Prevent and combat violence against children, young people and women and to protect victims and groups at risk

[IE] english

HANDBOOK FOR PREVENTING DOMESTIC VIOLENCE IN IRELAND

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SUNIA GEEL – Prevent and combat violence against children, young people and women and to protect victims and groups at risk

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Domestic Violence – Introduction

Violence within families is a worldwide social problem. Besides children, women in particular are victims and the deeds go mostly unpunished.

Estimates suggest that more women worldwide die within their own homes than as a result of war and civil war. Domestic violence is one of the most common human rights violations and is a result of structural power asymmetries within intimate relationships and families.

Violence hinders development: such traumatic experiences have a serious negative influence on the self-esteem of affected women and undermine their ability to be strong members of a strong civil society, who stand up for their rights.

Furthermore, the damages caused by violence affect health, education and working ability. Therefore it contributes to poverty in affected families.[1]

Basic concept of the handbook

This handbook is divided into five learning sections. Target groups of this handbook are social workers who wish to expand their understanding of domestic violence in Traveller families.

The sections consist of information units covering certain topics and exercises. The main topics covered are:

- Access to families affected by domestic violence and requiring support;
- Materials for working with men affected by domestic violence being victims or perpetrators;
- Materials for working with women and children affected by domestic violence;
- Materials for working with families affected by domestic violence, including all family members;
- Materials for working within Traveller groups affected by domestic violence.

The different learning sections are focused on recognising violence and understanding its various forms, degrees and effects. In doing so, role play and self-reflection are used. Subsequently, the participants can analyse the reasons for domestic violence and the underlying moral concepts.

In completing the exercises, participants will study strategies based on Case Studies for overcoming domestic violence. The role of culture – values, traditions and everyday structures – is discussed and the work of specialists from the healthcare and nursing section, teachers, police and judiciary is explained.

[1] Basics and Source: "Bread for the World" (Editor): Overcoming of domestic violence – A global challenge, Stuttgart 2007.

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Objectives of the handbook

After finishing the exercises the participants will

- know more about the culture of the Travellers in Ireland,
- have a broader knowledge about everyday experiences of ethnic and marginalised groups,
- gain understanding for the reasons of discrimination and prejudices,
- review their own attitude towards ethnic and marginalised groups,
- acquire knowledge about causes for domestic violence,
- obtain skills to work with victims of domestic violence,
- know proven practice examples, which are applicable,
- be able to offer services that can really help victims of domestic violence.

Required equipment for the different exercises

Flipchart
Flipchart pens
Paper
Pens
Pins
Information material
USB stick
DVDs
DVD player
TV
Computer/Laptop
Name tags
Toys
Evaluation sheets

Duration

Each learning section consists of 120 minutes, which can be separated into knowledge transfer and exercises.
According to demand and context, different exercises can be chosen.
The learning sections are based on the SUNIA Geel Powerpoint presentation, which can be used simultaneously.

Information Unit 1

Access to families affected by domestic violence and requiring support

Information Unit 1:

Access to families affected by domestic violence and requiring support

Entry: Introduction of the Managing-Diversity-Approach

Diversity is to be understood as the 'variety' in which people are similar or different. It is therefore the sum of differences and commonalities.

Variety can be seen in factors such as age, ethnic group, religion and others.

The following diagram provides a model to observe Diversity on four levels:

The four levels of Diversity

Gardenswartz/Rowe 2003: Diverse Teams at Work, SHRM, Alexandria, Virginia, USA

Individuals are seen in their social context. According to this understanding of multiculturalism, the members of a social group share their own community of values and have developed a corresponding communication and interaction pattern which connects them. This Managing-Diversity-Approach allows a change of perspective, to help members of different groups to see things from the perspective of another group. Successful factors in this process are sensitization, appreciation and openness for diverse points of view and lifestyles.[2]

[2] Blickhäuser and von Bargen (2007)

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The Irish Traveller Community

What is culture? What is a cultural background?

'Every human has a culture or rather cultural characteristics. Culture is a combination of habits, traditions, symbols, values, expressions and other forms of communication, which designate a social group'.

'The affiliation to a group means to understand these cultural characteristics and appreciate them as values'.

Cultural elements

Tangible: Behaviour and traditions, e.g. nomadism, a life rooted in values, conservatism, - traditions, economical action, family structure and language

Intangible: Values and norms, beliefs, behavioural structures and traditional ways of behaviour

Traveller Demographics

The Traveller community are a minority ethnic nomadic group indigenous to Ireland. The history of where Travellers come from is lost to the strands of time. It is taken as fact that the Traveller community is Irish and is indigenous to Ireland. Their story and history is intertwined in the history of this island.

Within the Traveller community which is 0.53%of the total population; 4,997 are aged between 15 and 25 years which is 0.1% of the total population.
However, Traveller organisations believe the number of Travellers is higher. The recent Our Geels: All Ireland Traveller Health Study (2010) counted 40,129 Travellers on the island of Ireland, 36,224 of these in the Republic, a total of 0.86% of the national population.

Traveller population demographics mirror Third World statistics; 63% of the community are under the age of 25 and only 3% are over the age of 65, this compares to 33% and 13% respectively in the general population in Ireland. Traveller men, on average, die 15 years younger than settled men and Traveller women, on average, die 11 years younger than settled women in Ireland. (Our Geels: All Ireland Traveller Health Survey 2010)

Importance of Family

The Traveller community means the community of people who are commonly called Travellers and who are identified both by themselves and others as people with a shared history, culture and traditions, including historically a nomadic way of life on the island of Ireland'. (The Equal Status Act 2002)
One cannot become a member of the Traveller community, one has to be born into the community. Belonging to the Traveller community also means you belong to an extended family. The concept of family/extended family is central to the community. A person's identity is tied up with the extended family they belong to. A person's family name will tell you a great deal about the person and the family they belong to.

Family ties and kinship are important especially at occasions of celebration, weddings, christening and

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holy communions and at times of serious illness and death.
On these occasions extended families come together in large groups. It is very normal to have five hundred people attending a wedding or a funeral. It is important to attend major family events especially funerals; a large funeral is considered a mark of respect to the deceased and their family.
Generally extended families have roots in different geographical areas around Ireland. Traditionally people returned to their home ground for burial. Today some people still follow this practice while others choose to be buried in the area where their families are now living.

Importance of religion
The majority of Travellers are Roman Catholics. Faith is very central to their lives. The sacred and secular are very much intertwined in everyday life from the cradle to the grave. Everyday life experiences are connected to a person's spirituality. Blessings are central in how a person practices their faith; from before birth to death people seek blessings from God, in times of sickness or family occasions etc. Pilgrimage is an important feature in how people express their faith. The belief in the sacred has a normal interconnectedness in the everyday lives of people.

Nomadism
The Traveller community is considered a nomadic group. Nomadism does not only refer to travelling from one place to another; a person may stay in one area for a life time and still be considered nomadic. It is a mindset, a way of looking at the world and interacting with it. Being nomadic is more than travelling. People have roots in geographical areas, but the family identity will take precedence over this. A Travellers person's sense of belonging is connected to the family first and the geographical area second.

Employment
There is a strong emphasis on work within the Traveller community. Men and women both contribute income to the family either working in mainstream employment or self employment. Income is generated by the family and people would prefer to work from home.
"Research into the economic activities of Traveller culture identifies an emphasis on income generation rather than wage employment. However with increasing regulation and enforcement in work areas associated with Travellers (e.g. recycling, waste disposal, horse trading) opportunities for self employment have become more difficult to find." State of the Art Report: Exchange House 2011

Living Accommodation
The Traveller community, in general, experience poor standards in accommodation and health. Inadequate accommodation and access to health services are major issues affecting the Traveller community. 28% of Traveller families are without official places to live, and are currently living on roadsides or in unofficial halting sites.
"Many have to endure living in intolerable conditions with approximately one third having to live without access to the basic facilities of sanitation, water and electricity" (Irish Traveller Movement, 2010)
Many living on official halting sites are living in severely overcrowded and poorly maintained spaces.

Social Context
Friendships, family, contacts to neighbours or at work – social networks fulfill functions which according to Pierre Bourdieu can be called "social capital". This means all material performances and resources "which are based on the affiliation with a certain group". This is valid particularly for people who are an ethnic minority.

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The significance of social capital, however, consists of its convertibility into economical or cultural capital. Contact with the right people promotes the professional career, facilitates the acquisition of common, distinctive behaviour patterns within certain groups. Emotional support in the shape of affection and acceptance, as well as the possibility of communication help psychological stability; integration in the circle of family, friends and acquaintances convey a feeling of being home. The latter aspect is of great importance particularly for Travellers because they can rarely develop a sense of belonging through cultural similarities or geographic loyalty.

Social networks

Social and ethnic homogeneity

Besides family-centredness, social and ethnic homogeneity are further common features of the social networks of Travellers. Their network relationships are basically limited to contact with people of the same socio-economic status, professional qualification, and same ethnic origin. While working people are mainly in contact to other working people, the friends of unemployed people are usually unemployed themselves.

Experiences with discrimination and prejudice

"Prejudices are a bundle of negative personal notions of a social group. Because of these notions this group is assigned certain notions by other people – regardless of individual or personal characteristics of single members of this group."

Prejudices comprise attitudes, stereotypes and assumptions.

Discrimination is the acting out of prejudice

- Prejudice + power to act = discrimination

The Traveller community continues to experience high levels of social exclusion and disadvantage

The Traveller community continues to experience racial discrimination both at the individual or interpersonal level and at the institutional level

- **44% would not accept Travellers as members of their communities**
- **73% would not accept a Traveller as a friend**
- **93% would not accept a Travellers as part of his/her family**

(Citizen Traveller Report 1999

Integration difficulties for Travellers:

On an indicator used to measure social disadvantage, Travellers fare poorly on every point:

- Poverty
- Social exclusion

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- Health status
- Infant mortality
- Life expectancy
- Literacy
- Education
- Training levels
- Access to decision making
- Political representation
- Gender equality
- Access to credit
- Accommodation
- Living conditions

Basics of social work for a positive change among the Traveller community:

- Open mindedness and attention
- Asking questions / offering challenges
- Practise understanding
- Show respect
- Offer support
- Make friends
- Encourage political participation
- Support social integration
- Build up and maintain friendships

Creating Inter-culturalism through:

- Interaction and respect
- Appreciation of diversity
- Guidance social consultation
- Appreciate cultural inheritance
- Guidance in processes of change
- Consultation and help with fears of change and future
- Inter-generational work

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Exercises: Information Unit 1

The following exercises can be chosen according to the course participants' interests, in order to deepen the particular aspects of this learning section.

Value of the family
45 minutes individual work 45 minutes group discussion
Index cards Paper Pin board/Flipchart Circle of chairs
The participants are asked to write down the value of family within their own environment. What is important about a family? How does their own family work? Who belongs to it? Is there such thing as an "extended family"? Which topics are discussed within a family? What is kept secret from the family? Which celebrations and habits characterise their own family? Which scandals happened? Which big arguments were there and how were they handled? Are there any "family secrets" that are never discussed, or are never told to an outsider? After an individual consideration of these questions, two or three participants present their families to the plenum on a voluntary basis.
The onion of diversity *(Source: Claudia Schachinger: Adolescents from Europe, intercultural learning, T-Kit Nr. 4, 2000:43)*
Up to 30 minutes 10-40 participants (even numbers)
Large room
1. The participants are asked to form an inner and outer circle (like the layers of an onion). In each case two participants face each other. 2. Every team has to (quickly) find a commonality (habit, point of view, background, attitude) and an expression for it (Trainer: either release the form of expression or "demand" a different one each time, e.g. a song, sketch, poem, noise, symbol). 3. When everybody is finished, the outer layer of the onion takes a step to the right and each newly formed team has to find a new commonality and express it. You can specify which sort of commonality should be found (favourite food, things the participants didn't like at school, music etc.) and each time delve "deeper" into the layers of the onion. 4. The teams can move until the circle is completed (depending on the group size). A more difficult version would be to search for differences and complementing facts (and to find an

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expression/a situation in which both are present).

Reflection and evaluation
Afterwards the following questions can be discussed: Which similarities/differences were surprising to us? Where do they come from? In which way can our differences complement each other?

Practical application of this method
It can be a great icebreaker. It can even be used at the end of an event (goodbye onion) or to elaborate identity elements etc. (it all depends on the questions asked)

Our Own Values
20 minutes individual work 40 minutes group discussion (depending on the size)
A4 Paper Pens
Talk about the term "values" in the group: What are values? Where do they come from? How do they influence the life of each individual? The participants receive a sheet of paper and pens to answer the following questions: 1) What is important to me? 2) Why is it important to me? 3) Who is influencing whatever is important to me (people, religion, tradition)? 4) When/how/where do these values influence my life? 5) To which extent may I live according to my values in my new home – are there any special challenges? 6) In which way is it necessary for me to find compromises, in order to be more content?

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Information Unit 2

Working with men affected by domestic violence - as victims or perpetrators

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Information Unit 2 – Materials for working with men affected by domestic violence as victims or perpetrators

Violence in relation to society structures

Violence is often anchored within social structures and handed down over generations - without ever being questioned. Perpetrators of violence in families frequently call on such traditional roles and behavior patterns.

Discrimination and violence against men

In their behaviour men also comply with their social role assignment. Surveys from all continents show that being a man is consistenty associated with the role of a provider, protector and producer.

Violence according to this role model is a legitimate means to prevail – boys already learn this in their childhood. Therefore, the understanding of violence for men and women feature big differences. Violence amongst men is often embedded into an athletic context. Certain forms of violence (e.g. pushing and shoving) are a socially accepted way to express physical closeness and common feeling (and hence, are not a form of violence in a narrower sense because they are based on mutual agreement. Nevertheless, the transitions to use violence within the context of power asymmetry are fluent. There are numerous occasions within male socialisation in which uncondoned physical trespass among men can be attempted.). Boys already get conditioned in playful disputes to endure pain and to hide suffering.

But systems of values are subject to constant changes. The so-called “new men“ live in an equitable relationship, participate in household and family duties, support their female partners in their profession and clearly reject violence as a means of resolving conflict. They experience distinct advantages once freed from socially stereotyped roles: enrichment with a living, active fatherhood, mutual economic security and harmony within a fair relationship. However, these men are oftentimes discriminated against as “unmanly wimps“.

Current areas of male research are engaged with the effects of dominant notions of masculinity on men who do not wish to conform to this traditional image. Within this scope this case may be called cultural gender specific violence against men.

Stereotype opposites and thought patterns about violence

Black and white, good and bad, female and male: The world’s order seems to be determined by opposites. Everything moves between two poles. This dual principle dominates the beliefs of many cultures. In this way, we tend to classify men as active and women as passive. Men are more readily conceived as perpetrators, women as victims. It is an inherent part of conventional perceptions of masculinity and femininity.
These stereotypes encourage men in their belief to see themselves as being stronger and more powerful and thereby, also generate a breeding ground for gender specific violence.

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Another stereotypical pair of opposites connects wealthy people with a civilised and violence free culture and economically weak people with rough and violent manners. However, many international surveys prove that domestic violence occurs on all continents across every social class.
But the WHO states that women in low-income families are threatened in a greater degree to become victims of domestic violence.

Thus, poor women are more often forced to cross cultural borders in order to support their families – e. g. the prohibition of leaving the house without the man. Arguments about financial problems or the man's envy over the woman's salary may also become triggers for conflict ending in violence. Other factors of poverty that promote aggressions are cramped housing conditions, restricted abilities to act as well as psychological pressure.

Traditional patterns for solving conflicts and violence
Cultural values and social role allocation define the management and forms of resolving conflicts. Generally, conflicts are often considered negative per se and are not openly dealt with. But conflict is an unavoidable part of everyday life in a world where many people with individual needs and opinions live together. Constructively resolved, conflicts offer the chance to change old-fashioned and unfair structures.
Whether the creation of a culture of conflict resolution, in which arguments are discussed peacefully is possible or whether violence dominates everyday life, depends on the means which are seen as acceptable within a society in order to handle conflicts. These strongly depend on the role and function which people adopt within societies or families. The form of conflict processing within the family will usually be different to the one used within the professional world, but will still be based on power asymmetries and traditional behaviour patterns.

Violence within the family as breeding ground for violence in society
If violence within the family is kept secret, tolerated and unpunished children will learn right from the start: violence wins! This fact has serious consequences on the individual her/himself, but also on society as a whole.

Experiences of violence in childhood increase the probability many times over to later become a perpetrator or victim of violence yourself. Many surveys show that the witnessing of violence has just as negative an influence on children's lives as having suffered from abuse themselves. When children experience violence within their family or are abused themselves, they get to know violence as element of a relationship. This experience shapes their entire life and their idea of a partnership. Children from families in which domestic violence reigns therefore tend to solve their arguments more often in an aggressive manner, since they were unable to learn coping with conflict in a contructive, peaceful way within their own families.

Whatever example parents set their children and pass on to them – based on social roles, norms, traditions and values – reflects on the public areas and also influences political values and attitudes.

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Exercises relating to Information Unit 2

The following exercises can be chosen according to the course participants' interests, in order to deepen the particular aspects of this learning section.

Men's role in domestic violence
30 minutes role play 30 minutes group discussion
Index cards Paper Flipchart Circle of chairs Digital camera
The participants are divided in two groups. Group 1 will act in the role play, Group 2 will watch the role play and document it. Group 1 has the task to play Scene 1, in which a male participant accuses his wife of poorly taking care of him. In return, she blames him for never being on time and for neglecting the family. Group 2 observes the scene and writes down which behaviour patterns and statements are typical to them. The scene is analysed and typical action patterns identified.
Factors of violence
45 minutes group discussion
Flipchart and pens Circle of chairs
In a group discussion the participants discuss factors about violence. Are poverty, low level of education, poor living conditions, insufficient language skills etc. factors which support domestic violence? How do other families handle violence in their relationship? How do other families handle conflict in their relationships? Aim is to create an experience report in the group.

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Information Unit 3

Working with women and children affected by domestic violence

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Information Unit 3 - Working with women and children affected by domestic violence

Violence against women – Definition of gender-specific violence

In 1993, the United Nations General Assembly passed the "Declaration to eliminate violence against women" and explicitly examined the gender specific aspects of violence for the very first time. The declaration contains a definition of the term violence which takes the public and private as well as physical and emotional violence into consideration. Ever since, it serves as foundation for the work of the UN special correspondent "Violence against women" and was adopted by the 4th World Women Conference in Bejing in 1995:

"Violence against women means every act of violence directed against women because of their gender by which women suffer or might suffer from physical, sexual or psychological violation or pain. This includes the threat of such acts, coercion and random depriviation of liberty, no matter if this occurs in a public or private area. Acts of violence against women are, but not limited to, the following:

- Physical, sexual and psychological violence within the family, including physical and sexual abuse of girls in households, violence connected to the dowry , rape within marriage, female genital circumcision and other traditional methods which are harmful to women, violence outside of marriage and violence connected to exploitation;

- Physical, sexual or psychological violence within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking of women and forced prostitution;

- State or state-tolerated physical, sexual and psychological violence.

The destructive power of domestic violence occurs especially through the interaction of physical, sexual and psychological violence: The most intimate living space turns into a place of insecurity and violence, whereas simultaneously an emotional and economical dependence to the partner remains. Therefore, a realistic definition of violence has to take the psychological-emotional aspects into account.

The motivation of the perpetrator is often to be found on a psychological level: He hits to injure, but also to assert his dominance. He uses physical strength to win psychologically. By degrading his wife or partner through violence he makes himself "commander over her welfare and woe".

Where does psychological violence begin? It is difficult to recognise and measure. Thus, a victim reports:"For a long time I thought domestic violence didn't concern me at all because my husband didn't hit me. But I was already so submissive that he didn't need to hit me."

The assessment of when an action is considered violent depends on the socio-cultural context, personal history and the already endured violence.

Domestic Violence doesn't come out of nowhere but from the context of a specific society.

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Cultural values, social norms, roles, legal conditions, traditions and role models decisively characterise the behaviour patterns and mentality of the members of a society.

If domestic violence is approved of or tolerated without questioning as a means of solving problems within these basic structures of a society, the individual person will also accept this unequal distribution of power and domestic violence in the family and not perceive it as a problem. As a result, violence in the family will be kept secret and if it becomes known in public, it won't be punished.

Individual reasons for domestic violence and the social factors of development

In spite of the variety of cultures, different political systems and huge number of religions the reasons which men name for the use of violence in a relationship are similar worldwide.

Thus, the following occasions can provoke violence worldwide:

- The food is not on the table on time or doesn't taste nice.
- The woman doesn't fulfill her duties as mother and housewife as requested.
- She opposes his will.
- He suspects infidelity.

Factors on a political level

- There are no existing laws which prohibit domestic violence.
- Violence against women is tolerated and tabooed.
- Missing political will to recognise the problem.
- The legislation discriminates women also in other areas, they are worse off legally.
- Traditionally rooted regulations (e.g. traditional laws of succession) which deny women access to land and resources are not corrected by corresponding legislation.
- If rules exist, political commitment of realisation is missing.
- The outreach of state authority is too limited to enforce national laws.
- The education system is not developed sufficiently: lacking educational opportunities and illiteracy serve to maintain the status quo.
- The policital system is too weak to solve economical and social crises without force. Domestic violence increases in times of crisis.

Factors on a socio-cultural level

- Owing to patriarchal attitudes and power relations, a power imbalance exists disfavouring women. This leads to their political under-representation and inability to enforce their interests.
- Social role expectations towards partners favour the restriction and subordination of women to men and their families.
- Violence as means of conflict resolution (in the family, groups, society) occurs on

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a regular basis and is accepted.
- The media perpetuate patriarchal characterised images of men and women through corresponding representation.

Factors on the individual-family level

- Families reproduce the traditional patterns by corresponding gender specific education of the children.
- Parents are the first formative role models for their children, the attitude towards and the handling of violence of the parents is passed on to them.
- Extreme family constraints like the so-called "family honour" are handed down to the children.
- Religious images, myths, own experiences and ignorance hinder personal development and change of family relations.
- Due to emotional and economic dependence, women fear to leave violent family structures or to search for help.

Violence against women as a form of systematic discrimination

"Every day a girl is raped in a public mode of transportation or is sexually harassed in a shopping mall - right before the eyes of passersby who remain quiet and do nothing. And even police officers mistreat and offend victims and their families“, a 16-year-old girl states in a UNICEF report "Stop discrimination and violence against girls".

Acts of violence, which are committed before the eyes of witnesses without any consequences, are a drastic document for the social tolerance of violence against women. At the same time, they reveal the interaction between the social and individual level of violence: since images of dominant masculinity are rooted in society and the perpetrator can count on the implicit tolerance of the witnesses and sometimes even of the national authorities, he commits his act of violence in public.

The attitude underlying the act of violence was promoted or tolerated by social, political and religious agents for long periods of time. The legitimation of gender specific violence is firmly anchored in overall social structures and values.

Hence, violence against women and girls is not only to be interpreted as “an individual fate“, but must be recognised as systematic discrimination. Women are victims of violence because they are women. Therefore, domestic violence against women is equal to the discrimination against ethnic groups, castes or other social groups.

Definition of domestic violence and its effects / symptoms

‘Domestic violence is the use of physical, mental, economic and sexual violence within a relationship between adults.’

The term domestic violence goes beyond physical violence. It also includes emotional abuse like

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the destruction of private possessions, exclusion from the family, separation from friends, threats to others including children and denial of money, food, means of transportation and phone.

Legislation in Ireland

In Ireland the crime of domestic violence is legislated by two main acts;

- Domestic Violence Act, 1996
- Domestic Violence (Amendment) Act, 2002.

There are four kinds of protection available in this legislation namely; Safety Order, Barring Order, Protection Order and Interim Barring Order.

Safety Order:

A safety order prohibits the person against whom the order is made (the respondent) from engaging in violence or threats of violence. It does not oblige that person to leave the family home. If the person does not normally live in the family home, it prohibits them from watching or being in the vicinity of where the person applying for the order (the applicant) and dependent children live. A safety order can be made for up to five years.

Barring Order:

This requires a person against whom the order is made, to leave and stay away from the place of residence of the person applying for the order and/or the dependent children. It may also include terms prohibiting the respondent from using or threatening to use violence. The District Court can make a barring order for three years and this can be reviewed. A Barring Order can be sought if the couple has lived together for six months during a nine month period. Once a summons has been issued for a safety order or a barring order the applicant can apply for a **protection order** or an **interim barring order** while waiting for the application to be heard in court.

Protection Order:

This is a temporary safety order. It gives protection to the applicant until the court decides on a safety or barring order application. It is intended to last until the case is heard and a decision made. It does not oblige the respondent to leave the family home.

Interim Barring Order:

This is a temporary barring order. It is intended to last until the barring order application is heard in court and a decision made. Under the Domestic Violence Act, 2002 a full court hearing must take place within eight working days of the granting of an interim barring order. The Court must be of the opinion that there are reasonable grounds for believing that there is an immediate risk of significant harm to the applicant or any dependent person if the order is not made immediately and the granting of a protection order would not be sufficient to protect the applicant or any dependent person.

An applicant can apply ex parte (without notice to the respondent) for a protection order or an interim barring order. The order takes effect once the respondent is notified; oral communication is deemed sufficient.

What happens if an order is breached? If an order is contravened the respondent can be arrested without warrant and subject to a fine or a term of imprisonment.
Where to apply for an order? The Family Law Centre, Dolphin House, Essex Street, Dublin 2. There is a walk-in service available from 09:3a.m.–12:30p.m. and 14:00p.m.– 16:30p.m. Check www.courts.ie for court services within the local area.

Limitations of the Legislation
Currently under the Domestic Violence Act 1996 unmarried cohabitants need to meet strict eligibility criteria as follows:

- To apply for a Safety Order, a cohabitant must have lived with the other person for 6 (in aggregate) out of the previous 12 months.
- To apply for a Barring Order, a cohabitant must have lived with the other person for 6 out of the previous 9 months.

This means that many cohabitants and former cohabitants who cannot meet these criteria remain unprotected. Voluntary Services regularly work with women who cannot avail of protection under the Act because they cannot satisfy the eligibility criteria. Some current cohabitants may not have been living together long enough, or the period of cohabitation was interrupted, for example because the violent partner has spent time in prison or been out of the country. Women may hope that separating from a violent partner will end the violence and when they realise that this is not the case and that the abuse continues, it is too late to apply for protection against a former cohabitant partner.

In many cases, former cohabitants are not eligible because the very short window of opportunity to apply after separation has passed before they are willing or able to apply. This includes cases where the ex-partner was due to face criminal charges of assault for a serious attack he had made against the woman or their child, cases where the woman cannot satisfy the cohabitation requirement because her partner has been in prison and cases where the woman is still harassed, abused and put in fear years after the ending of the relationship.

Research has proven that often separation does not end the violence and sometimes it actually escalates it. In 2008, 10% of callers to the Women's Aid Helpline disclosed that they were being abused by former partners to whom they were not married. It is therefore essential that cohabitants and former cohabitants can access protection without time limitations.

The Act also does not offer any protection to parties with a child in common but not residing together. This is very worrying as where there is a child in common there is often continued contact between the parents and with this contact the opportunity to continue the abuse.

Parties in a dating relationship are also not protected. Since the Act was passed, a number of groups including Women's Aid, the Law Society of Ireland, the Law Reform Commission, the Government Task Force on Violence against Women and Amnesty Ireland, have called for the Act to be amended in order to address these issues.

Effects of domestic violence on women / victims

Physical Consequences:	Emotional and psychological consequences:
• Fractures and smashed teeth • Bruising • Scars • Indigestion • Asthma • Injuries which lead to embolisms and strokes • Limited mobility • Eating disturbances • Sleeping disturbances	• Depression • Psychosomatic disturbances • Self-mutilation • Feelings of shame and guilt • Loss of identity • Loss of self-confidence • Problems with decision making • Hopelessness, apathy • State of exhaustion • Confusion • Suicidal thoughts • Isolation / loneliness
Social consequences:	**Financial consequences:**
• Retreat and separation from family, friends and social contacts • Loss of independence • Hiding • Feeling of isolation from environment and surroundings	• No co-determination on budgetary expenditure, • Financial dependence on the perpetrator, • The perpetrator uses money to direct the victim into a certain role; • Problems to implement one's own development (for of lack of money) • Control of social benefits / social services by the perpetrator.
Sexual consequences:	**Deadly consequences:**
• Rape • Unwanted pregnancies • Gynaecological injuries • Sexual disturbances • Sexual listlessness / asexuality • No freedom of choice for sexual behaviour • Sexual degradation • Coercion to use / produce pornography	• Death by the abusing agent • Suicide

The Cycle of Power and Control as Reasons for Violence

In 1984, the model "Domestic Abuse Intervention Project" was developed in Duluth, Minnesota. Domestic violence is described as a behavioural pattern which a perpetrator uses to control the partner living in an intimate relationship with him; hence, the focus on "power" and "control". A perpetrator systematically uses threats, fear and coercion against the partner. The behaviour patterns are the hubs of the wheel. The violence pattern keeps everything together. Both victims and perpetrators are protagonists.

The Wheel of Violence – elements

Physical violence

Pushing, hitting, kicking, choking, restraining, tying up, burning, inflicting injuries, throwing objects at her, denying food…

Sexualised violence

Rape, forcing her to perform sexual activities against her will, attacking her sexually, treats her as a sex object...

Economic violence

Prohibition or coercion to work, making her beg for money, assigning pocket money to her, taking her money away, refusing insight and access to the family's income, controlling her expenses…

Use of the children

Imposing feelings of guilt on the woman in relation to the children, using children as intermediaries, taking advantage of the visiting rights in order to bother her, threatening to take away the children from her…

Control/Isolation

Controling her doings, with whom she speaks, where she goes, whom she meets, threatening to limit her social contacts, extreme jealousy as a justification of behavioural patterns …

Psychological violence

Belittling her, undermining her self-confidence, declaring her mad, insulting, humiliating her, doubting her mind, implanting feelings of guilt …

Claims to male power

Treating her like a servant, making decisions without or for her, behaving like a master at home, determining the role of man and woman ….

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Intimidation/ threatening behaviour

Frightening her with glances, actions or gestures, destroying objects, mistreating pets, destructing her property, displaying weapons….

Threat/ coercion/ compulsion

Threatening to finish her off and doing something to injure her, threatening with suicide, threatening to leave her, reporting her to the social welfare office, forcing her to commit illegal actions …

Minimisation/ denial/ shift of guilt

Playing down or denying abuse, blaming her or others for using violence …

Physical violence
Controlling her doings, with whom she speaks, declaring her mad, threatening to take away the children…

Sexualised violence
Pushing, hitting, kicking, choking, restraining, tying up, burning, inflicting injuries, throwing objects at her, denying food…

Social violence
Misusing privileges, treating her like a servant, making decisions without or for her, limiting and controlling her contacts…

Rape, forcing her to perform sexual activities against her will, attacking her sexually, uses her as sex object...

Psychological violence
Intimidating, offending, threatening, frightening her; blaming her for having to use violence, humiliating and degrading her in front of others…

Economical violence
Prohibition or coercion to work, assignment of money, refusing or taking it away, denying her access to the bank account, controlling her expenses…

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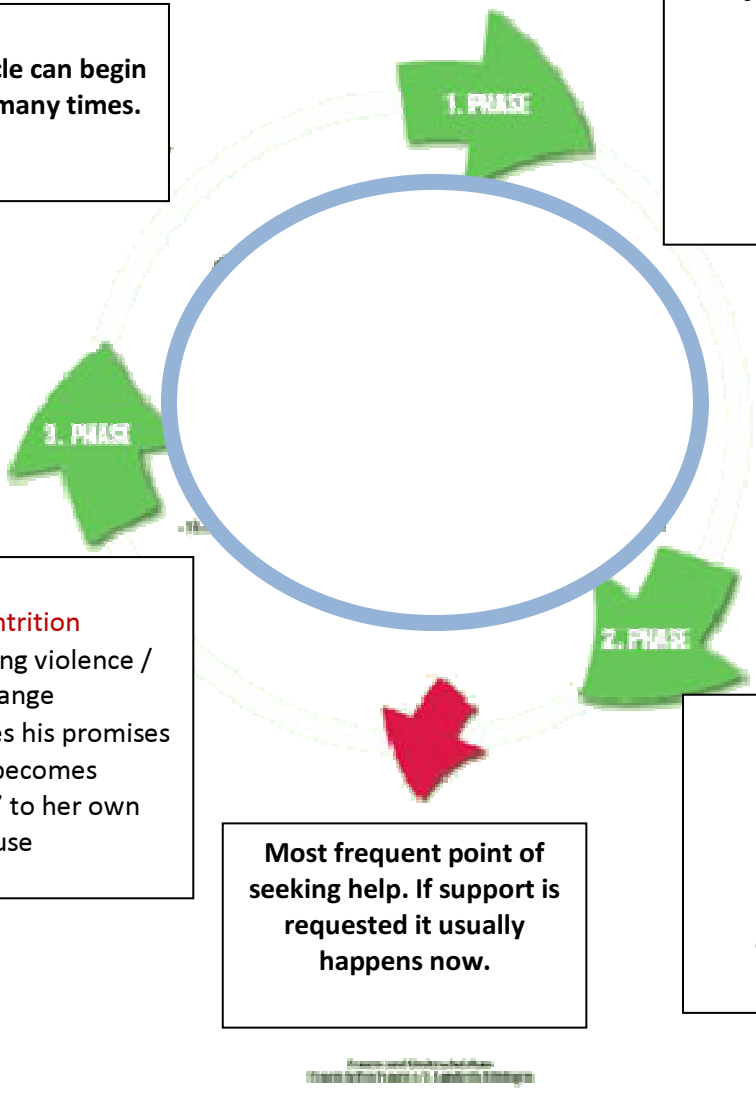
The Spiral of violence

According to the 'Circle of Violence' the "Spiral of the Violence" can demonstrate the development of violence within a family and which behaviour patterns are exhibited by the affected people (victim and perpetrator alike) by using a time grid:

The Spiral of Violence: L. E. Walker

The cycle can begin anew many times.

1st Phase
Creation of tension
- A few small outbreaks of violence from the man
- Woman finds excuses for the violence
- Woman believes she is able to control the outbreaks
- Tensions increase



3rd Phase
Affectionate contrition
- Man regrets using violence / promises to change
- Woman believes his promises
- Woman becomes 'accomplice' to her own abuse

2nd Phase
Acute abuse
- Uncontrolled outbreaks of tension
- Serious abuse
- Injuries
- Hardly recognisable causes for violence

Most frequent point of seeking help. If support is requested it usually happens now.

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Effects of domestic violence on children

In social work and the work with families, children often indirectly offer information about possible cases of domestic violence within a family. Therefore, as a social worker, it is important to pay attention to certain factors and symptoms which children display when affected by domestic violence - no matter whether they themselves are a direct or indirect victim, meaning they are only witness to acts of violence towards other family members (oftentimes their mothers as victims):

Physical Consequences:	Emotional and psychological consequences:
• Heavy sweating • Bedwetting • Palpitations, tachycardia • Asthma • Muscle pain • Skin rashes • Eczema • Stomach pains • Headache • Vomiting and nervous digestion • Lack of restraint, self-indulgence • Self-injuring • Tiredness	• Negative feelings like guilt, anger, isolation, shame, fear and self-accusation • Low self-confidence • Stress related illnesses • Depression • Isolation • Confused reference towards adults • Strong "clinging" and holding on • Problems with drugs and alcohol • Strong feelings of protection for the mother • Developmental disorders • Learning problems at school or hyperactivity and exceptionally good achievements • Eating disorders • Neglecting one's own duties on account of consideration for the mother and her physical and mental state • Suicide thoughts or longing for death
Social consequences:	**Behavioural problems**
• Retreat / Isolation • Social immaturity • Low social abilities • Low empathy • Problems with establishing relationships	• Behavioural problems • Abuse of alcohol and drugs • Attention-deficit syndrome • Hyperactivity, restlessness, irritability • High level of aggression

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Typical reasons for aggression and violence among children from the view of educational psychologists [3]

These explanatory models are kept very general and are, in the everyday work with children and families only partly applicable. A more precise explanation will include factors from the school-psychological position and from the point of view of up-to-date social science results. Aggression is a multifactorial interplay of widely differing causes.

Learning theory
Aggressive behaviour is acquired like any other behaviour, mostly by role model learning. Media and real role models motivate children to imitate. Aggressive behaviour is more likely to be imitated, the more positively the consequences for the role model are. If the imitator succeeds by implementing aggressive behaviour, by being admired or prevailing, he is very likely to adopt this into his behavioral repertoire. Once successfully acquired, aggression behaviour tends to be transferred to similar situations.

Psychoanalysis
According to Freud, a person becomes aggressive when their desire for pleasure is not met or is offended. The more often this happens to a person during his childhood, the stronger the aggression in his adult life. Additionally, the 'super-ego-function' also plays a role during the development of aggression. If a child has not acquired enough "moral safeguards" ('super-ego-rules') on his way towards identification development with a significant adult, then the extent of the individual aggression also rises. Finally an important factor for coping with aggression is to what extent the 'me' is compensated for by way of balance through social, cultural and sporting activities for the renunciation of aggression.

Instinct theory
From the point of view of behavioral biology, aggression derives from an innate instinct which has a species-preserving sense. According to Lorenz, it is a "fighting instinct directed towards a member of the same species of animal and human". Aggressive energy is constantly generated in the organism. It builds up until it crosses a certain threshold and discharges in aggressive actions. The stronger the pent-up aggression, the smaller the cue required for the aggression outbreak. In the most extreme case an aggressive discharge occurs without any external causes (tick-over-reaction).

Frustration-Aggression-Theory
If target-oriented activities of people are disturbed or blocked, frustration arises which can then lead to aggression. First of all, how likely such aggression is depends on the aggression-supporting motive (e.g. through provocation). Secondly, the evaluation of the situation plays a role. And thirdly it is important how strong the affects are which caused the frustrating event. It is also important to know that the aggression resulting from a frustration is not necessarily directed against the origin of the frustration but can also be transferred on a scapegoat (shift of aggression).

[3] Source: Ministry of education and cultural affairs, youth and sport of Baden-Wuerttemberg, Interior Ministry of Baden-Wuerttemberg and Ministry for Employment and Social Affaires, Baden-Wuerttemberg (editor): Working against violence – Prevention against violence in schools, Stuttgart 2003, S. 16ff

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Family education

- Permissive education (not enough clarification/mediation of norms and drawing up of boundaries)
- Inconsistent education
- Cold-hearted, suppressing education
- Discordant education
- Education abstinence of the father

Family burdens

- Chronical relationship crisis
- Acute separation/divorce conflicts
- Single parent family
- Patchwork family
- Domestic violence

Early childhood development violation

- Rejection
- Mistreatment
- Abuse
- Repudiation

Current development problems

- Mental-physical change (puberty)
- Failures at school
- Failures with the partner search
- General rejection by peers
- Unsuccessful search for identity and meaning
- Negative influences of groups and subcultures

Real violence models

- Beating by parents
- Beating by siblings, schoolmates and friends
- Unfair sportsmen and road users

Media violence models

- Violent TV movies
- Horror videos
- Violence gloryfying computer games

Social factors

- Economical crisis
- Social focal areas
- Permissive media policy
- Erosion of the consensus of values
- Scapegoat thinking

Exercises relating to Information Unit 3

The following exercises can be chosen according to the course participants' interests, in order to deepen the single aspects of this learning section.

Task of perception: **Effects of domestic violence on women**
30 minutes individual work 30 minutes group discussion
Index cards Paper Flipchart Circle of chairs
The participants are asked to write down and evaluate all symptoms which indicate that women have experienced domestic violence. To start with, this is done individually. Afterwards the participants present their notes in the plenum and discuss how they evaluate each symptom. **(*This exercise can be done additionally or instead - addressing the effects of domestic violence on children)***
'Circle of violence'
60 minutes group role play
Chart with 'Circle of violence' Index cards Paper Pin board/Flipchart Circle of chairs
The 'Circle of violence' is hung up as a big poster or projected onto the wall as a slide or videopicture. The participants identify per hub (per area of violence) manners or actions which indicate violence. For example: How does sexual violence appear? In which way are children used to exert pressure? How is power used / misused? Which compulsions are there? Aim is to recognise the different patterns of violence and to be able to assign them.

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Information Unit 4

Working with families affected by domestic violence (including all family members)

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Information Unit 4 - Materials for working with families affected by domestic violence, including all family members

Myths and false perceptions

Myth 1
Violence against women is more common among Travellers as it is rooted in their culture.

Facts:
Violence against women and children is not connected with the culture of minorities.
Women from every cultural, economical or social class have experiences with violence.
Oftentimes, cases of abuse are not reported to the authorities due to fear of social exclusion and the stigma which clings to a victim of domestic violence.
Domestic violence is not part of tradition of any culture or group.

Myth 2
Victims easily find access to the police and to support services.

Facts:
Many Travellers are afraid of the police and social facilities. Hence, many victims are under pressure if they look for help.
Many Travellers are afraid to be excluded from their own community.
Many Travellers are scared of visits from the police or authorities in their home.
Lacking knowledge about the right on help and access to support services creates barriers for many victims.
Many victims have inaccurate information about their rights.

Myth 3
Domestic violence mainly occurs within working families, migrants and minorities such as Travellers.

Facts:
Domestic violence is often called “most democratic form of all types of violence”.
Domestic violence can happen to every person in an intimate relationship.
There is no certain “type of family” in which violence occurs.

Myth 4
Domestic violence only applies to women. Men are perpetrators; women and children are victims

Facts:
The number of male victims of domestic violence has increased.
Men often have inhibitions to see themselves as a victim and to search help.
Homosexual men are victims of sexual and domestic violence more often as heterosexual men.
Because of feeling ashamed fewer report such experiences of violence.
Women can be the perpetrators (with women as well as men as victims).

Factors which mainly concern female Travellers

In many cases female Travellers experience a double disadvantage: on the one hand as woman, on the other hand as Travellers.

For example:

The lack of access to direct help is especially bad for female Travellers, because they are often bound to their homes. There are many possibilities of direct discrimination as soon as a woman searches for support in a man-dominated world. Some female Travellers take acts of violence by male (or also female) members of their own group as "destiny" without searching for help.

Oftentimes, police and assistants react reserved if, for example, a Traveller woman asks for help or reports a problem. Many Travellers are reluctant to visit social services. They fear reporting about themselves and not about the partner or perpetrator. Many women fear that reports about domestic violence to authorities could lead to a withdrawal of social security entitlement for their children.

In traditionally, conservatively and religiously anchored families, women strongly identify themselves with their task as a mother and educator of the children. Therefore, they renounce help in cases of domestic violence due to fearing in doing so they might neglect the children and not perform their role.

The lack of accommodation for Traveller women is still a big problem. This applies to short-term and brief accommodation, as well as to long-term protected accommodations. The number of women's refuges is too low.

It is important for victims from Traveller families to have a contact person (social worker) who has an understanding of their context.

For many victims, financial concerns may prevent them proceeding.

Barriers and obstacles for Travellers seeking support

Services may take measures to reduce obstacles which could stop victims of domestic violence from looking for help:

- If you think that a person might be a victim of domestic violence but this is denied, talk about violence, fear etc. in general
- Talk about general feelings like shame, inhibitions, isolation...
- Mention a definition of domestic violence which also contains emotional violence (not just physical).
- Assure the possible victim that it is not her/his fault to be in this position.
- Guarantee confidentiality!

- Assure the victim that he himself/she herself decides about the next steps (not you as a social worker).
- Inform the victim about all possible support services and their availability in case of

emergency.

- Explain that domestic violence is a very complicated problem which can't be solved alone. Point out special support services, experts as well as services which can be acessed easily and straightforwardly.
- As soon as a victim reports abuse, this is often only the tip of the iceberg. Listen carefully, show understanding, emphasise trust and discretion. This is the best way to help to begin with. Encourage and praise talking.

- Emphasise that fear, shame, guilt etc. are normal reactions. Explain that such feelings are often a cause to search for help. Show that you understand these connections. Praise the victim to have taken the first step.
- Explain that there are many women and men who are a victims (no isolated case, it happens everywhere).
- Explain your borders clearly and name experts for continuing support who you know and who can be trusted.

- Avoid any kind of assumptions or speculations. There are many reasons, why victims don't want to change anything about their situation at first and remain in their role. Respect the extent of boundaries of the victim.
- Explain that solutions for the problem of domestic violence are often a long process that costs time and energy, but at the end it can lead to success.
- Refer to the situations in which you have to take legal steps (child abuse etc.).
- Explain the rules of your facilities. Guarantee support! Give the victim the chance to decide on how to continue.

- If you HAVE TO inform authorities because of serious violence or abuse, involve the victim in this process
- If you sense that the victim is not disclosing all information because of fear, accept this at first. However, request further details in conversation and also explain the consequences (complaint etc.).

- Point out to the victims that there are networks of facilities for victims and perpetrators of domestic violence in your region. It is important that victims searching for support receive a positive feedback and are informed about the support services.
- Tell the victim if you involve other colleagues about the case (also anonymously).
- Make sure that your services are promoted by leaflets etc. and that these handouts are displayed at places where victims have access to them without problems.
- The security of victims and children always comes first above all other measures.

Reminder

Victims of domestic violence often show infinite patience, to endure their situation. They develop strategies of hiding, denying and explaining. Partly, victims consciously protect the perpetrators in order to protect the whole group (family). Victims try to refer to violence as a “normal part” of their relationship. This process can last for years. Accordingly, it can take a long time to take the first step in the direction of help.

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Positive recommendations for supporting victims

- **DO** Provide an environment conducive to disclosure and confidentiality. Use active listening and empathy
- **DO** Talk about the common feelings of embarrassment, guilt, shame and fear
- **DO** Offer a definition of abuse that includes emotional abuse
- **DO** Reassure the individual that it is not her fault, and you are not there to judge or blame anyone. You may not agree with her decisions, but let her know that you are there for her and that she is not alone
- **DO** Explain your policies on confidentiality and mandatory reporting / child protection, risk to self or others
- **DO** Let her know that domestic violence is a complex problem which can be difficult to handle alone
- **DO** Indicate that there are specialized resources, support services and information
- **DO** Recognize the limits of the victim's resources
- **DO** Reassure the individual that she will decide what to do next
- **DO** Inform her of your ongoing support and the availability of resources if she requires them
- **DO** ensure that domestic violence resource information is displayed in areas where victims can access them confidentially
- **DO** research and familiarise yourself with domestic violence services generally and within local communities
- **DO** Ensure safety for the victim and dependent children is always the first priority
- **DO** Discuss a safety plan including the storage of important documents
- **DO** Provide her with possible resources in a safe format (to avoid risk if discovered). Leave the door open for her to make the best decision possible for her at that time
- **DO** Remember self care

Things you should avoid:

- **DON'T** Make assumptions but allow disclosure in the victim's own time
- **DON'T** Tell her what to do. Instead, discuss with her what all of their options are, both in staying and leaving
- **DON'T** Make ultimatums about choosing to leave their abusive partner
- **DON'T** ask about the abuse in front of her partner, family or friends
- into a new life and to leave behind the old one.
- **DON'T** Recommend couples counselling or marriage counselling as a solution
- **DON'T** Tell them everything will be ok
- **DON'T** Try to offer a service that is not within your expertise; instead link the woman with the relevant resources
- **DON'T** respond with your own frustrations in wanting to 'fix' things

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Recommendations for action and victim protection

Support for victims

The victims' protection must have priority above all activities for overcoming domestic violence. First of all, sensible strategies have to be found as to how victims can be reached for support services. The intimacy and pressure of the relationship with the partner are a big hurdle. The cultural and group-specific needs of victims must be taken into account.

Help systems for victims

The feminist movement from the 1960s and 1970s is credited with recognising that the causes of violence can only be modified by changes in social structures. The work with women affected by violence and their children in women's refuges has been a political work right from the start, whose main concern was the society-changing effect beside the protection of the women.

Women's refuges as shelter

Women's refuges are open to women who are mistreated physically or emotionally or threatened. The protection from violence and pursuit by the perpetrator has priority.

Women and their children can be taken in around the clock. The stay in a women's refuge is intended to be transitional. How long the woman will live there, primarily depends on her wish, and also on professional requirements. In many cases, external factors determine the duration of the stay in a women's refuge, for example, whether more permanent accommodation can be found.

Interrupting the Spiral of violence

The aim of the work is to allow women and children to lead an independent and self-determined life free from violence. Among other things, the stay in a women's refuge may help to clarify planning further steps. It may help build self-confidence and the ability to make independent decisions and convert them into actions.

Beside crises intervention, support may include help with financial, legal, medical and psychological-social problems. This includes the support to find accommodation and work, as well as contact with authorities.
Discussions on victim's experience of violence, separation situation, development of a life perspective, educational questions, as well as life- and religious questions are also included. If required, other services may be involved.

Even if victims of violence do not leave their home at this point they can receive comprehensive support, which may continue after leaving the refuge.

Women's refuges also address prevention and public information work.

Children in women's refuges

Violence against women within the family is also violence against children. The work with girls and boys in women's refuges is highly valued and requires special attention. Children themselves are always victims or witnesses of violence within the family: Even if there were no

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physical mistreatments they have experienced the feelings connected with violence, like menace, fear and abandonment. They have also experienced the helplessness, fear and the dejection of the mother.

Children have to process the loss of their usual environment - including close people. They often have to change school. The separation of the violent father is experienced with mixed feelings.

The educational work in women's refuges helps to process the violent experiences and reduce harmful consequences. It involves promoting the development of the children as well as clearly teaching about identity and gender roles. Educational work in a women's refuge also includes preventive work with children which promotes, on the one hand self-assertion and self-implementation, and on the other hand makes clear that violence can neither be a form of approach, nor argument.

Intervention work regarding domestic violence

Combating domestic violence against women is complex. Though specifically protective and supportive services improve the life situation of mistreated women and their children, there is little progress on a structural level. The cooperation of all people responsible is necessary for a lasting development in governmental and non-governmental institutions.

Intervention strategies oriented towards the perpetrators are being developed more frequently. "Who beats, leaves“ became a leitmotif – for example in Germany. Here victims are no longer expected to secure their protection themselves and not expected to leave their surroundings. This pro-active intervention work requires the consent of the victim, which when given to the police is passed to a crisis intervention institution. Within 48 hours after the act of violence the crisis intervention team contact the victim, explain their rights and possibilities for support, such as legal advice or psychological assistance, as desired and needed.

Further practical examples and suggestions

Large cities often provide more support infrastructures for victims than rural regions. Examples such as the Ecuadorian organisation CEPAM have established mobile offices. Their staff visit public facilities such as schools, health centres or administration offices. Victims have an opportunity to report their case. A female psychologist and a lawyer offer assistance during consultation hours in terms of crises intervention.

At the same time, local office-holders like police inspectors, public prosecutors, justices of the peace, employees and female employees of the local government are invited to a training course. Other elements of a sensitisation strategy are included. This can be stage plays about domestic violence; readings for children in schools or story-telling groups.

Exercises relating to Information Unit 4

The following exercises can be chosen according to the course participants' interests, in order to deepen the particular aspects of this learning section.

Do's and Don'ts with domestic violence
30 minutes individual work 60 minutes group discussion
Index cards Paper Flipchart Circle of chairs
The participants are asked to write down all Do's and all Don'ts when working with victims of domestic violence. Which of these recommendations do you follow, which neglect? Which experiences have they had? At first, the participants write down their experiences individually and their prefered Do's and Don'ts. Afterwards these are analysed in the plenum.
Myths about domestic violence
60 minutes group discussion
Flipchart and pens Circle of chairs
The participants are asked to name myths and misinformation about domestic violence which they themselves have experienced at work - either through questions from outside or opinions of the victims. Isn't domestic violence a lower class problem after all? Shouldn't the victims themselves be blamed for becomeing victims? Can't they report to the police at once, before a whole family experiences misfortune?
The first steps towards help
30 minutes role play
Paper Pin board / Flipchart Circle of chairs
Two participants are asked to perform a small role play. Role 1 is the role of the victim who talks to a male or female friend about the domestic violence within their own family and whether or not to inform the police or access services. Both consider pros and cons. The spectators write down the arguments and attach them to the pin board.

Local Networking
60 minutes group work
Index cards Paper Flipchart PC with internet access
The aim of this group work is to write down all agents in the area of support services, people, organisations, etc. in cases of domestic violence. A brief profile, including address and contact data, should be provided (if possible) about every resource Aim is the foundation of a local or regional network regarding the prevention and treatment of domestic violence.

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Information Unit 5

Working with Traveller groups affected by domestic violence

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Information Unit 5 - Materials for working within Traveller groups affected by domestic violence

The SINUS Sociovision Institute of Heidelberg is editor of a qualitative, psychological approach based on values and attitudes.
This study was established approach to understand and explain changes in social values:

Findings indicate that belonging to a 'milieu' is a stronger indicator and predictor of behaviours than belonging to an ethnic group.

Although this study was based on migrant Turkish families in Germany, might it have some application for Traveller families in Ireland?

Based on the SINUS-Milieu-Study certain challenges and problems can be assigned to certain social environments in everyday life. Three Groups were described, as follows:

- **(1) Traditional group**
  - Value concepts don't fit into the majority society (Ireland)
  - Own value concepts cannot be realised outside the family
  - Even within the family, opposition grows against traditional values
  - Women are considered to be the preserving heart of the family
  - Children and grandchildren "drift" into a "new world"

- **(2) Modernism**
  - Pride in achievements and money to afford things
  - No acceptance from the grandparents, parents
  - New life style is not accepted
  - Effort in time and money for integration too high
  - Not complete integration

- **(3) New-identities**
  - In spite of qualification and many achievements missing acceptance
  - Discussions within family or with partner in the acceptance process
  - Insecurity about future
  - No role models

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Exercises relating to information Unit 5

The following exercises can be chosen according to the course participants' interests, in order to deepen the particular aspects of this learning section.

SINUS-Milieu – Definition
60 minutes group discussion
Index cards Paper Flipchart Circle of chairs Overview SINUS-Milieus
The participants receive an overview of the classification of the SINUS-Milieu. First, the participants individually try to define milieus regarding their own clients In the group they discuss according to which criteria clients try to adjust themselves The discussion can lead to whether such "classifications" are fair or whether they present a form of social judgment What aspects of Traveller groups might this classification miss? Are there any benefits of such a model?

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Office of the Tanaiste (1997) *Report of the Task Force on Violence Against Women*, Government Publications.

The Women's Health Council (2009) *Translating Pain Into Action; A study of Gender-based Violence and Minority Ethnic Women in Ireland*

West Community Response to Domestic Violence Network (2005) Code of Practice on Domestic Violence

www.bracknell-forest.gov.uk/domestic-abuse.pdf

Social Welfare	**Housing**
www.welfare.ie www.citizensinformation.ie www.hse.ie	www.myhome.ie www.daft.ie www.loadza.com
Legal	**Education & Training**
www.garda.ie www.justice.ie www.courts.ie	www.fas.ie www.youthreach.ie
Miscellaneous www.addictionireland.ie	

In case of Emergency ring: 112 or 999

MOVE - Men Overcoming Violence

A group programme for men who are violent in their relationships. MOVE has many centres around the country. To find out about one in your locale, please call the national office on 065 684 8689, Email: move@moveireland.ie, Web: www.moveireland.ie.

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Local Resources / Organisations

Domestic Violence Services : Dublin	
Amen A confidential helpline, information and support service for male victims of domestic abuse and their children Tel: 046 9023718	**Clondalkin Women's Service** Mon – Thurs 9am – 5pm Tel: (01) 4670708
Dublin 12 Domestic Violence Service Tel: 01 456 3126 Helpline: 01 456 3126 Access Hours: 9.30am to 1.30pm Monday to Friday	**Hesed House** Counselling service and support for women experiencing domestic violence Tel: 01 4549474
Inchicore Outreach Service The Centre offers support to women experiencing VAW on a one to one basis/phone. Court accompaniment and network with any service which offers support Tel: (01) 454 5239	**Southside Women's Action Network Ltd.** Offers free and confidential support and counselling to women who are experiencing domestic abuse. Tel: (01) 282 5932 Email: swannetwork@eircom.net
Women's Aid Tel: 01 868 4721 Helpline: 1800 341 900 (10am to 10pm, 7 days) Email: info@womensaid.ie Website: www.womensaid.ie	**W.O.V.E (Women Overcoming Violence)** Provides a support group for women who have experienced domestic violence. Tel: (085) 162 0257
Domestic Violence Services : Nationwide	
[Carlow] **Women's Aid;** Carlow Women's Aid Helpline: 1800 444 944	**[Cork]** **Mna Feasa** Cork Tel: 021 421 1757
[Cork] **OSS Cork** Cork Tel: 021 422 2979	**[Cork]** **West Cork Women Against Violence Project** Bantry, Co. Cork Tel: 027 538 47

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[Cork] **YANA North Cork** Domestic Violence Project Mallow, Co. Cork Tel: 022 53915	**[Cork]** **West Cork Women Against Violence Project** Bantry, Co. Cork Tel: 027 53847
[Donegal] **Donegal Women's Domestic Violence Service** Letterkenny, Co. Donegal Tel: 074 912 9725	**[Donegal]** **Letterkenny Women's Centre** Letterkenny, Co. Donegal Tel: 074 912 4985
[Galway] **Domestic Violence Response** Oughterard, Co. Galway Tel: 091 866 740	**[Laois]** **Laois Support Service Against Domestic Abuse** Portlaoise, Co. Laois Tel: 057 867 1100
[Limerick] **Southill Domestic Abuse Project** Limerick Tel: 061 313 025	**[Limerick]** **Adapt Services** Limerick Tel: 061 412 354
Longford Women's Link Longford Tel: 043 41511	**(Louth) Women's Aid Dundalk** Tel: 042 933 3244
[Mayo] **Mayo Women's Support Service** Castlebar. Co. Mayo Tel: 094 902 7519	**[Monaghan]** **Tearmann Domestic Violence Services** Monaghan Tel: 047 72749
[Offaly] **Offaly Domestic Violence Support Service** Tullamore Co. Offaly Tel: 057 935 1796	**[Roscommon]** **Family Life Centre** Boyle, Co. Roscommon Tel: 071 966 3000
[Sligo] **Domestic Violence Advocacy Service** Sligo Tel: 071 914 1515	**[Tipperary]** **Ascend Women's Support Service** Roscrea, Co. Tipperary Tel: 0505 23379

Refuges: Dublin

Aoibhneas Women's Refuge Tel: 01 867 0805 Helpline: 01 867 0701 (24 hour service) Email: aoibh2@indigo.ie Web: www.aoibhneas.org	**Havan House** Morning Star Avenue Dublin 7 Tel: 01 873 2279
Rathmines Women's Refuge Tel: 01 4961002 Helpline: 01 496 1002 (24 hour) Email: womensrefuge@eircom.net	**Regina Coeli Hostel** Morning Star Avenue Dublin 7 Tel: 01 872 3142
Saoirse Women's Refuge Tel: 01 4630000 Helpline: 01 463 0000 24 hours Email: admin@saoirsewomensrefuge.ie Web: www.saoirsewomensrefuge.ie	**Sonas Housing Association** County: Dublin Tel: 01 830 9088 Email: info@sonashousing.ie
The Anu Centre, **Blanchardstown Women's Refuge** Email: blancherefuge@gmail.com	

Refuges: Nationwide	
[Clare] **Clare Haven Services** Ennis, Co. Clare Tel: 065 684 2646	**[Cork]** **Cuanlee Refuge** Cork Tel: 021 427 7698
[Donegal] **Inishowen Women's** Outreach Tel: 077 937 3232	**[Galway]** **Cope Waterside House** Women's Refuge, Galway Tel: 091 565 985
[Kerry] **Adapt Kerry Women's Refuge and Support Service** Tralee, Co. Kerry Tel: 066 712 9100	**[Kildare]** **Teach Tearmainn** Newbridge, Co. Kildare Tel: 045 449 524

[Kilkenny] **Amber Women's Refuge** Kilkenny Tel: 056 777 1404	**[Louth]** **Drogheda Women & Children's Refuge** Drogheda, Co. Louth Tel: 041 983 6910

[Meath] **Meath Women's Refuge and Support Service** Navan, Co. Meath Tel: 046 902 2393	**[Tipperary]** **Cuan Saor Women's Refuge and Support Service** Clonmel, Co. Tipperary Tel: 052 27557
[Waterford] **Oasis House Women's Refuge** Waterford Tel: 051 370 367	**[Westmeath]** **Esker House Women's Refuge** Athlone, Co. Westmeath Tel: 090 647 4122
[Wexford] **Wexford Women's Refuge** Wexford Tel: 053 9121876	**[Wicklow]** **Bray Women's Refuge** Bray, Co. Wicklow Tel: 01 286 6163

Rape Crisis Centres : By County	
[Carlow & South Leinster] **Carlow & South Leinster Rape Crisis & Counselling Centre** 72 Tullow Street, Carlow. Helpline: 1800 727 737 Business: 05991 333 44 Email: southleinsterrapecc@eircom.net	**[Cork]** **Sexual Violence Centre Cork** 5 Camden Place, Cork Free phone: 1800 496 496 Email: info@sexualviolence.ie Web: www.sexualviolence.ie
[Donegal] **Donegal Sexual Abuse & RCC** 13 St. Eunans Close, Convent Rd, Letterkenny, Co. Donegal. Helpline: 1800-448 844 Business: 074-912 8211 Email: rapecrisis@eircom.net	**[Dublin** **Dublin Rape Crisis Centre** 70 Lower Leeson Street, Dublin 2. Helpline: 1800-778888 Business: 01 661 4911 Email: rcc@indigo.ie Web: www.drcc.ie

[Galway] **Galway Rape Crisis Centre** 7 Claddagh Quay, Galway Helpline: 1850 355355/091 589495 Business: 091 583 149 Email: galwayrcc@eircom.net Web: www.galwayrcc.org	**[Kerry]** **Kerry Rape & Sexual Abuse Centre** Green view Terrace, Princes Quay, Tralee, Kerry. Helpline: 1800 633 333 Business: 066 7123122 Email: krcc@eircom.net Web: www.krsac.com

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[Kilkenny] **Kilkenny Rape Crisis & Counselling Centre** 1 Golf View Terrace, Kilkenny Helpline: 1800 478 478 Business: 056 7751555 Email: kkrcc@eircom.net	**[Limerick]** **Limerick Rape Crisis Centre** Rochville House, Punch's Cross, Limerick. Helpline: 1800 311 511 Business: 061 311511 Email: limerickrcc@oceanfree.net
[Mayo] **Mayo Rape Crisis Centre** Newtown, Castlebar, Co Mayo. Helpline: 1800 234 900 Business: 094 902 5657 Email: mayorcc@eircom.net	**[North East]** **Rape Crisis & Sexual Abuse Centre (N.E)** PO Box 72, Dundalk, Co Louth. Helpline: 1800 212 122 Business: 042 933 9491 Email: rcsacne@eircom.net Web: www.dundalkrcc.com
[Northern Ireland] **Rape Crisis & Sexual Abuse Centre (NI)** 29 Donegal Street, Belfast BT1 2FG. Helpline: 04890 329 001/2 Helpline(ROI): 04890 249 696 Business: 04890 329 001/2	**[Offaly]** **Tullamore Sexual Abuse & Rape Crisis Counselling Service** 4 Harbour View, Store Street, Tullamore, Co Offaly. Helpline: 1800 323 232 Business: 057 932 2500 /01 Email: tullamorerapecrisiscentre@eircom.net
[Sligo] **Sligo Rape Crisis Centre** 42 Castle Street, Sligo. Helpline: 1800 750 780 Business: 07191 71188 Email: info@srcc.ie	**[Tipperary]** **Tipperary Rape Crisis Centre** 20 Mary Street, Clonmel, Co Tipperary. Helpline: 1800 340 340 Business: 052 276 76 Email: trcc@eircom.net

[Waterford] **Waterford Rape & Sexual Abuse Centre** 2A Waterside, Waterford. Helpline: 1800 296 296 Business: 051 873 362 Email: wrcc@indigo.ie	**[Wexford]** **Wexford Rape & Sexual Abuse Support Service** Clifford St, Wexford. Helpline: 1800 330 033 Business: 053 912 2722 Email: wexrapecrisis@eircom.net Web: www.wexfordrapecrisis.com
[Westmeath] **Athlone Midlands Rape Crisis Centre** 2 Fairview, Garden Vale, Athlone, Co Westmeath. Helpline: 1800 306 600 Business: 09064 738 15	

Traveller Organisations:	
Exchange House National Travellers Service 61 Great Strand Street, Dublin 1. *Direct provision of family support and social work; education and youth work* Tel: 01 872 1094 Email: info@exchangehouse.ie Web: www.exchangehouse.ie	**Crosscare** Traveller Inclusion Project The Red House, Clonliffe College, Dublin 3. Tel: 01 836 0011 Email: info@crosscare.ie Web: www.crosscare.ie
National Traveller MABS Unit 2, North Park, North Road, Finglas, Dublin 11. Tel: 01 864 8510 Email: nationaltraveller@mabs.ie Web: www.nattravellermabs.org	**National Traveller Women's Forum** First Floor, Unit 4, Tuam Road Retail Centre, Tuam Road, Galway. Tel: 091 771 509 Email: ntwf@iol.ie Web: www.ntwf.ie

Pavee Point 46 North Great Charles St, Dublin 1. Tel: 01 878 0257 Email: info@pavee.ie Web: www.paveepoint.ie	For details on where your local Traveller organisation is please contact: **The Irish Traveller Movement,** 4/5 Eustace Street, Dublin 2. Tel: 01 679 6577 Email: itmtrav@indigo.ie Web: www.itmtrav.com
The Parish for Travelling People New Cabra Road, Phibsboro, Dublin 7. Tel: 01 838 8874	**Traveller Counselling Service** 6 New Cabra Road, Phibsboro, Dublin 7. Tel: 086 308 1476 Email: travcounselling@hotmail.com

Legal Aid Centres:	
[Cavan] **Cavan Law Centre** Newcourt Shopping Centre Church Street Cavan Tel: 049 433 1110	**[Clare]** **Clare Law Centre** Unit 6A Merchants Square Ennis Co Clare Tel: 065 682 1929
[Cork] **Popes Quay Law Centre** Northquay House Popes Quay Cork Tel: 021 455 1686	**[Cork]** **South Mall Law Centre** 1A South Mall Cork Tel: 021 427 5998

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[Donegal] **Donegal Law Centre** Unit B9, Letterkenny Town Centre Justice Walsh Road, Letterkenny Co. Donegal Tel: 074 912 6177	**[Dublin]** **Blanchardstown Law Centre** Units 6-8 Blanchardstown Business Centre, Clonsilla Road Dublin 15 Tel: 01 820 0455
[Dublin] **Brunswick Street Law Centre** 48/49 Nth Brunswick Street/Georges Lane Dublin 7 Tel 01 646 9700	**[Dublin]** **Clondalkin Law Centre** Tower Shopping Centre Clondalkin Dublin 22 Tel: 01 457 6011

[Dublin] **Finglas Law Centre** 44-49 Main Street Finglas Dublin 11 Tel: 01 864 0314	**[Dublin]** **Gardiner Street Law Centre** 45 Lower Gardiner Street Dublin 1 Tel: 01 874 5440
[Galway] **Galway Law Centre** 9 Francis Street, Galway. Tel: 091 561 650	**[Kerry]** **Kerry Law Centre** 1 Day Place Tralee Co Kerry Tel: 066 712 6900
[Kildare] **Kildare Law Centre** Canning Place Newbridge Co Kildare Tel: 045 435 777	**[Kilkenny]** **Kilkenny Law Centre** 87 Maudlin Street Kilkenny Tel: 056 776 1611
[Laois] **Laois Law Centre** Unit 6A Bridge Street Portlaoise Co Laois. Tel: 057 866 1366	**[Limerick]** **Limerick Law Centre** Lock Quay Limerick Tel: 061 314 599
[Longford] **Longford Law Centre** Credit Union Courtyard 50A Main Street, Longford. Tel: 043 47590	**[Louth]** **Louth Law Centre** Condiul House Roden Place Dundalk, Co Louth Tel: 042 9330448

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[Mayo] **Mayo Law Centre** Humbert Mall Main Street Castlebar, Co Mayo Tel: 094 902 4334	**[Meath]** **Meath Law Centre** Kennedy Road Navan Co Meath Tel: 046 907 2515

[Monaghan] **Monaghan Law Centre** Alma House The Diamond Monaghan Tel: 047 848 88	**[Offaly]** **Offaly Law Centre** Harbour Street Tullamore Co Offaly Tel: 057 935 1177
[Sligo] **Sligo Law Centre** Bridgewater House, Rockwood Parade, Thomas Street, Sligo. Tel: 071 916 1670	**[Tipperary]** **Tipperary Law Centre** Friars Court Abbey Street Nenagh, Co Tipperary Tel: 067 34181
[Waterford] **Waterford Law Centre** Canada House Canada Street Waterford Tel: 051 855 814	**[Westmeath]** **Westmeath Law Centre** Paynes Lane Irishtown, Athlone Co Westmeath Tel: 090 647 4694
[Wexford] **Wexford Law Centre** Unit 8 Redmond Square Wexford Tel: 053 912 2622	**[Wicklow]** **Wicklow Law Centre** Bridge Street Wicklow Tel: 0404 661 66

Mental Health Services	
The Samaritans 1850 609 090 Email: jo@samaritans.org Web: www.samaritans.org	**Aware** 72 Lower Leeson Street, Dublin 2. Tel. 01 661 7211 Email: info@aware.ie Web: www.aware.ie

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National Travellers Service
Great Strand Street 61
Dublin 1, Ireland
www.exchangehouse.ie
info@www.exchangehouse.ie

IEIE – International Education
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Hölderlinplatz 2A
70193 Stuttgart, Germany
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