

# GENDER BASED VIOLENCE

Manual for prevention of youth gender based violence



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# INTRODUCTION

**This guide represents educational material intended to youth and those working with youth, both in institutions and civil sector. It was developed as one of the activities within the project “We Choose Non-violence” supported within Erasmus+ Youth in Action programme framework.**

Guided by the fact that our society lacks sufficient number of educational programs, or sufficient sensitivity to gender issues and continuing respect for human rights, we have created this manual to facilitate access to information and understanding the basic concepts and methods of identifying violence to future peer male and female educators, and all those who want to deal with this issue, and to identify support systems in their local community.

Although there is evidence of increasing violence against women and youth, violence in adolescent relationships and violence in general are topics that are not often discussed in our society. There are no programs that systematically deal with the topic, although working with young people just entering the first relationship is important for the development of quality relationships and prevention of gender-based violence.

We should not focus only on violence against women and girls as an isolated act committed by certain abuser, but also on the connection of this act with systematic tolerance of certain types of violence and the use of violence to fulfil social expectations of gender roles and behaviour.

The term gender is used to describe a set of qualities and behaviours that are in a particular society expected of men and women. Such expectations come from the idea that certain

qualities, behaviours, characteristics, needs and roles are “natural” for men, and that some other roles and qualities are “natural” for women.

People are born as male or female, but they learn to be boys and girls who will grow up and become men and women. They are taught which are acceptable behaviour and attitudes, roles and activities for them, how to relate to other people, how to dress, speak, who and how to love. This learned behaviour is what makes gender identity and conditions gender roles. While growing up, we take over ways and models of behaviour which will make us feel as a part of the community we belong to. Race, class, economic status, age, sex - all of these factors influence what is considered appropriate for men and women in a particular culture and a particular time. Also, accepting or rejecting socially acceptable behaviour contains appropriate rewards or penalties. Most societies are frowning upon discrepancies in this sphere.

According to the definition of the Council of Europe, *gender is a socially constructed definition of women and men.*



It is the social construction of biological sex, determined by understanding of the tasks, activities, and roles attributed to men and women in society, in public and private life. It is culturally specific definition of femininity and masculinity, and therefore variable in time and space. **Gender is not only a socially constructed definition of women and men; it is a socially constructed definition of the relationship between the sexes.**

Construction of gender contains unequal power relationship, because there is male dominance and female subordination in most areas of life. Men and their tasks, roles, behaviour and values, which are attributed to them, in many aspects are more



valued than women and what is related to them. At characteristics of the society is increasingly recognized, and that characteristic is biased, influenced by the male: male role is taken as the norm for society as a whole, which is reflected in politics, which sometimes unintentionally and sometimes intentionally reproduces gender inequality.

Unequal power relations between men and women are designed and built-in social institutions such as family, the legal system, religious system and beliefs, and this patriarchal society is the main reason for male violence against women. Violence aimed at establishing and maintaining control over a female partner, or another person.

Everyone has  
the right to live  
without  
violence!



# VIOLENCE

The causes of violence can be seen from different perspectives: biological, psychological, social, and cultural. Thus, the violence is associated with phenomena such as aggression, frustration, material and spiritual poverty, social isolation, lack of social support, social and cultural marginalization. The violence in societies in transition can be connected with the disintegration of the social system, its criminalization, confusion of social values, contamination by war environment and mild sanctions when it comes to violence. All of these factors should be taken into account when creating integrated social policies and strategies to combat and prevent violence. Of course, this does not mean that violence is a product of the modern age.


## By violence, we mean

*illegal and immoral use of force, which creates a damage – to oneself, others and the surrounding.*

It endangers human life, physical, psychological, and social integrity of a human, its well-being, health, and development. Whether it toward oneself, to others or to its surrounding, violence is almost always a matter of relations between people. Relations that are disturbed because of the abuse of power and betrayal of trust.

Violence cannot be reduced to a single act. It is a **process** - a continuous sequence of interdependent events that take place in a particular context.

Violence is performed with (real or perceived) intent to cause pain or injury to another. **For a violent act are, therefore, characteristic two things: intention and injury.**



Violence is always a result of the abuse of power.

# DEFINITIONS OF VIOLENCE



**Domestic violence** (family violence) means any act of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, regardless of whether the abuser shares or has shared the same household with the victim (Article 3b, Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul 2011)).



**Rape/sexual violence** include vaginal, anal, or oral penetration of a sexual nature on the body of another person without his/her consent, the use of any part of the body or object; other sexual acts with a person without his/her consent; inducing another person to attempt sexual activities with a third party without his/her consent (Article 36, Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul 2011)).



**Sexual abuse of children** means initiating sexual activity with a child who is not of legal age, i.e. under the legal age of consent for sexual activity; initiating sexual activity with a child while: using coercion, force or threats; abuse by a person acting from a position of trust, authority or influence over the child, including within the family; abuse of a situation in which a child is particularly vulnerable, primarily because of a mental or physical disability or a situation of dependence.

**Stalking** is deliberate perpetration of recurring threats to another person, causing that he/she fears for his/her safety, such as, repetitive following other persons, including unwanted communication with her or making it known to another

person that he/she is being watched (Article 34, Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul 2011)).

**Crimes committed in the name of “honour”** are all acts of violence or threats, and any violence covered by the Convention, in which the culture, customs, religion, traditions, and the so-called “honour” are used as justification for such treatment. In particular, these include the claim that the victim had violated the cultural, religious, social, or traditional norms or customs of appropriate behaviour (Article 42, Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul 2011)).

**Female genital mutilation** is defined as excising, infibulating or performing any other mutilation on the whole or any part of women’s labia majora, labia minora or clitoris (Article 38, Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul 2011)).

**Forced marriage** is deliberately forcing an adult or a child to marry. The term “forcing” refers to the use of physical and/or psychological force, i.e. pressure (Article 37, Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul 2011)).

**Sexual harassment** means any form of unwanted verbal, non-verbal, or physical conduct of a sexual nature with the purpose or result of violating the dignity of a person, especially when it creates an intimidating, hostile, degrading, humiliating, or offensive atmosphere (Article 40 Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul 2011)).



*Sonita* is a documentary by director Rokhsareh Ghaem Maghami about a young an Afghan rapper and activist who has been vocal against forced marriages.

**Human trafficking** is the recruitment, transportation, transfer, settlement or receipt of persons, using the threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or some position of vulnerability or offering or accepting payments or benefits to achieve the consent of a person having control over another for exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs (Article 4a Council of Europe Convention on Action against Trafficking in Human Beings).

**Forced abortion** means abortion of a woman without her prior and informed consent; forced sterilization is an operation that has the purpose or effect preventing natural reproduction of a woman without her original and informed consent and understanding of the procedures (Article 39 Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul 2011)).



# FORMS OF VIOLENCE

Violence of one person or group of people over another may include the following **forms of violence**:

**Verbal** - includes procedures such as comments, ridicule, humiliation, threats, insults, whistling, story-telling of inappropriate jokes, swearing, mocking or insulting address;

**Social** - these are usually processes that do not involve words and physical contact, but: avoiding, ignoring, gossiping, spreading untruths about someone, exclusion from group activities, etc., and its goal is to ban another person or a group from community;

**Psychological** - periodically or continuously holding another person in fear, giving threatening looks, following, jealousy, blackmailing, constant insistence on giving “reports” where, with whom and what that person does with other people, insisting that the other person reveals passwords for its e-mail, Facebook or similar profiles, the code to unlock the phone, and the like;

**Physical** - pushing, pulling down, kicking, pinching, pulling, slapping, squeezing, choking, causing bodily harm to a smaller or greater intensity, beating, murder;

**Economic** - actions that prevent access to employment or education, taking away property rights, taking away money;





**Sexual abuse** - any sexual activity without consent of the other person (or other persons), including: sexual taunts and jokes, offensive phone calls, unwanted sexual proposals, coercion to participate or watch pornography, unwanted touching, coerced sex, rape, incest, painful or humiliating sexual acts, forced pregnancies, trafficking in human beings and exploitation in the sex industry.

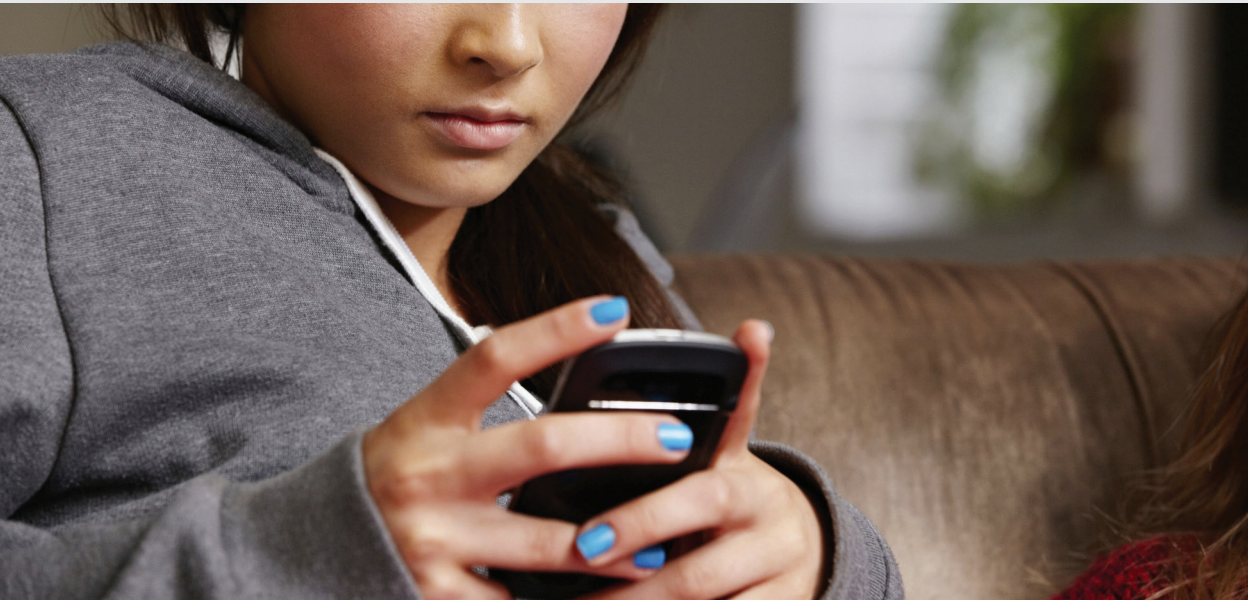


# ONLINE VIOLENCE

Nowadays, there is a very popular term that we hear in everyday communication - this is *bullying*. Bullying is a term used to describe violence or abuse among children. It is also called peer violence, school violence, victimization, bullying, abuse, harassment, harassment, and so on. The term for bullying in our language is torment.

However, the term bullying excludes unintentional and accidental actions (when there is no desire to hurt another person), and a person may be injured or have a sense of unease. If the procedures of aggressive character continues in order to cause someone caused discomfort and/or individuals have resistance, then we talk about violence.

*bullying*: use superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.






In recent years, there is a special form of violence according to *electronic violence* or *cyber bullying*, which is defined as “sending or publishing hurtful or cruel text or images using the Internet or other digital means of communication.” Ortega and associates cite several types of violence:




Electronic messages that contain profanity and insults.




Sending threatening messages.




Denigration and blaming each other by sending and publishing rumours and lies to destroy someone’s reputation or harm their relations with others.



False presentation (Phishing): violators posing as another person (using someone’s nickname or password), performing acts to destroy reputation of that person and bring it into conflict with others.




Indiscretion - revealing one’s secrets, information, and images that are not meant for the public, or when its disclosure not subject to consent of the person concerned.



Blackmailing people threatening that his or her intimate photos and videos will be published on the Internet or forwarded to other people by e-mail, MMS, etc.

Intentionally removing someone from an online group (forums, discussion lists, etc.).



# VIOLENCE AGAINST WOMEN

Violence against women is a manifestation of historically unequal relations of social power between men and women, which have led to domination over and discrimination against women by men. This has led to the prevention of the full advancement of women. Violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men. It is an obstacle to the achievement of equality, development, and peace.

*Declaration on the Elimination of Violence against Women, UN General Assembly Resolution 48/104 of 20 December 1993; Beijing Declaration - Platform for Action, paragraph 118 of the UN Fourth World Conference on Women, Beijing, 1995; Resolution 54/134 of the General Assembly of the UN in 1999, when the United Nations adopted that on 25 November is the International Day Against Violence Against Women.*



Violence against women is any act against the woman's will, which is endangering her mentally, physically, sexually or economically. Abuser can be a member of the family (husband, son, father, brother, uncle ...) or any known (friend, acquaintance, boss, and colleague) or unknown man. It is important to know that violence can happen to every woman, and that violence is not a result of the woman's behaviour but of the system of patriarchy in which men have the power, and violence against women is the way they maintain that power. Violence against women is an example of the abuse of power of one sex over the other. Unfortunately, violence against women was encouraged in each community over thousands of years of history, to this day.

A special and very common form of violence against women is **domestic violence**. It occurs most often between the partners, husband as abuser and wife as victim of the violence, in the context of their marriage or common-law marriage. We emphasize it because of the frequency (statistics show that one in three women suffers domestic violence in the marriage or common-law marriage). Abuse of power by perpetrators mainly relies on the belief that a man owns a woman: while she is single, her father has the “ownership”, and when married she is not given the status of an adult, mature, capable individual, but becomes “owned” by her husband. Children learn this pattern from adults, and they most often repeat it, either in their relationships or in marriages, whether they while growing up as children, especially sons, become violent towards the mother who already suffers or has suffered abuse from their father - her husband. Fight against domestic violence is difficult because of widespread view that this is a private



*One Billion Rising* is the biggest mass action to end violence against women in human history. It's held every year on squares around the world on 14th of february. <http://www.onebillionrising.org>

# SEX AND GENDER

Sexuality is a biological characteristic of people. Newborn baby is declared to be male or female child with regard to reproductive organs it has. **Sex** includes organic - physiological and anatomical differences between men and women, which are a function of their reproductive role, which means biologically functional differences.

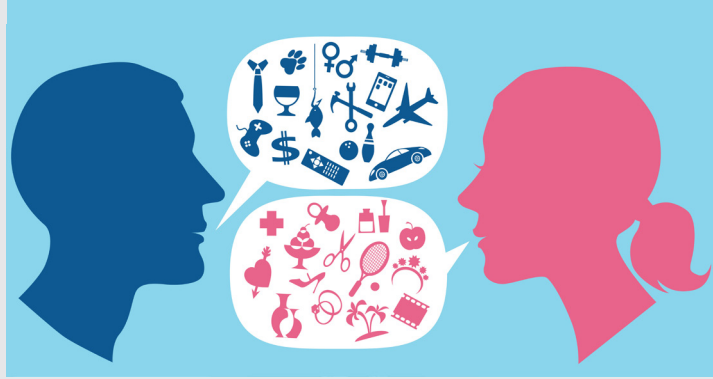
However, considering humans are also social beings, sexuality does not act only in “pure”, biological form, but it appears as always processed, socially and culturally modelled, but also individually interpreted and adopted by individuals on countless modified ways.

**Gender** can be considered as socio-cultural derived from sex. It is a social construction of concepts of femininity and masculinity. It includes social, psychological and cultural differences between men and women. The easiest way to define it is through gender roles concept.

Unlike sex, **gender roles** can change and they do change over time in the same, but also in different cultures. Gender roles are determined by many factors - ideological, historical, cultural, religious, ethnic and economic - and can be changed under the political, economic and cultural influence.

Gender issues mean any aspect of the life of women and men and gender relations that have an impact on the life and development.





## Sex

- Biological differences between women and men
- Differences are fixed and unchangeable
- Differences do not change over time and in different cultures

## Gender

- Social relations between women and men
- Differences may be changeable
- Roles change over time and in different cultures

In our world, everything is divided into "male" and "female": clothes, food, colours, professions ... In accordance with this division is shared power in society. We all generally agree with this "structure" and accept it, and we consider the social differences to be "natural" and unchangeable. Nevertheless, we should not forget that:

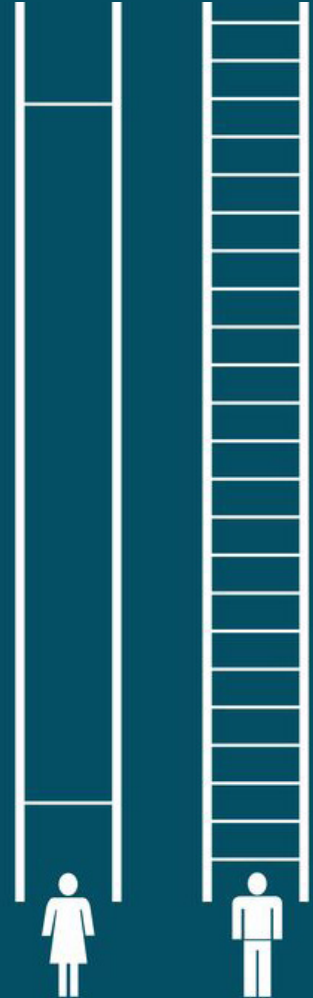
- The gender division brings people (women and men) at risk.
- The gender division does not provide same opportunities for all.
- The gender division is associated with violence.

**Sexism** is a system and practice of social discrimination against persons on the basis of sex. Sexism can be defined as a set of beliefs and practices that give men the privilege over women and underestimate and degrade values and activities associated with women. Also, the concept of sexism refers to negative stereotypes of women, the stereotyping of women, the definition of women in relation to their sexual availabili-

ty and attractiveness to men, and all conscious or unconscious assumptions that cause that women are not treated as fully human beings, while men are set as the norm. Sexism occurs at different levels; from individual to institutional and raising boys and girls to behave in accordance with stereotypes is one of the ways in which sexism is maintained.

**Misogyny** is a term used to indicate causeless, but institutionally supported enmity and hatred toward women. Misogyny as an ideology is created and maintained through the myths, prejudices and stereotypes about “evil and bad women”, and is expressed both in public and media space, as well as in private relationships. Misogyny is present in hate speech, in exclusion and ridicule of women, and in the background of everyday violence and aggression, through the practice of exploitation and abuse of women’s human resources. Misogyny produces patriarchy as a system of domination over women, but also serves as justification and rationalization of patriarchal power structures, such as gender hierarchy and control of female sexuality. When, for example, is said that women are weaker and gentler sex, it actually expresses misogynistic attitude about women and gives “justification” for the patriarchal system in which women do not have enough access to certain education, certain positions, employment, participation in politics and the like.

Dislike of, contempt for, or ingrained prejudice against men is called *misandry*



# VIOLENCE IN RELATIONSHIPS

Violence in youth relationships is as systematic pattern of abusive behaviour that seems to be in purpose of control, domination, and intimidation of the other partner.

It is consequence of unequal relations between men and women, boys and girls.

It occurs more often in communicates where there are:

- Rigid gender roles
- High degree of tolerance of violence towards women, by other persons close to that couple, public, and/or institutions which are obliged to react in such cases (police, welfare centres, health institutions, judiciary, prosecution...)
- Inadequate punishment and/or not punishing those who commit violence.

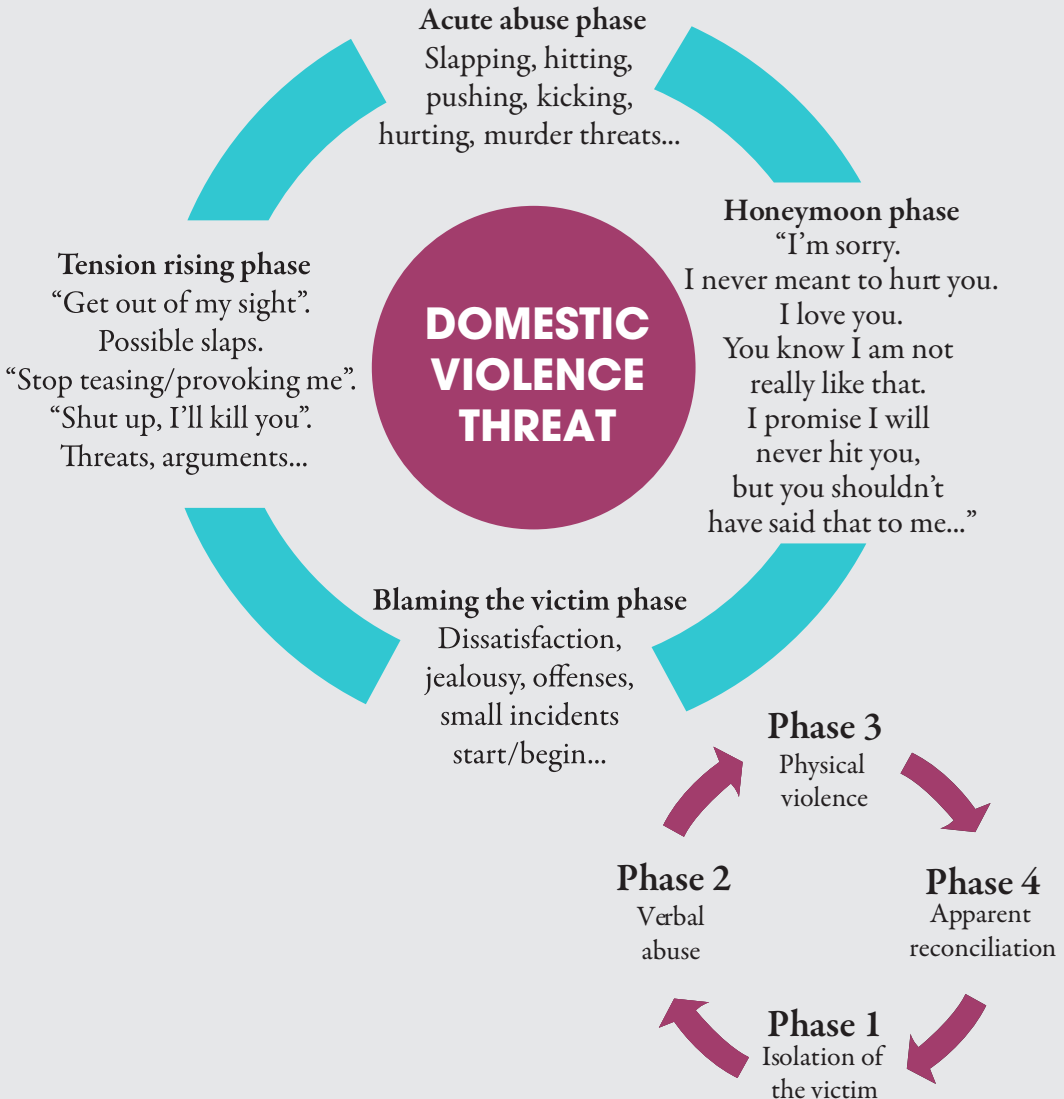
## Stages of violent relationship

- **Strengthening or escalation of violence** – it marks the beginning of the event, when abuser's tension grows, there is a feeling of resentment, anger.
- **Explosion/violent behaviour** – refers to violent behaviour that includes all types of abuse. Abuser attempts to control situation by exercising/using violence.
- **Honeymoon or conciliation** – follows the abuse. Abuser may feel relief or shame, is apologetic and tries to be gentle. He can promise to behave better in the future, that the violent incident will never happen again, this was only isolated incident, tries to justify it with problems on school, work, or a "bad day", can try to redeem with a gift.

In the honeymoon phase, in the vast number of cases girls believe that it was the only a random, isolated outburst. They recall all of the beautiful moments of the past and continue to believe that all will again be a fairytale. After a while, if violence occurs again, there is a known pattern: a constant shift of violence and the honeymoon phase, where the phase of violence occurs more often and is more brutal, and honeymoon phases are more rare and shorter, until the moment when violence happens all the time, and only sometimes there are moments of the "lull before the storm". **19**



# CIRCLE OF VIOLENCE





# MYTHS AND FACTS

Violence in relationship is an act or threat of violence. It can be physical violence, verbal attacks or emotional violence. Also, in relationship there may be sexual violence.

Violence may be performed by one or both partners in relationship. It can happen at any point of time in relationships, from the first day, and may continue throughout the relationship. In addition, it can happen and continue to happen no matter how much time partners spend together, as well as if they live together. For relationship violence, there is no age, class, racial, economic barriers, or obstacles because of sexual orientation. At the same time, it can be said that there is some similarity between the violence in the relationship and domestic violence. Also, young people growing up in (biological or foster family, etc.) environment where they are victims or witnesses of domestic violence, often in their love relationships repeat learned patterns of behaviour - either as victims of violence in a relationship or as abusers.

**Myth: “I’m the only one, everyone else have perfect relationships”.**

**Fact:** At least 20% of persons, who have experienced violence, experienced it during the course of their education.

Violence happens to many young girls, girls, and women: you are not the only one.

**Myth: “It will not happen again...”**

**Fact:** Violence in relationship is a part of the circle of violence. It occurs in three stages:

1. Phase of raising tensions, which may include small arguments, quarrels, threats;



2. Phase of beating, including pushing, hitting, slapping, beating, rape...

3. “Honeymoon phase”, which includes apologies by the abuser, promises that violence will not happen again.

The truth is: if the violence happened once, most likely it will happen again. It is rare that relationship violence is an isolated event.

**Myth: “This is not the real violence. I was not beaten up”.**

**Fact:** Pushing, rejection and emotional injury, taunt, partner’s wish that you don’t go out unless he is with you ... these are all acts of violence.

**Myth: “He is just saying that, he is only joking. He wouldn’t really do that”.**

**Fact:** Verbal insults are used to weaken partner’s self-esteem and they are a way to establish control. They include comments like: “You are useless ... Look at yourself... How did you dressed yourself, look at your make up... Use your head, are thinking at all...”

**Myth: “This is not a domestic violence because we are not married”.**

**Fact:** Violence can occur in any period of relationship. Also, if



there was violence in a relationship, it is certain to continue, in more severe shape, after marrying abusive partner.

**Myth:** “It is entirely my fault. I make him angry and he flies off the handle.”

**Fact:** Violence is never your fault: you are not responsible for someone else’s behaviour.

**Myth:** “He said he would stop.”

**Fact:** Violence escalates! It can start with mild insult or criticism with a smile, verbal abuse. Then comes pushing, arm gripping, hair pulling and slapping, and it can continue with beating. Even with victim’s death.

**Myth:** “It is not my relationship; it is not up to me to interfere. I don’t want my friend to get mad at me...”

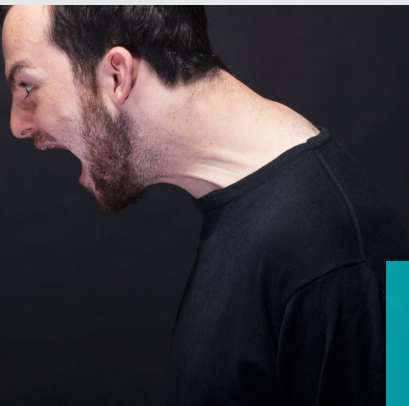
**Fact:** In developed countries, in average only one of 25 women/girls seek professional help, but many of them talk to their friends. Maybe your friend is looking for someone to understand and help her.

**Myth:** “No one is going to help me. No one understands. I don’t know who to ask for help...”

**Fact:** There are many people who care and understand. And there are many services which are specialized to help people just like you, in such and similar situations. You can always ask Prima and peer educators in your school and town for counselling.

**Myth:** “Girls and women are never violent, they are gentler sex.”

**Fact:** Both women and girls can be violent, especially towards those who are weaker. However, more than 75% of violence is committed by men against women/girls.



# MISCONCEPTIONS AND FACTS

Also, violence occurs in same-sex relationships.

**“Jealousy is a sign of love”. Misconception!**

Jealousy is the lack of trust in the person with whom one is in relationship with. Also, it is an indication of low self-esteem, which is still a source of fear, and fear is often a source of aggression.

**“Violence ends when relationship ends”. Misconception!**

Fact is that violence can continue after termination of relationship. That is additional reason to resist violence as soon as possible.

**“Violence happens only to uneducated and poor people”.**

**Misconception!**

Violence is everywhere, regardless of education level or social status. Very often violence happening in well off “respectable”



families and among such people is hidden the most, due to fear of losing reputation and degradation of family honour.

**“Victims of violence deserve what happens to them, because they provoke their partners.” Misconception!**

The truth is that no one wants to be abused. Everyone has the right to live without violence. Abusers choose their behaviour the same way they can choose to be nonviolent, where it suits them.

**“To respect a partner means to never get mad at him/her”. Misconception!**

Every person has the right to get mad, and it is very important how those feelings are manifested. Healthy way is to show one’s feeling while respecting other persons.

**“If we are patient enough, full of love and gentleness, partner will stop to act violently.” Misconception!**

Abusers will act violently as long as there is a person who suffers.

**“Violence in relationship is caused by the loss of control”. Misconception!**

Every type of violence, including violence in relationship, is an attempt to establish control over another person, and to keep that control as long as possible.

**“Psychological violence cannot be proved. It is necessary to have visible bruises and large injuries for police to trust the person reporting a violence.” Misconception!**

Psychological health is an important segment of overall health of every person. Violence leads to lack of self-esteem and courage, depression, withdrawing into oneself, general exhaustion, suicidal wishes, and attempts. That is also visible. Even when victim of violence seems strong, it is very important to state which torture it is going through and how it is disturbing its peacefulness and psychological health. Experts working in specialized teams will be able to recognize and document that.

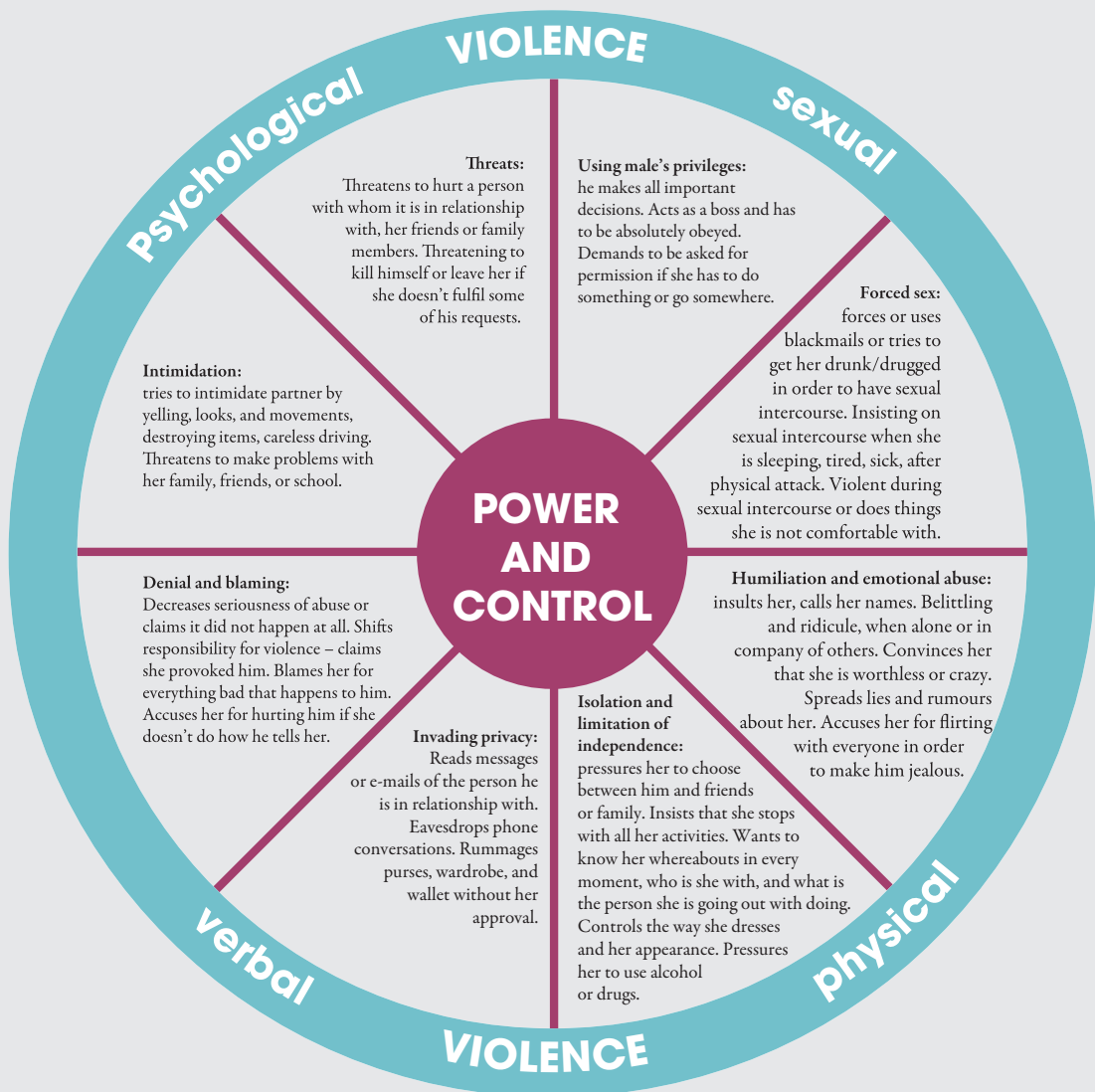
“Person acting violently towards another person, for example a partner is responsible for its actions.”

**Truth!**

Abusers choose to act violently. Victim can never be guilty for someone’s choice to be violent.



# WHEEL OF VIOLENCE IN TEENAGER RELATIONSHIPS





# SIGNS OF VIOLENCE IN RELATIONSHIP

**1** He/she calls the partner with different derogatory names (e.g. “stupid”, “idiot”) when they are together or insults him/her in front of other people.

**6** He/she makes sure not to cause or make his/her angry.

**2** He/she behaves very jealous when another partner is talking to other boys/girls or friends.

**7** He/she often gives up things that used to be important, such as socializing and going out with friends or other activities, and becomes more isolated and focused only on partner.

**3** He/she finds excuses for his/her violent behaviour and constantly justifies him/her in front of others.

**8** His/her school grades, physical appearance, body weight were drastically changed. It could be signs of depression and indicative of abuse.

**4** He/she always checks where is the partner, with whom, and requires to know at all times what he/she was doing.

**9** He/she has injuries, wounds that cannot be explained or provided explanations are easy to “see through” and unconvincing.

**5** He/she often loses his/her temper, maybe even hits or smashes things when angry.

# VICTIM?

## WHEN CAN YOU SAY THAT YOU SUFFER FROM VIOLENCE IN RELATIONSHIP

- Are you afraid by your partner's character?
- Are you afraid to stand up to his/her opinion?
- Do you justify, in front of others, your partner's inclination to treat you badly?
- Have you been afraid of his violence towards other people?
- Did your boyfriend ever hit, kick or push you, or has thrown things at you?
- Does his/her jealousy prevent you from seeing friends or family?
- Are you allowed to go out if he/she is not present?
- Is he/she blackmailing you to break up with you to convince you to have sexual intercourse?
- Are you afraid to say that you don't want to have sexual intercourse?
- Are you forced to have sexual intercourse?
- During sexual intercourse, is he/she behaving insulting or is hurting you physically?
- Are you forced to justify everything you do, who you spend time with, who you see, who you are texting, who is writing to you, what you are commenting on social networks, who 'likes' your photo...?
- Are you unjustly accused to flirt or have sexual intercourse with other boys/girls?
- Can you go out, work, or attend school without his/her permission?
- Is he/she suspicious or doubts you if you don't immediately respond to SMS or a phone call?

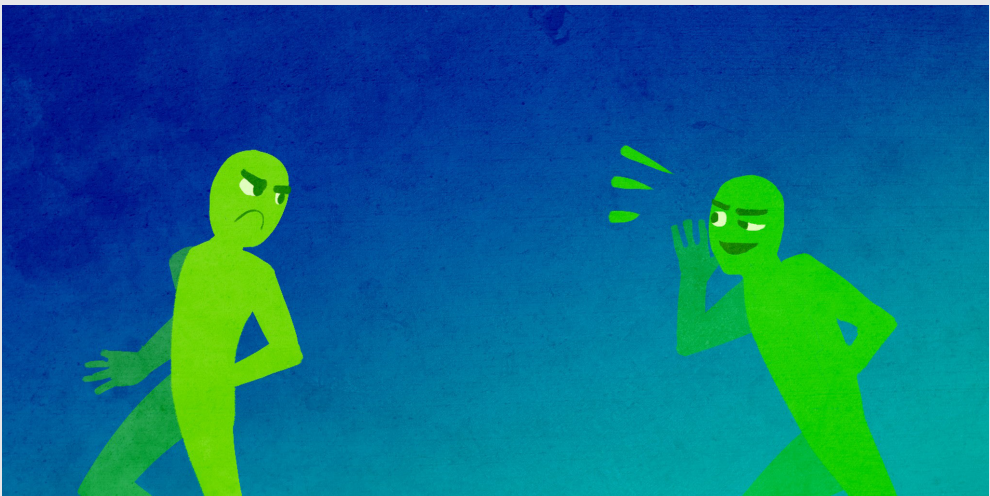






- Does he become very rough and aggressive in situations when you thought you might be pregnant? Are you forced to have an abortion?
- Are you hiding what is going on in your relationship, becoming ashamed or hostile towards parents and friends because of your relationship?
- Is your partner convincing you that you will show your true love by giving him/her your Facebook profile password?
- Is your partner checking your phone messages?
- Is your partner belittling your choice of college, occupation, income level, or your future plans in general?
- during argument, is your gay partner accusing you to be dishonest and actually straight?

NOTE: Bear in mind that above listed behaviour most often happen to girls, because in most cases they are the one who suffer violence in relationships!



# REASONS WHY SOMEONE REMAINS IN VIOLENT RELATIONSHIP

Thinks he/she could help abuser to change for better if stays with him/her

Believes it is worth while to try harder and suffer because this relationship can end up with marriage

Believes that partner cannot live without him/her, because of suicidal threats, etc.

Believes it is not such a bad relationship

Believes it is his/her duty to save this relationship

Loves him/her and is thinking about his/her positive characteristics;

Blames him/herself for everything, believes the violence is deserved

Afraid of physical safety, life

Is afraid for wellbeing of family members, because abuser threatens to hurt them if he/she leaves the relationship

Usually, after violence there is a phase where everything is all right, and abuser tries to be “good” and “attentive”, and victim believes that violence will not happen again, and remains with violent partner

Doesn't want people to know about the violence, feels ashamed and humiliated, feels less successful and valuable

Is afraid that abuser will publish his/her intimate photographs and videos, which would make him/her permanently ‘marked’ in that environment as immoral person

# IT DOESN'T HAVE TO HAPPEN TO YOU

- You are standing in front of your room in dormitory, talking to friends. Your partner comes by and is angry with you, believing you are flirting with another man. He becomes so angry that you believe he is going to hit you.
- You are in a different town. You are driving, and are lost on your way to cinema. Your partner, it seems, becomes more and more aggravated. You try to cheer him up, and he suddenly goes mad and starts yelling at you, saying: “You don’t know anything; you are completely incapable”.
- You are with your friends in a bar. You are nervous because your partner is sitting at the bar and drinking too much, and you know how he cannot control himself when he drinks. An old friend approaches to greet you. Suddenly, your partner comes and is pushing you against the wall. You are very confused and don’t know what to do.
- It’s your partner’s birthday and you’ve bought him a gift. You hope he will be pleased. However, he is angry because you didn’t ask him something else. He throws the present at you and yells: “Don’t you know that my ex girlfriend always used to buy me exactly the same thing?!”
- Yesterday you had a big fight with your partner. It ended by your partner hitting you. Today, he is in front of your doors, with a bunch of flowers. Again, he is promising it will not happen again, and begs you not to tell anyone. It is the same apology as before. You start to wonder how many times will your partner say: “It will never happen again.”
- You and your partner had a huge fight. You don’t even remember what it was about. The fight calmed down, and he is urging you to have sex, although you are not up for it, you are still distressed because of the fight. He says: “Nothing like makeup sex.”

# FRIENDS:

## what can you do if your friend is suffering violence in relationship

- Be with her and listen!
- Help your friend to recognize violence, especially subtle forms of violence.
- Support her strength.
- Don't judge her! Don't tell her what she should have done before, but teach her how to undertake steps to find solution.
- Inform yourself how to act in such situations.
- Help your friend and develop a rescue plan.
- Support her if she breaks up relationship with abuser.
- Give her right information about violence, how to get out of that situation, where she can seek help, how to protect her from unwanted pregnancy with abuser...
- Help your friend to contact groups/organizations that can help her.
- If, due to situation related to your friend, you become frustrated or scared, seek support from other friends, family members or other people who will support you. Also, you can contact *Prima*.
- Contact *Prima* for information how and when you can get involved for our training programs for peer educators and trainers in area of violence protection and fight against violence.





## ABUSER: are you a bully?



- Are you excessive jealous or possessive?
- Do you have a bad temper?
- Are you abusive under influence of alcohol or drugs?
- Are you abusive even without influence of alcohol or drugs?
- Are you constantly ridiculing, criticizing, or insulting your girlfriend/boyfriend?
- Do you break his/her things, or throw them at him/her?
- When you are angry, do you hit, push, kick, or otherwise hurt your girlfriend/boyfriend?
- Do you threaten to hurt or kill him/her, or other person close to them?
- Do you force him/her to have sexual intercourse or intimidate in such way that he/she is afraid to say NO?
- Do you threaten to kill yourself if he/she leaves you?
- Do you insist to be informed about every moment when he/she is not with you?
- Do you spy or call constantly in order to check on him/her?
- Do you accuse him/her of seeing with other boy(s)/girl(s)?

## What if you notice that your friend is violent in his relationship?

Most of the boys who commit violence do not consider themselves to be abusive. Many deny or do not think it is very important. Many say they are joking or they were not serious about it. And for you, as friends, is hard to believe that your friend is violent.

When you talk to such a person, it is important to keep in mind a few things that can help:

- Be specific when saying what you saw and how you felt about it.
- Let him/her know that you will not only passively observe what is happening and allow such behaviour to continue in the future.
- Make sure they understand how he/she is responsible for their behaviour and the consequences of their actions and that he/she is in a serious “trouble” because violence is a criminal offense.
- Help him/her to seek professional help to talk with some of the teachers in school, school psychologist, pedagogues, or any other adult they trust.
- Offer your support in the process of seeking help. Professional person will help them learn to control your anger, which is the ultimate goal of establishing a sense of control and personal power. The aforementioned expert will teach your violent friend how to control anger by means of non-violent communication and peaceful conflict resolution.
- Tell your friend that you care about him/her, and you believe they can change their violent behaviour.



Talking to a friend who behaves violently is not an easy thing, but it is an act of true, honest and responsible friendship.



# SAFETY PLAN FOR GIRLS



## Police: 122

If you dial this number, duty officer from police station nearest to you will answer. Those calls are free of charge and you can call even if you don't have enough credit on your mobile phone.

- Trust your instincts: if you feel that something is choking and imprisoning you, leave or end this relationship.
- If you suspect that your partner is violent, do not stay alone with him. Make arrangements with friends by using a code by which they will know that you need help.
- Be sure you have enough money with you, even for a taxi back home.
- Do not let him isolate you from your friends.
- Meet your partner with your parents.
- If the violence happened, do not hide it; because it will recur. Tell your parents, friends, the police ...
- If the violence took place, or you feel it could happen, contact Prima for useful information and support. On our web site, you can find a form for counselling.
- Do not allow your partner to control your life: how you dress, who you hang out with, what are you doing, what do you do so. This control leads to further violence.
- Memorize in your mobile phone police number, local SOS hot line, Prima, and other groups and organizations that support victims of violence in a relationship.

# **RAPE:**

## **misconception and reality**

**Misconception:** “No one rapes good girls.”

**Reality:** Rape can happen regardless of age, how woman/girl is dressed, with make up or not, what are her physical characteristics, way of living, education, education, status, background...

**Misconception:** “A girl cannot be raped against her will.”

**Reality:** Usually, rapists are stronger than victim. If a girl does not resist during rape, it is due to fear of more severe injuries.

**Misconception:** “Girls fantasize about rape. Girls provoke to be raped.”

**Reality:** Girls do not want to be raped. They want rapist to be punished.

**Misconception:** “Rapist is sick person, sexual maniac.”

**Reality:** Rapist is most often a person with normal sexuality, without sexual illnesses. Only a small percentage is different.

**Misconception:** “Rapist did not commit rape in normal state; he must have been either drunk or drugged”.

**Reality:** Rapist is governed by wish to dominate. He is misusing his power. Rapists are often married, with regular occupation and regular sexual relations.

**Misconception:** “They rape in moment of sexual excitement.”

**Reality:** Rapes are most often carefully prepared and planned.

**Misconception:** “Rapist is a person unknown to victim”.

**Reality:** Most often the rapist knows victim very well.



Never blame the  
victim for what  
has happened to  
her/him

**Misconception:** “Rapes happen in dark and abandoned alleys, places known to be dangerous”.

**Reality:** Rape often happens in closed space: car, apartment... Rape most often happens either at rapist or victim's place.

**Misconception:** “Rapists use weapons and don't talk much”.

**Reality:** Rapists often use physical force, physical violence, brutality, knife, or firearm in order to intimidate victim and fulfil their plan. Rape often happens with lots of verbal threats and torture can last for hours.

**Misconception:** “Man cannot be raped”.

**Reality:** Man can also be victims, and are mainly victims of adult males and paedophiles.



# GOLDEN RULES IN CASE OF RAPE

- 1.** Report it to the police immediately.
- 2.** Do not shower before going to the police. If a girl changed her clothes, different from one she was wearing during violent incident, clothes from the crime scene should be taken to police for analysis of evidence. If she did shower, regardless of it, it is very important to go to the police and report the incident.
- 3.** It is important to immediately register all injuries and perform gynaecological check.
- 4.** It is important that a girl, within 72 hours from violent incident, takes a pill preventing unwanted pregnancy.
- 5.** It is important that a girl is HIV tested in period from minimum 6 weeks from violent incident, and then every three months in the next year.
- 6.** It is important that a girl, according to her judgment, selects a person of confidence, to whom it will be able to talk about her experience of sexual violence. It could be a person from her private environment and/or institution or organization providing psycho-social support. If she doesn't tell anyone about it, it will make her recovery more difficult.
- 7.** When selecting an assistant in institution or organization providing psychological-social support, it is important that during introductory interview girl asks all questions that would help her to determine if it is a person she could trust. It is important to know whether the assistant is educated about sexual trauma, if he/she has previous experience in work with girls/women/persons who are rape survivors. (Only that way girl will be treated with respect, as a whole person, not only according to the fact that she is a rape survivor).
- 8.** In police and in criminal procedure, it is important that girl, according to her possibilities, points out the fear she felt and threats that were made to her.

**9.** Resistance does not have to be only physical confrontation, but any kind of defence she used: crying, pleading, screaming, calling for help, being silent due to fear and threats, and her estimate that she will survive only if she is silent during sexual violence, so the rapist would let her alive and leave.

**10.** There is no such thing as ‘voluntary consent’. Girl who survived rape succeeded to survive rapist’s threat to harm her life and health, her family and other persons close to her.

**11.** In statement it is important that girl, according to her abilities, points out circumstances, as well as behaviour, appearance, gestures, words and threats of the rapist, which were terrifying for her, and made her believe that his threats are serious, and she felt that her life was threatened.

**12.** If the rapist threatened to kill her, the girl should, according to her abilities, point out his readiness to do so.

**13.** If a girl does not remember something about the violent incident, or doesn’t know a fact or data – the most important thing is that she states that she does not remember or does not know.

**14.** Given the fact that evidence gathering by police, prosecutor’s office and court is very difficult, uncomfortable and requires strength, it is important that girl is prepared for it, and decide who will follow her during this process as her ally (it could be person from her private environment and/or institution/organization where she receives psycho-social support).

**15.** Person who reported rape has the right to have her statement recorded, in order not to repeat it every time when required by court or investigation. That way the victim does not have to face the rapist and re-live the trauma.

# IN A GOOD RELATIONSHIP THERE IS:

**Trust** – every person can count on support, in good and bad times,

**Respect** – persons see each other as equal, with equally important needs,

**Appreciation** – every person appreciates opinion, beliefs, and ideas of another person, although they do not have to agree with them,

**Support** – every person supports and encourages another person in pursuit of its goals, or during difficult times,

**Responsibility for their own acts,**

**Joint decision-making,** whenever it is necessary,

**Open expression of feelings** – every person can freely express concern and insecurity without fear of being ridiculed or belittled,

**Active listening** – every person gives enough time to the other one, listens carefully, and tries to understand what he/she wants to say,

**Encouraging friendships and interests** (sports, hobby) outside of the relationship,

**Accepting differences** – persons in relationship are not trying to change each other.



# YOUR RIGHTS IN A LOVE RELATIONSHIP

YOU HAVE THE RIGHT:

- To invite a guy to go out
- To refuse date invitation
- To be always treated with respect
- To choose and keep your friends
- To say to your partner when you want tenderness/physical closeness
- To refuse physical closeness
- To change your mind – at any time
- To break up
- To be treated as equal
- To refuse sex at any time for any reason
- To be loved and respected
- To find new love and start new relationships after this one ends
- Not to be victim of relationship violence or outside of relationship by present or ex partner.



# VIOLENCE AND DISCRIMINATION AGAINST LGBT PERSONS

Violence and discrimination against LGBT persons in our community is still insufficiently openly debated, and therefore in practice are lacking appropriate solutions for the specific needs of the given population.

Comparing the results of different studies, we concluded that violence based on sexual orientation is present and that is one of the most common forms of violence and discrimination in primary and secondary schools. These data show the urgency and necessity to involve violence and discrimination against people of different sexual orientation in violence prevention programs in schools. Valid results can only be achieved by cooperation and interaction of all direct (bullies, victims, children violence observers) and indirect (teaching staff, parents, all state institutions, media) actors in the fight against violence and discrimination in schools.

Homophobic violence or violence against LGBT people is “a common term used to describe and include various forms of homophobic violence that have the purpose or effect to humiliate and hurt the integrity, health and safety of persons or a person just because they are identified as lesbian, gay or bisexual people”.

## Homophobia/biphobia

Irrational fear, hatred, prejudice, or discrimination against persons who are or who are assumed to have homo/bisexual orientation. Homophobia and biphobia are political terms equal to terms: racism (hate towards non-white race people), sexism, misogyny (hatred of women), xenophobia (hatred of foreigners), etc.





## Heterosexism

The view that heterosexuality is the only valid sexual orientation. Heterosexism is often manifested in the form of ignoring lesbians and gays. For example, there is a number of articles about love, couples and relationships that never mentioned same-sex couples.

Socially not-accepting and ignoring different sexual lifestyle of heterosexual leads to a series of stress factors with which lesbian, gay, and bisexual people need to cope in everyday life. These social factors are the lack of rights and protection when health problems, lack of recognition of the connection of older couples, keeping a job, personal security, and so on. These social stress factors affect not only adults, but also of LGBT people in the teenage years, when verbal and physical violence against LGBT leads to problems in school, running away from home, alcohol and drug abuse, suicide, self-mutilation, etc.





# MEASURES THAT SCHOOLS NEED TO MAKE WHEN PEER AND GENDER BASED VIOLENCE IS DETECTED

When it comes to bullying (peer violence) in schools in Montenegro, how they act, and what steps should be followed, and who is responsible for what, is defined in the instructions developed on the basis of guidelines for conduct in manual **School without violence - a safe school environment**. These guidelines apply to all types of violence that school notices, which are described in details in the manual, and should be applied by all schools, as we were explained by the Ministry of Education.

School without violence - a safe school environment

Instructions underline that the responsibility and the duty to report violence and abuse is obligatory! The obligation to report violence has an advantage over the so-called professional secrecy unless confidentiality endangers the child's safety, life, or mental and/or physical health. It refers to situations in which there was information that a child has been abused.

When violence occurs, schools should form a **school team** for protection of children from violence, consisting of school management (school master), associates and teachers who are in direct contact with a child (teacher, class teacher, or another teacher that child trusts). The role of the team is to facilitate the procedure to employees when helping children if there is suspicion that they are exposed to violence.

school team is formed

In the agreed intensity (twice a month), school team meets to analyze submitted specific forms of cases of violence. At that time, they establish what kind of violence it is, i.e. what kind of violence is suspected.

type of violence is determined

Based on events registered in the school, records of the case and notes of the conversation of the professional services with individual children, conclusion is made about the kind of violence we are talking about. If it is concluded it is peer violence (insults,

measures are defined

fistfights, beating, extortion, etc.), measures are defined and implemented in the school. Targeted and thematic workshops (strengthening class cohesion, acceptance of diversity, non-violent communication) are developed and implemented.

work in small groups

Work in small groups is organized (peer support, targeted work to overcome specific problems existing in certain small groups). Areas, methods and techniques required for child support are defined, and individual work is applied. Types of work with parents are defined and applies (thematic parents' meetings and Council of parents meetings, workshops, individual support). Measures towards other institutions are formulated and applied.

interview with the child

Professional service of the institution **interviews the child** (accompanied by a parent/guardian) and prepares a report. In case of severe cases which happen in school, school administration immediately **calls emergency service and/or doctor, or reports it to police** (school representative – it is advisable that member of a professional service accompanies child and parent/guardian).

Centre for Social Work is informed

The team for the protection of children from violence informs the Centre for Social Work about suspicion of violence. To ensure that a child, victim of violence or one that shows maladjustment behaviours, develops adequate psychosocial skills, it is necessary to harmonize action and work teams of school and the Centre for Social Work.

Support plan

**Support plan**, including psychosocial support, measures of educational achievement (additional classes, individual work, etc.) should be developed with the **social protection services**. Based on the plan, child's behaviour is monitored for a longer period. Centre for social work is involved in case of violent behaviour of children, while schools, through its professional services, solves short-term incidents and conflicts of children.

School sends a request to the Centre for Social Work to get involved and undertake protective measures when certain behaviour and power domination reoccurs on individual or group plan. The planning and implementation of protective process involves support activities in the process of education, diagnostic procedures, treatment, and application of social protection measures.

Centre for Social Work provides support to children victims of violence, counselling with abusers and their parents, surveillance of their behaviour and other protective measures. The team of the Centre reviews the situation, determines personality of the child, in which situations it tends to behave inadequately, what led to the incident and such continuous behaviour. After processing the child's personality and interviews with parents, if necessary, a plan and curriculum is established in protection and work (depending on whether the child is a victim or perpetrator) in order to improve his/her behaviour and better adaptation to school. The plan specifies the measures in order to cooperate for successful work with both victims and abusers. Professional workers focus on improving the pro-social thinking, establishing the appropriate level of impulse control; develop a sense of responsibility and accepting the consequences of their own behaviour. They help develop communication skills for non-violent conflict resolution and improving relations with peers and family. They direct structuring of leisure time (adequate facilities, recreational and sports activities), motivate the development of a sense of responsibility and duty towards obligations, self, parents, others. They insist on the regular attendance to counselling in order to work on the development of optimal behaviour.

**The team of the Centre re-views the situation**

**The plan is specified**

**Development of non-violent conflict resolution skills**

The school also supervises students during classes, breaks, arrival, and departure from school. Areas of support needed for the child are established. Methods and techniques of individual work are applied when working with the child. Professional counselling, individual and group work/workshops are implemented. Thematic workshops are conducted (strengthening of class cohesion, acceptance of diversity, non-violent communication). Targeted work to tackle specific problems that exist in certain small groups is organized. Methodology of teaching is adjusted, and additional classes are provided. A teacher-mentor is nominated, who is usually a model according to which the child has a positive attitude, and who monitors child's success and behaviour. In addition, educational – counselling work with parents is organized.

**realizuju se radionice**

**prilagodava se nastava**

# REPORTING VIOLENCE

Violence can and should be reported by anyone: one who suffers from it or the one who has information that violence is occurring. By dialling 122, you will reach duty officer or you can contact police teams specializes for family, sexual, peer and cyber violence.

In addition, you can contact SOS hotline, Safe Women's House, the nearest Centre for Social Work, *NGO Prima...*

In case you need support, advice or information related to the violence that happens to you or a person close to you, **on our web site** [www.nvoprima.org/savjetovaliste](http://www.nvoprima.org/savjetovaliste) you can find a form for online counselling, and our team of psychologists and youth workers will promptly respond by e-mail. In addition, if you want to, we can arrange a meeting. You can get our counselling support anonymously as well. All our support and services are free of charge.



Police: 122

# NGO PRIMA

NGO *Prima* is a non-profit organization dealing with youth important issues, and cooperates with youth and those closely involved with youth (parents, schools, universities, youth clubs...). It was founded in 2010, with headquarters in Podgorica. It gathers activists with extensive experience in democratization of society through work in various areas, mainly in area of human rights, women's right, youth work, formal and informal education. Also, *Prima* involves many volunteers, mainly high school and university students. *Prima's* volunteers are also active in several other Montenegrin towns.

NGO *Prima* is one of founders of MYO, umbrella Montenegrin youth organization.

NGO *Prima* is a member of regional group for civic education. Also, NGO *Prima* is a member of Youth Bank Hub network for Western Balkans and Turkey.

**Prima's vision is youth as visible and active part of the society.**

## **Mission:**

- To improve youth position and work to resolve issues related to young people, both in their communities and in the wider society.
- To develop and implement local and national youth policies.
- To increase opportunities for development and active participation of young citizens in society and decision-making in the areas of human rights, anti-discrimination, non-violence, dialogue, peace education, healthy lifestyles and advocacy initiatives.

- To improve the development of the entire society by encouraging young people, individuals, organizations and institutions to cooperate and thus take an active role and responsibility in their development.
- To raise awareness of society on young people and their importance, needs and problems.

NGO *Prima* is constantly improving existing and educates new young people to become peer educators in the field of prevention of peer violence and violence against youth. Our volunteers conduct workshops in several towns, with themes on nonviolent communication and nonviolent conflict resolution, prevention of peer violence, prevention in peer (teenager) love relationships, prevention of domestic violence and violence towards girls/women, prevention of cyber violence.

**We develop the following programmes:**

- Youth policies
- Human rights and antidiscrimination
- Violence prevention
- Youth mobility
- Youth counselling

NGO *Prima*

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