is not yet widespread to talk openly about personal experiences of violence, where reporting of incidents to the authorities is low, and where violence against women is not addressed as a mainstream policy issue.

What was also revealed through the FRA survey is the pressing need across the EU to enhance resources for specialist victim support services that are able to respond to the needs of women who are GBV survivors and how crucial it is to have multiagency responses to violence against women and interinstitutional cooperation. Therefore it is suggested that **employers and trade unions are included in the actors adopting awareness-raising and related training activities for responsible personnel, to help them identify and respond to the needs of employees who are suffering from psychologically controlling behaviour by a partner and also to promote awareness of sexual harassment and encourage women to report incidents** (European Union Agency for Fundamental Rights, 2014: 11).

In this context and aiming to prevent and combat GBV and IPV from different quarters and avenues the guidelines that follow are based on the fact that intimate partner violence is not only common but also has serious implications for the workplace. More specifically, IPV has profound negative repercussions for the person experiencing abuse and their ability to maintain employment and achieve professional success, the productivity of businesses, and ultimately on the social and economic wellbeing of women and society (Rayner-Thomas, Fanslow, Dixon, 2014).[2]

Workplaces provide an ideal place for intervention and raising awareness about IPV and also for the adoption of strategies to support survivors of intimate partner violence and secure their long-term safety. However, due to a number of barriers (i.e. a lack of understanding of the size, nature and impact of the problem; not knowing how to respond to the issue; not recognising the high cost to a company; disregarding the fact that many survivors and perpetrators are in paid work, etc), companies and employers, are often not able to identify and plan active measures against GBV.

Employers, (human resources) managers & trade unions need to make sure that workers, especially women employees are supported and safe while they are at work. This benefits not only of women who have been experiencing intimate partner violence but also the economic bottom line for businesses. Furthermore, addressing intimate partner violence as a workplace issue protects human rights. All people deserve freedom from discrimination and access to financial security. By actively engaging with the realities of intimate partner violence, organisations & companies can avoid taking on the financial and resource costs associated with its occurrence and impacts in the workplace. Most importantly, it will help establish healthier and more equitable workplaces for all employees.

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[1] European Union Agency for Fundamental Rights/ FRA (2014), Violence against women: an EU-wide survey - Results at a glance. Luxembourg: Publications Office of the EU. https://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-at-a-glance-oct14_en.pdf

[2] Rayner-Thomas, M., Fanslow, J., and Dixon, R. (2014), Intimate partner violence and the workplace. Auckland, New Zealand: New Zealand Family Violence Clearinghouse, University of Auckland.

Drawing from successful local and international examples of such strategies, including adopting workplace practices and policies (e.g. flexible work hours, flexible work locations, security practices, awareness raising activities, etc), the inclusion of entitlements that support survivors' safety in collective agreements, cooperation with anti-violence centres and specialised agencies to support in-house training and facilitate referrals, legislation related to work leave, anti-discrimination and occupational safety and health, etc, the Guidelines that follow aim at providing useful modular approaches and tools to prevent and respond to GBV and IPV in the workplace.

Activity 4.1, which is part of Work Package 4 (Direct Action with corporates/ enterprises) of the project WeGo! 2, has four aims: a) to raise awareness on Gender Based Violence (GBV), especially about Intimate Partner Violence (IPV), among employers, staff and company directors/top management, b) to support companies in focusing on GBV which is a phenomenon directly or indirectly affecting around 1/4 of the families working for them, c) to promote informative material (videos, exercises, fact sheets, etc) and d) to actively involve company employees in the training activities planned.

In the context of the project WeGo! 2 the objective is to promote Policy Commitment, Due Diligence,[3] and Remediation which can in the long term lead to a five (5) stage framework to prevent and respond to VAW/GBV in the entrepreneurial / private sector environment. This framework includes the following:

1. **Raising awareness in the workplace,** e.g. involve the top management, support a clear message against gender based violence and disseminate information about the causes, consequences and ways to tackle GBV;

2. **Identifying & responding to the problem,** e.g. train & inform the staff & the managers; build trust; implement standardized procedures, refer survivors to specialized structures for care & support, etc;

3. **Engaging with stakeholders,** e.g. build bridges with specialized stakeholders & Anti-Violence Centres (AVCs), support coordination between institutions, involve trade unions and offer training sessions & awareness campaigns;

4. **Interacting with employees who are survivors of GBV,** e.g. listen to the employees, explain & inform them, assist survivors to overcome isolation, allow for flexible work organization, envisage special arrangements & work reintegration, ensure safe work conditions, ensure confidentiality & security at the workplace, etc;

5. **Developing & implementing a workplace policy,** e.g. analyze & plan, establish internal grievance mechanisms, involve all staff, ensure organizational commitment.

Apart from the right to human dignity (article 1), the right to the integrity of the person (article 3), the principle of non-discrimination, including on the ground of gender (article 21), the right to equality between women and men (article 23), the right to an effective remedy and to a fair trial (article 47) of the **Charter of Fundamental Rights of the European Union,** our starting point in order to achieve the aforementioned aims is first of all **international legislation and the Istanbul Convention of the Council of Europe (2016).** The Convention was adopted in 2011 and is the first legally binding regional instrument that comprehensively addresses different forms of violence against women (e.g. psychological violence, stalking, physical violence, sexual violence and sexual harassment), also providing for the role the private sector in the prevention and combating of GBV. More specifically **Article 17** *"Participation of the private sector and the media",* which clearly states that *"Parties shall **encourage the private sector**, the information and communication technology sector and the media, with due respect for freedom of expression and their independence, **to participate in the elaboration and implementation of policies and to set guidelines and self-regulatory standards to prevent violence against women** and to enhance respect for their dignity".*[4]

Secondly another starting point is **legislation on EU level** as for example the **EU directive 2006/54/EC** on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment & occupation, which in Article 26 *"Prevention of discrimination"* states that *"Member States shall encourage, in accordance with national law, collective agreements or practice, employers and those responsible for access to vocational training to take effective measures to prevent all forms of discrimination on grounds of sex, in particular harassment and*

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[3] For a more detailed analysis of the consequences of the doctrine of State responsibility and the due diligence standard, which has been considered a positive development holding States accountable for violence against women committed by private individuals, and its contested effectiveness on the basis of what is conceptualized and socially constructed as two separate regimes (i.e. the private and the public) and the appropriateness of due diligence as a tool to combat gender stereotypes see Degani, P., Pividori, C. (2018), 'Ending Violence against Women as Testing Ground for Women's Human Rights Discourse: Practices, Limits and Challenges', *Peace Human Rights Governance*, 2(2), 163-184.

[4] See also: Encouraging the participation of the private sector and the media in the prevention of violence against women and domestic violence: Article 17 of the Istanbul Convention (2016), which explains the rationale for the private sector to engage in preventing and combating violence against women in its role as employer and as shaper of attitudes towards women and offers practical advice and good practice examples from a range of employers and organisations, demonstrating how various interventions and governmental mechanisms can be used to tackle the effects of violence against women and raise awareness of gender-based violence. https://edoc.coe.int/en/violence-against-women/6804-encouraging-the-participation-of-the-private-sector-and-the-media-in-the-prevention-of-violence-against-women-and-domestic-violence-article-17-of-the-istanbul-convention.html

sexual harassment in the workplace, in access to employment, vocational training and promotion"[5] and the **Directive 2012/29/EU establishing minimum standards on the rights, support and protection of victims of crime in the EU**, replacing Council Framework Decision 2001/220/JHA,[6] and making specific reference to victims of GBV, victims of sexual violence and victims of violence in a close relationship.

Finally what should also be taken into consideration is that in many European countries, employers have a legal responsibility to prevent sexual harassment at work and potential court cases can have a great financial impact on companies. Therefore partners should examine and take into consideration **national legislation,** EU directives sanctioned and included in national legislation, whether or not the Istanbul Convention has been ratified, if there is a National Action plan to prevent and combat GBV/ IPV, as well as any other legal tools or legislative policies in force and aiming to promote gender equality in the workplace and support women/ survivors of GBV (e.g. work leave policies, anti-discrimination employment policies, workplace awareness and safety policies, etc).

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[5] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006L0054

[6] https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1421925131614&uri=CELEX:32012L0029

1. Training in companies

1.1. First steps & planning ahead

With regard to the types of companies/enterprises it would be suggested to include & address **both private sector companies and companies in which local or regional authorities have shares** (i.e. private law legal entities, non-profit companies, etc) and based on the profiling of the local entrepreneurial environment to include **micro, small and medium-sized companies.** To do this it is essential to have a clear idea about companies in a specific area and map the ones to be addressed prioritising the most important ones based on the aims and objectives of a specific training activity and/ or intervention. When mapping the companies it would be a good idea to have a specific typology in mind.

TABLE 1
Typology of companies used in the context of the project WeGo! 2
and based on the number of employees

Type of company	# of employees
Micro	0-10
Small	11-49
Medium-sized	50-250

Another point to consider is the number of companies that will be involved in the project. For example, in the context of the project WeGo! 2 the companies involved are twenty (20) per partner, and therefore it has been suggested to make a list of at least thirty (30) companies on the local/regional level in order to deal with any difficulties and/or unwillingness to participate in the training session. Addressing more companies than the ones designated for each partner is suggested in the context of risk management.

Before addressing the companies selected it would be suggested to **profile them** and get an idea about their activities, policies, measures or initiatives to promote gender equality, to prevent and combat VAW/GBV/IPV and/or their active involvement in social responsibility activities (CSR). Profiling should also include important **general information about the company**. For example, apart from the full name, the location and address, we should know more about the legal status of the company/enterprise (sole proprietorship, partnership, corporation – Ltd, Community Interest Company, etc) and its history; the economy branch in which it operates and/or the products or services produced or offered; if possible, an idea about its annual revenue/turn over the past three years; the number of employees (e.g. permanent/seasonal staff, full/part-time/flexible employment, external collaborators/ freelancers, etc); if it has a human resources/HR department; if there is a trade union or workers' association, etc.

Based on the profiling of the company we can then

» decide how to contact the company (in person, via email, phone, etc);

» consider who we think should be invited to participate in the training (i.e. top management/ managers, HR staff, employees);

» consider what the objectives, the duration and the content of the training should be.

Next it would be advisable to prepare a letter addressing top management/legal representative/ head of board/ etc and including information about the project We Go! 2, the aims and objectives of the suggested corporate training, the duration, the people it could be addressed to and the benefits for the company/enterprise.

A point to take into consideration is that in some cases partners may be able to plan and realise separate training sessions in the same company addressed to both top management and employees (e.g. one/ 2 hour training for top management and one 2 or 4 hour training for employees). Finally and if this is possible it would be a good idea to involve companies participating in the self-assessment procedure, using the self-assessment tool to identify strengths, opportunities and areas for improvement in existing gender equality policies, programmes and initiatives and having a specific focus on the prevention and combating of violence against women (Activity 4.2. or the project WeGo! 2).

1.2. Working with top management and/or the heads of HR departments

The main **aims when working with top management are:** a) to create a tailor made corporate awareness raising and sensitization session based on the profile and needs of a specific company, b) to establish commitment on part of the company to taking specific measures and / or adopt a concrete company policy to prevent and combat GBV and support survivors (e.g. appoint a team/ person to deal with GBV, cooperate with a local AVC, establish an internal grievance mechanism, etc). **The awareness-raising session with top management should also aim** at starting a long term cooperative relationship or at strengthening an existing relationship. Preferably participants should not be less than two (2) from each group (i.e. management and staff) but this depends on the size of the company and the availability of participants.

TABLE 2
Suggested number of participants based on the type of company & the number of employees
in the context of the project WeGo! 2

Type of company	# of employees	Training with	# of participants
Micro	0-10	Management	1-2
		Staff	2
Small	11-49	Management	2
		Staff	5-8
Medium sized	50-250	Management	3
		Staff	10-15

1.2.1. Content of the awareness raising session

» ***2 hour awareness-raising session***

Due to the limited duration of the session and based on company profiling this session could aim primarily at sensitizing and introducing very basic concepts through interactive activities and visual material and if possible try to involve top management and the company in concrete future activities (e.g. production of sensitization/informative material, cooperation with AVCs, participation in local events against VAW, signing a commitment, etc). It would also be a good idea to have two trainers/ speakers (for part one and two respectively and preferably a speaker from an AVC if possible, to inform participants about national policies). The duration of each part is estimated from 45 to 50 minutes. Finally we should be open if there is interest on part of top management in participating in the 4 hour basic learning/training path and inform them accordingly.

» *Suggested parts of the awareness-raising session (modular)*

Part One/ Defining GBV and its prevalence (45-50 minutes)

» Definition of violence against women and forms – brief reference to legislation and the human rights dimension.

» Data on GBV in EU and in partner countries[7] - brief presentation of facts & figures.

» Impact and consequences of GBV (for women, children, families, the society/economy).

» The cost of GBV in the European Union,[8] and in partner countries (Italy, Spain, Bulgaria and Greece) based on national statistics and research.

» Quizzes,[9] Myths and facts about VAW/GBV,[10] the WeGo! 2 videos and other videos.[11]

Part Two/ Supporting GBV survivors and the role of companies (45-50 minutes)

» Due diligence and obligations/responsibilities companies have according to existing laws.

» Corporate Social Responsibility and the role they can play in creating a safe place for women employees and for women survivors.

» Presentation of different case studies (e.g. sexual harassment at work scenario; IPV scenario, etc) and posing questions about how to recognize signs of VAW/sexual harassment, how deal with each case, what to do, how to support women, where to refer them, do's and don'ts, etc.

» National policies and action plan to prevent and combat GBV (e.g. National/ Local Hotline/ AVCs/ Shelters and supporting agencies) – provision of information, distribution of relevant material, etc.

» Awareness raising about how a company interested can get actively involved (e.g. networking, cooperation, participation in campaigns, organizing events, seminars and training projects for management staff and employees, etc) and practical ideas/ advice.

» Would they consider signing a Commitment Charter to prevent and combat GBV and support survivors,[12] or a territorial protocol?

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[7] **For example:** FRA/ EU Agency for Fundamental (2015), Violence against women: an EU-wide survey - Main results. [https://fra.europa.eu/sites/default/files/fra_uploads/fra-2014-vaw-survey-main-results-apr14_en.pdf]

[8] **For example:** EIGE (2014) Estimating the costs of gender-based violence in the European Union [https://eige.europa.eu/publications/estimating-costs-gender-based-violence-european-union-report]

[9] **For example:**

ʰttps://www.equalityhumanrights.com/sites/default/files/da_employers_pack.pdf; https://www.unwomen.org/en/digital-library/multimedia/2015/11/quiz-violence-against-women; https://beijing20.unwomen.org/en/get-involved/quiz/violence-against-women

[10] **For example:** https://interactive.unwomen.org/multimedia/infographic/violenceagainstwomen/en/index.html#nav-1; https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures;

ʰttps://www.unwomen.org/en/news/in-focus/end-violence-against-women

[11] **For example:**

ʰttps://www.youtube.com/watch?v=mqiAvWmUoGg&feature=emb_logo

ʰttps://www.youtube.com/watch?v=W_ZPHPutN-c

ʰttps://www.youtube.com/watch?v=Qc_GHITvTmI

ʰttps://www.youtube.com/watch?v=vIsdFwCCyRU

[12] **See for example** https://group.bnpparibas/en/press-release/oneinthreewomen-european-network-companies-engaged-gender-based-violence-management-face

1.3. Working with company HR staff, employees and members of trade unions

The aim is to create a tailor made corporate training based on the profile and needs of a specific company and of employees and then to establish commitment on part of the trade union (if this is possible),[13] to taking specific measures and / or negotiate and lobby to adopt a concrete company policy to prevent and combat GBV and support survivors. The awareness-raising session with trade unions/ employees should aim at starting a long term cooperative relationship or at strengthening an existing relationship. If there is interest but no availability for a 4 hour basic learning/training path we should suggest organizing a shorter training - preferably not shorter than 2, 5 hours adapting the 2 hour – awareness raising session or the 4 hour basic training path accordingly. Participants should not be less than 8 (eight) – ideally and depending on the size of the company, number of employees and their availability – each training should be attended by 8 – 12/15 participants (see above Table 2 Suggested number of participants based on the type of company & the number of employees in the context of the project WeGo! 2).

1.3.1. Content of the basic learning/ training path

» *4 hour basic learning / training path*

This longer basic learning path should also be based on company profiling and the needs of employees and/or trade unions. Depending on the specific profile of the company it could also aim at sensitizing, introducing basic concepts and ideas through interactive activities and visual material and if possible try to involve employees and/or the trade union in concrete activities (e.g. production of sensitization/ informative material about workers/women's/survivors rights, cooperation with AVCs, participation in local /campaigns against VAW, signing a commitment, etc).[14] It would also be a good idea to have more than two trainers/ speakers (for the different parts of the training and if this is possible, a speaker from an AVC to inform participants about national policies and/ or a speaker from a trade union or labour centre actively involved in the prevention and combating of GBV in the workplace). The duration of each part is estimated from 45 to 50 minutes.

» *Suggested parts of the basic learning/ training path (modular)*

Part One/ Defining GBV and its prevalence (45-50 minutes)

» Definition of violence against women and forms – brief reference to legislation

» Data on GBV in EU and in partner countries[15] - brief presentation of facts & figures.

» The impact and the consequences of GBV (for women, children, families, the society, the economy).

» The human rights dimension, the devastating impact of violence and harassment against women and men in the world of work, the vulnerabilities faced by women workers in non-standard forms of employment, and informal and casualised work, and workers who are affected by discrimination and lack of decent work, and who are at risk of exploitation and trafficking.[16]

» The cost of GBV in the European Union,[17] and in partner countries (Italy, Spain, Bulgaria and Greece) based on statistics and research.

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[13] **See for example the ILO Convention and Recommendation on violence and harassment in the world of work** adopted by ILO after many years of negotiations and how workers can take advantage from these two instruments: "Eliminating Violence and Harassment in the World of Work: ILO Convention No. 190, Recommendation No. 206, and the accompanying Resolution" https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_721160.pdf

[14] **See for example Pillinger, J. (2016). Safe at home, safe at work' Trade union strategies to prevent, manage and eliminate work-place harassment and violence against women. ETUC** https://www.etuc.org/sites/default/files/document/files/en_-_brochure_-_safe_at_home_1.pdf, for examples and initiatives in Bulgaria, Italy and Spain.

[15] **For example: FRA/ EU Agency for Fundamental (2015), Violence against women: an EU-wide survey - Main results.** https://fra.europa.eu/sites/default/files/fra_uploads/fra-2014-vaw-survey-main-results-apr14_en.pdf

[16] **For example see:** https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---actrav/documents/publication/wcms_546645.pdf; https://www.itfglobal.org/media/1169/womens_violence_guide_english.pdf

[17] **For example:** EIGE (2014) Estimating the costs of gender-based violence in the European Union https://eige.europa.eu/publications/estimating-costs-gender-based-violence-european-union-report

Part two/ Comprehending GBV (45-50 minutes)

» Quizzes[18]

» Myths and facts about VAW/GBV[19]

» The WeGo! 2 video

» Other visual material and videos[20]

» Campaigns and initiatives taken by trade unions[21]

Part Three/ Supporting survivors of GBV (45-50 minutes)

» National policies and action plan to prevent and combat GBV (e.g. National/ Local Hotline/ AVCs/ Shelters and supporting agencies - provide information, distribute material, etc)

» Presentation of different case studies (e.g. sexual harassment at work scenario; IPV scenario, etc) and posing questions about how to recognize signs of VAW/sexual harassment, how deal with each case, what to do, how to support women, where to refer them, etc.

Part Four/ The role of trade unions & employees (45-50 minutes)

» Awareness raising about how a trade union can get actively involved (e.g. networking, cooperation, participation in campaigns, organizing events, seminars and training projects for employees, etc) and recommendations for trade unions (e.g. training, workplace campaigns, negotiating workplace policies).[22]

» Signing a Commitment Charter to prevent and combat GBV and support survivors.[23]

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[18] **For example:** https://www.equalityhumanrights.com/sites/default/files/da_employers_pack.pdf; https://www.unwomen.org/en/digital-library/multimedia/2015/11/quiz-violence-against-women; https://beijing20.unwomen.org/en/get-involved/quiz/violence-against-women

[19] **For example:** https://interactive.unwomen.org/multimedia/infographic/violenceagainstwomen/en/index.html#nav-1; https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures;

https://www.unwomen.org/en/news/in-focus/end-violence-against-women

[20] **For example:** https://www.ituc-csi.org/unions-say-no-to-violence-against

https://www.youtube.com/watch?v=mqiAvWmUoGg&feature=emb_logo

https://www.youtube.com/watch?v=W_ZPHPutN-c

https://www.youtube.com/watch?v=Qc_GHITvTmI

https://www.youtube.com/watch?v=vIsdFwCCyRU

[21] **See for example:** https://www.etuc.org/en/pressrelease/trade-unions-elimination-violence-against-women; https://www.ituc-csi.org/GBV; https://trello.com/c/WmFTVZTI/14-solidarity-through-diversity-no-discrimination-no-exceptions; https://www.socialeurope.eu/trade-unions-take-stand-end-violence-women; https://www.etuc.org/en/publication/briefing-notes-etuc-project-safe-home-safe-work#.WDVr-fkrIdW

[22] **See for example:** https://www.tuc.org.uk/sites/default/files/SexualHarassmentreport2016.pdf

[23] **See for example** https://group.bnpparibas/en/press-release/oneinthreewomen-european-network-companies-engaged-gender-based-violence-management-face

1.4. Logistics – planning, organising & realising

Logistics concerns what should be done in order to plan, organize and realize the activity. For example it may include the following:

» Informing companies about the project WeGo! 2 and inviting them to participate (e.g. letters sent companies, short description of WeGo! 2, reference to the project webpage, publications, etc)

» **Publication material** used and produced (e.g. announcement of training in the company, press release/ bulletin, internet uploads, articles in local press/media, etc)

» **Agenda of the training event**, presentations, photographs, etc

» Appointment of trainer(s)/speaker(s)

» **Attendance list**

» **Material handed out**

» **Training package** (including all the above and the all the material used during both the awareness raising sessions and the basic training path)

» Evaluation material used for the training (see next part for more details).

» Report to be sent to WCK by partners (for structure and format of report see Annex I Structure for Partners' Report for Activity 4.1)

1.5. Evaluation

At the end of the training, the trainer(s) should take into account the option of implementing an evaluation process in order to assess the activities realised and the outcome of the training session. The evaluation tool is necessary in order **to receive feedback by participants** about the offered training. At the same time, it represents an opportunity for participants to recall and summarize & assess the whole training path and its contents.

From an operational point of view, the evaluation tool should be designed in order to take into account **two main questions:**

» To what extent have the contents of the training been received and understood by participants?

» Has the structure of the training satisfied participants' needs and expectations?

Even though additional issues could be included and assessed during the evaluation phase, these two questions must represent the principal object of the evaluation. According to this, every evaluation tool should consist of three main sections:

» **A "general ID" section**, containing general information about the training (title, date and duration) and some demography variables to classify the person filling it (name of the company, role in it, gender and age). The tool could be anonymous or not, according to trainers and participants' preferences and consent. A point to remember is that when the "general ID" section of the training is specific and detailed, it allows the trainer(s) to better understand whether certain groups have specificities (e.g. depending on age, gender, position in the company, etc) that should be taken into consideration.

» **A "knowledge assessment" section,** related to the contents of the training and its focus (i.e. GBV, economic empowerment of women, harassment-tackling strategy in the workplace, etc).

» A "**satisfaction assessment**" **section,** including the question on the practical aspects of the training implementation and the satisfaction of participants about it (i.e. length of the training session, professionalism of the trainers, timetable of the training session, contents, etc).

The methodology of the evaluation phase and the corresponding tool should not be fixed, but tailored in order to respond to the **typology of training**, the **contents of the training session**, the **number of participants and their role in the company**.

Examples of widespread evaluation methodologies (sorted by level of rigidity of the structure of the corresponding tool) to implement in order to evaluate the trainings:

» Feedback collected at the end of the training through **a group session debate**, where participants discuss what they have learned during the training and which in their opinion are the critical issues. It aims to stimulate an open discussion among participants, but it could produce poor results in terms of feedback provided for specific parts of the training. Moreover, it does not offer the opportunity for comparative assessments based on the views of each participant.

» **Individual interviews** with each participant, following a general trace, aimed to receive qualitative feedback and suggestions. Although it could be time-consuming, in the case of a small number of participants it allows for the collection of detailed and analytic information about the training.

» **Open-questions questionnaire**, to be filled by each participant. When compared to the individual interview the open-ended questionnaire may present a disadvantage in terms of detailing given that it does not include a direct dialogue between the evaluator and participant. At the same time however, this tool is less time-consuming and provides qualitative input. Finally it would be recommended not to include more than five (5) open questions, in order to guarantee the commitment of participants during the filling in phase.

» **Mixed type questionnaire,** to be filled by each participant. Although it could be longer than the open-ended questionnaire, it requires less effort during the filling in process because it consists of both open questions and multiple choice or closed questions (i.e. with Yes/ No answers). Deciding which type of questions to use should be based on the objective of each question and what the evaluation is aiming to get feedback for (i.e. detailed answer for the content of the training, degree of satisfaction from the overall structure and organisation of the training path, etc). Open-ended questions are used to provide qualitative information and feedback, whereas closed and multiple choice ones are usually used to provide quantitative feedback and/or degree of satisfaction, etc.

After the data collection is over (using one or more of the tools described above), the trainer(s) should dedicates adequate time in order to analyse and systematise the results. To reduce the time of analysis, online data-collection tools can be considered, especially in the case of large groups of participants and when applying open-ended questions or mixed type questionnaires.

Focusing on the two main questions suggested at the beginning of the section**, the trainer(s) should analyse:**

» The percentage (%) of participants who have comprehended the content and are satisfied or had difficulties with the training content;

» decide if more time should be dedicated to specific contents which may be more demanding to grasp and adapt the training material accordingly;

» compare the feedback received/the answers given by different groups of participants in order to reflect on how to better implement or adapt the training to different targets and target – groups and adjust the training logistics and timetable.

As mentioned **before the evaluation of the training should be included in the Report for Activity 4.1 to be prepared by all partners** and be sent to WCK in order to produce the Public Report for the Activity.

2. Online company training

2.1. In the aftermath of the Covid-19 pandemic

In the context of the project WeGo! 2 it has been considered necessary to take into account the changes brought about due to the Coronavirus lockdown and the measures which have at different levels affected all the countries involved in the project.

From Italy to Bulgaria, Greece and Spain, companies, shops, restaurants, hotels and public agencies have closed down. Going out has been permitted only with mandatory protective masks and social distancing. Many businesses have had to reorganise and make arrangements so that employees could work from home through teleworking. Many businesses could not manage and have closed down leading to a sharp increase of unemployment all around the world and in the EU in particular.

Italy identified its first case of local coronavirus transmission on the February 20th, 2020. A surge of new cases persuaded the government to lock down a great part of the north regions on March 8th, 2020 and after that day most local companies started to close.

On March 10th, 2020, the Prime Minister banned all non-essential movement and activities as well as companies across the entire country.

Spain, Greece and Bulgaria had almost the same tier during the weeks which followed.[24] **Bulgaria** has been in a state of emergency since March 13th, 2020. During this period, public gathering has been banned. Only mothers with young children and people with pets can walk freely outside. Companies have been recommended to restructure their business with smart working. In **Greece**, from March 13th to May 4th, 2020, free movement was only permitted by sending a SMS to a dedicated number or by bringing a self-declaration form. The situation of isolation has affected the implementation of some activities since not all employees are familiar with ICT, and some companies have shut down. **Spain** is in lockdown since March 14th, 2020. Given the economic and social impact caused by the COVID-19 pandemic, the government has approved several packages of urgent economic and social measures to protect families, workers, and self-employed people.

This situation has had a major negative impact on women experiencing domestic violence situations. The UN chief A. Guterres, referred to a *"horrifying global surge in domestic violence"* directed towards women and girls & linked to lockdowns, and urged governments to make VAW prevention and redress a key part of their national response plans for COVID-19; whereas the President of GREVIO, M. Naudi in her statement,[25] emphasized the need to uphold the standards of the Istanbul Convention given that *"for many women and children, the home is a place of fear and not a place of safety."* However, in the midst of an unprecedented global mobilisation, both on the level of international organisations (UN Women,[26] UNICEF, UNFPA, ILO, WHO, etc) and on the level of feminist NGOs (e.g. ENOMW, EWL, WAVE, Cross Border Feminists, etc), the gendered aspects and impact of the pandemic have been highlighted focusing on health, paid and non-paid (informal /domestic) care, work, the economy and most of all on gender based and domestic violence against women (UN Women, WHO,[27] CoE/GREVIO, EIGE,[28] etc) (Vouyioukas, Liapi, 2020:4-5).[29]

Not only has VAW and GBV increased but also the work of Anti Violence Centres (AVCs) and of professionals supporting GBV survivors has become more difficult, particularly with regard to job placement.[30] However, it is necessary to continue our work with companies and prepare the ground for the future when it will be possible to start again with job placement paths for the women who are part of the project WeGo! 2.

The Covid-19 emergency and the consequent closure of most companies made it necessary to ask questions about the planned trainings. Obviously it is more difficult to offer training in this critical situation. However, now more than ever, with

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[24] For more details see https://www.ecdc.europa.eu/en/geographical-distribution-2019-ncov-cases

[25] GREVIO, (2020) Statement by the President of GREVIO, M. Naudi, https://rm.coe.int/grevio-statement-covid-24-march-2020/pdfa/16809cf55e

[26] UN WOMEN, (2020). COVID-19 and Ending Violence Against Women and Girls. https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/issue-brief-covid-19-and-ending-violence-against-women-and-girls-en.pdf?la=en&vs=5006

[27] WHO, (2020). COVID-19 and violence against women. What the health sector/system can do https://apps.who.int/iris/bitstream/handle/10665/331699/WHO-SRH-20.04-eng.pdf?ua=1

[28] See special webpage of EIGE to raise awareness about the gendered impacts of Covid-19 is having on our society: https://eige.europa.eu/topics/health/covid-19-and-gender-equality

[29] Vouyioukas A., Liapi M., (2020), *Gendered and intersectional dimensions of the pandemic and the impact on equality, rights and freedoms.* Institute N. Poulantzas – e-papers series/ Analyses for #Covid 19.

[30] https://www.nytimes.com

domestic violence on the increase in the midst of lockdowns, companies need GBV awareness raising.[31]

Another issue brought about due to the Covid-19 pandemic and the social distancing in all sectors and aspects of public life was the fact that there has been an overall reconsideration of the potentials to introduce online instead of off-line or on-site training. Many companies have even taken advantage of this period to introduce smart working and offer employees extra training opportunities.

In this context the question to pose is what types/forms of training can be provided using technological tools? Furthermore, instead of asking whether online training is better or more effective than on-site training, it would be best to consider technological tools used for training merely as educational tools and realise that their effectiveness and development depends on how they are used in order to serve a specific purpose. After all online training (which has nothing to do with e-learning) is a different way of learning, providing an alternative to on-site training, carried out through a learning and/or training methodology and using an integrated set of technological tools for remote communication. This type of training combines the technological dimension (new multimedia technologies and the Internet), with different methodological approaches (access to information, sharing and collaboration).

Having these points in mind it is worth considering how to organise and implement online training to facilitate our work with companies in the aftermath of the Covid-19 pandemic.

2.2. Working with company HR staff, employees and members of trade unions online

In the context of the project WeGo! 2 it has been decided to proceed with an online version of the training focusing mainly on the first aim of the specific activity (Activity 4.1) which has already been aforementioned, i.e. to raise awareness on GBV, and especially about IPV, among employers, staff and company directors/top management.

Therefore it is suggested to **focus on raising awareness in the workplace, by involving all the parts of a specific work environment,** supporting a clear message against GBV and disseminating relevant information.

» In the current situation of the pandemic this is considered an optimal choice as

» we can follow without being present in the training room;

» online training allows all employees from all branches to attend the same course;

» and it takes less time for the company from a logistics and organizational point of view to be involved in the training.

Using online training does not mean that we should give up the interactive aspect of learning. However, in order to safeguard this we would have to redesign the training approach. What is more, online training should also entail designing a tailor made corporate awareness-raising and sensitization session based on the profile and needs of a specific company, aiming to establish commitment on part of the company to taking specific measures and/or adopt a concrete company policy to prevent and combat GBV and support survivors. Therefore it is suggested to prepare and send questions a few weeks before the training, in order to review the contents and design a training package adapted to the specific needs and profile of the company being addressed.

2.3. Online training tools and aspects to take into consideration

When designing an online training it would be suggested to consider the following three aspects: a) where the training will take place, b) how to actively involve participants during the training session, c) how to be clear and concise

2.3.1. Creating a virtual training environment

Not being able to organise the training in an actual/ real training room, it is necessary to recreate a similar situation in a virtual space. The basic features of this virtual training area should be the following:

» It should be easily accessible and welcoming for all participants.

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[31] https://www.theguardian.com/society/2020/mar/28/lockdowns-world-rise-domestic-violence

» It should be able to host minimum 20 people and maximum 40 people.

» It should provide for a video function, a chat function and screen sharing.

Although most platforms used for this purpose have the abovementioned characteristics we have chosen and tested Google meet,[32] a free platform for which registration is not necessary and allowing a consistent number of participants. However it is up to partners to decide which accessible (cloud) platform will be used on the basis of their needs and preferences given the plurality of tools for online meeting, webinars, video and web conferencing available on the Internet (e.g. Zoom, Webex, Jing, etc).

2.3.2. The interactive involvement of participants

One of the main concerns regarding online training is that they are not sufficiently interactive or engaging. Even though this also depends on the skills and know-how of trainers, there are tools which can enhance the interactive involvement of participants during an online training session. In our case we have chosen and staged Mentimeter,[33] which is a tool allowing interactive presentations, collecting data and opinions from participants via smart devices, taking online quizzes and being able to see the answers in real time, etc. Moreover, it can also be used to create keyword clouds that allow you to have an overall view of the discussion organised at the end of the training. All these features can be used to stimulate debate, opinion sharing and interactive participation.

Another tool is to show videos, especially videos about personal stories and (traumatic) experiences which individualise the data presented and make gender based violence consequences and effects on the personal level more obvious.[34]

2.3.3. Being clear and concise

Even though at times it may be difficult to keep the undivided attention of online participants a number of suggestions may trigger their interest and help them focus on the issues being presented. The suggestions below are examples of some useful tips.

Useful tips
Using a power point presentation to underline key concepts. When the training is over the power point can be sent to participants as part of the educational material.
Indicating links with extra material and websites mentioned during the training.
Using infographics, which allow viewing listed data and summarizing significant points, are another useful tool for keeping participants' attention high.
Projecting short videos about the topics being presented (i.e. from campaigns, awareness raising activities, initiatives, interviews, etc) is also a good idea.
Dividing the participants in smaller groups and promoting team work using exercises and activities.

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[32] https://meet.google.com/

[33] https://www.mentimeter.com/

[34] See for example: https://www.youtube.com/watch?v=CEDvDo3D3c0 or https://youtu.be/k_7QOfCtbII

In addition to the tips and tools mentioned above we could also use a number of smart strategies to make online training more effective. The suggestions below are some examples of smart strategies.

Smart strategies
Set a maximum for the number of participants. With 15-20 participants it is a lot easier to ask questions and go deeper into the issues presented. What is more, with a smaller group of people it is easier to create a safe and more informal training environment. Stop the presentation every 10-15 minutes, using videos and quizzes to change the rhythm and stimulate the discussion. This way you will keep attention high and participants interested and not bored with the training sessions. Not being present in the training area may be difficult to establish a relationship with participants. To overcome social distancing it would be a good idea to stop sharing the screen and show you face every time you answer a question. You can also ask participants to do the same if they want to – i.e. show their face every time they pose a question or make a comment. This way communication and sharing will be less impersonal. At the end of the training it is important to provide all participants with contact details about the AVCs and the services mentioned during the training. You could also suggest sending contact information via emails to those interested. Don't forget to give your own contact details for any further questions as well. Remember that many people do not feel comfortable asking questions in public about gender based violence or relevant issues. Therefore it is important that all participants have the opportunity to share their thoughts and questions in a safe space after the training.

2.4. Adapting the evaluation to the online training

The general guidelines presented in the evaluation section above (see section 1.5.) remain valid and should be used in order to plan the evaluation of the online training. In this case however it is necessary to use online tools for data collection.

What should also be evaluated is participants' satisfaction from the training. To do this it is suggested to include specific questions about the online setting and how participants felt about the online training VS an in-person one/ on –site training. For example you could assess and evaluate involvement, technical aspects, the quality of the tools used, etc.

A web-based questionnaire should be prepared beforehand and trainers can use the link to share it with participants. It would be suggested to send the link to the questionnaire via email together with the training material.

In case trainers need to develop specific questionnaires, they could use a number of tools from the Internet as for example Google Forms,[35] Microsoft Forms,[36] or Survey Monkey.[37] Most of these tools offer automatic data analysis and graphs, making the final assessment by the trainer easier.

Finally, when using online tools specific attention has to be given to the type of data collected, used and/or recorded, avoiding the collection of personal and sensitive data in case the software used is a free version. Always remember the GDPR (the General Data Protection Regulation 2016/679), personal data protection and privacy.

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[35] https://support.google.com/docs/answer/6281888?co=GENIE.Platform%3DDesktop&hl=en

[36] https://support.office.com/en-us/article/create-a-form-in-microsoft-forms-39a23830-452d-474c-ae1f-47a6ebefa21a

[37] https://www.surveymonkey.com/mp/how-to-create-surveys/

Partnership

The project involves 4 countries and six organizations:

ActionAid Italia, Italy
Istituto per la Ricerca Sociale (IRS), Italy
Rel.azioni Positive Società Cooperativa Sociale, Italy
Center for Sustainable Communities Development,Bulgaria
SURT - Fundació de dones, Spain
Women's Center Of Karditsa (WCK), Greece

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