

Training trainers in mediation and restorative justice

**A Collection of best practices
related to gender-based
violence**


Mediarej project



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Erasmus+ Programme
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Training trainers in mediation and restorative justice

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Introduction

This Manual is to be used during the Train of Trainers (ToTs) together with the other previous Intellectual Outputs IO1, IO2, and IO3 implemented aims at bringing Restorative Justice in the context of Gender Based Violence, domestic violence, and the broader issue of violence against women.

Apart from the theoretical part concerning European documents referring to GBV and different approaches of the countries to RJ and GBV, types of gender-based violence, sensitive areas in an intercultural perspective, existing ethnographies, gender mainstreaming, and gender equality, a collection of forty-five case studies will be included in the manual.

All the cases that have been collected can be taken into consideration to discuss whether they can be addressed through Restorative Justice tools. It is important to emphasise that there is no one correct assessment valid for all contexts: there are many local factors, ranging from national regulations to the experience of mediators, that can affect the assessment of whether to propose or approach a Restorative Justice process. The sense of the tool is primarily to encourage critical discussion.

In any case, in order to facilitate the work and also to have a point of comparison, 6 cases actually addressed through a Restorative Justice process have been highlighted (which is also presented in the sheet).

The suggestion for the trainers is not to immediately “reveal” to the trainees what these cases are and how they were dealt with, precisely to stimulate reflection not only on the feasibility, but moreover on the possible practical ways of dealing with the different cases.

To meet the practical expectations of our RJ trainers of trainers this manual will provide three activity sheets with specific examples that can be carried out in RJ training related to gender-based violence. Individual Activity Sheets will accompany them for getting instant feedback on the way the cases were concluded.

Based on real or adapted stories or scenarios, participant trainees will be asked to read or role-play at least two cases chosen. As a debriefing some questions will be answered:

- Can you identify gender-based violence in this story or role-playing?
- Who is the victim and who is the perpetrator?
- Are there any consequences of violence for the victim?
- Are there possible consequences for society as a whole?

A simulation activity, in which participants devise a policy on preventing and acting against gender-based violence in their community will provide participatory activities. Being edited in English, the European lingua franca and after that translated into all partner languages, the manual will be available on a European and international scale.

Chapter One

European documents concerning Gender Based Violence and different approaches of the countries to RJ for GBV

Why our Project?

MEDIAREJ aims to increase the number of people involved in restorative justice so that they become a stable point of reference in the various local areas. By drafting agreed guidelines to clarify the essential requirements for the training of mediators and mediation trainers who would operate effectively and efficiently in five countries Belgium, Croatia, Italy, Romania, and Spain¹. This joint work involves partners with a stronger background in RJ and others with younger experience. The transnational work is supported by the major European network organisation in the RJ field, our partner the European Forum for Restorative Justice based in Belgium but working at the pan-European level. Consequently, the implementation of MEDIAREJ project increases the number of people involved in restorative justice so that they become a stable point of reference in the various local areas. The trained mediators will then work in a team to implement RJ projects at the territorial level to involve people in restorative practice and disseminate the culture of humanistic mediation.

Why is GBV included in MEDIAREJ?

Everyone should be safe in their homes, in their close relationships, in their workplaces, in public spaces, and online. Women and men, girls and boys, in all their diversity, should be free to express their ideas and emotions and pursue their chosen educational and professional paths without the constraints of stereotypical gender norms.

Gender-based violence is based on an imbalance of power and is carried out with the intention to humiliate and make a person or group of people feel inferior and/or subordinate. This type of violence is deeply rooted in the social and cultural structures, norms, and values that govern society, and is often perpetuated by a culture of denial and silence. It can be perpetrated by anyone: a current or former spouse/partner, a family member, a colleague from work, schoolmates, friends, an unknown person, or people who act on behalf of cultural, religious, state, or intra-state institutions. It can be perpetrated by anyone:

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Gender-based violence, as with any type of violence, is an issue involving

relations of power. It is based on a feeling of authoritativeness, and an intention to assert that dominance in the family, at school, at work, in the community, or in society as a whole.

¹ See European Forum for Restorative Justice (2021). Training trainers in mediation and restorative justice: The Handbook of the Erasmus+ MEDIAREJ project. Leuven: European Forum for Restorative Justice.

Why is gender-based violence a problem?

Gender-based violence is a human rights violation. It is an unrelenting assault on human dignity, depriving people of their human rights.

The 2011 Council of Europe Convention on Preventing and Combating Violence against Women and Domestic violence 1. (Istanbul Convention) is the most far-reaching development in the long line of instruments and standards at the international and regional level (see Section 2. A) and provides the most condensed and detailed blueprint for action in this field. The Istanbul Convention is a comprehensive and complex treaty. It is, at the same time, a human rights treaty and a criminal law treaty, but it is also an instrument for promoting greater gender equality. The Istanbul Convention answers the basic question “what are the minimum standards and measures state authorities need to implement in order to effectively respond to violence against women and domestic violence?” (Committee on the Elimination of Discrimination against Women, General Recommendation on women’s access to justice, CEDAW/C/GC/33, 23 July 2015, para. 14. 35). The Istanbul Convention is open to accession to non-member states of the Council of Europe. Improving the effectiveness of law enforcement and justice officers in combating violence against women and domestic violence.

What makes the Istanbul Convention so groundbreaking?

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1. <https://eige.europa.eu/gender-based-violence>

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- It is the first treaty to provide a legally-binding definition of violence against women as a violation of human rights and a form of discrimination against women (Article 3). It’s the first treaty to integrate the due diligence standard in the field of violence against women.
- It requires states to criminalise the various forms of violence against women, including physical, sexual and psychological violence, stalking, sexual harassment, female genital mutilation, forced marriage, forced abortion and forced sterilisation.

The Istanbul Convention requires that states act with due diligence to promote and protect individuals' rights and to ensure that all human rights violations are treated as illegal acts. Under this standard, law enforcement officers, prosecutors and judges are obligated to diligently prevent and investigate acts of violence, to punish violence under national law, and to provide reparations to victims (Article 5).

Why is gender equality crucial?

The measures articulated in the Istanbul Convention are firmly based on the premise that violence against women cannot be eradicated without investing in greater equality between women and men and that in turn, only real equality between women and men and a change in power dynamics and attitudes can truly prevent violence against women. The key to combating violence against women is not merely crime control. It is making sure that women and men are equal, have the same rights and responsibilities, the same opportunities, and that their contribution to society is equally valued and respected. Consequently, the Convention contains a number of provisions which aim at advancing the status of women in society de jure and de facto. Prejudices, customs, traditions, and other practices based on the inferiority of women or on stereotyped roles for women and men abound. Naturally, they influence gender interpersonal relationships but also how women are treated by public institutions including the police and the judicial system (see section 1.D). For this reason, the Istanbul Convention aims at changing attitudes and eliminating stereotypes not only at the level of individuals but also at the level of institutions. It does so, for example, by placing the obligation on States Parties to conduct regular awareness-raising campaigns (Article 13), introduce teaching material at all levels of education (Article 14), regularly train all professionals in contact with victims including legal professionals and the police (Article 15), set up perpetrator programmes (Article 16), and involve the private sector and the media as partners in tackling violence (Article 17).

How will the restorative justice movement effectively deal with cases involving GBV or domestic violence?

This is a tremendously controversial area and many different opinions exist in the field already. Marc Umbreit, (School of Social Work College of Human Ecology www.rjp.umn.edu) believes that domestic violence cases can be routinely referred to such programmes as victim-offender mediation while others are more cautious. In theory, restorative justice may have a great deal to offer to the field of domestic violence. In practice, however, it carries a tremendous capacity for doing harm, despite good intentions. "How can the dangerous territory of domestic violence be reconciled with the good intentions of those involved with the restorative justice movement?" (Umbreit, M.S., Vos, B. and Coates, R.B.) An approach which our Mediarej project is interested in is that of the ethical practical soul of the humanistic approach (Morineau, Umbreit, Aertsen et al.) which ensures that the restorative approach remains rooted in the civil community and thus will bring out a restorative culture, transversal to gender issues such as GBV and domestic violence. The humanistic approach using deep listening, working with breath and silence, taming our ego which leads to that relief experience, releasing the energy of forgiveness, and dissolving the negative emotional

areas in people which finally allows an energy shift from a negative emotional zone to a positive one. For our training, the content expressed by Mark Umbreit in the following video will inspire both trainers of trainers and later other trainees.

<http://rjp.dl.umn.edu/videos/training-videos>

Humanistic mediation involves witnessing others in their struggle with pain and conflict. Not in a neutral way, as mediators cannot avoid being affected by their feelings in mediation, yet with humility, without judgement where possible. As Morineau states, the practice of mediation is a life's work for mediators. We need to live it in our daily lives, in every moment of our awareness. It is not a question of techniques, rigid structures, or tips and tricks. Through their preparation mediators need to become a simple mirror or receptacle of an inner space which receives an image and sends back what it has received. As Morineau beautifully describes it: "One leaves the language of the ego, their battle, to discover the language of the heart, which speaks to the soul". (Morineau)

Historically, the use of RJ in cases of GBV has been contested and controversial, both within RJ scholarship and among commentators from other disciplines (Edwards and Sharpe, 2004), including advocates within the GBV sector. For example, Howard Zehr, at the beginning of the modern RJ movement, admitted that "domestic violence is probably the most problematic area of application, and here caution is advised" (2002, 11).

In 2019 following their review of 34 programs, Cissner and colleagues outlined three guiding principles for using RJ to address intimate partner violence and/or sexual assault. The principles include: centering responses on the agency and safety of the person(s) harmed; engaging the person(s) causing harm and community members in an active, participatory process of accountability; and recognizing the importance of culture, including being "mindful of the tension between honoring and appropriating Indigenous practices" (Cissner 2019, 50).

Emphasizing a victim/survivor-centered approach, Goodmark articulates the importance of RJ being organized "around the needs and timing of the person who has been harmed" (Goodmark 2018, 381). Additionally, effective and safe RJ approaches to addressing GBV necessitate extensive training, both in RJ approaches and in the complex dynamics of GBV (see Keenan 2018; Goodmark 2018), and highly experienced and specialized facilitators. There are also specific tools/guides that have been developed to facilitate the effective use of RJ in cases involving sexual violence and domestic violence (see Mercer and Sten Madsen 2015).

Specific examples of restorative justice may include: victim panels that speak to offenders, sentencing circles, victim intervention programs, family group conferencing, victim-offender mediation and dialogue, peacemaking circles, community reparative boards before which offenders appear, offender competency development programs, victim empathy classes for offenders, victim directed and citizen involved community service by the offender, community-based support groups for crime victims, and community-based support groups for offenders.

The United Nations has encouraged Member States to develop guidelines on the use of RJ processes in the context of violence against women (UNODC 2014) and several countries have developed RJ standards in cases of family violence and sexual violence (see New Zealand Ministry of Justice 2013 and 2018). The standards recognize the need for additional safeguards and processes in these cases. This is to:

“...maximize the chances of healing for all parties, and minimize the chance of the process itself inadvertently causing harm, further consideration needs to be given to the psychological needs of the victim/survivor and the person who caused the harm, the psychological components of the harming behaviour, its impact on surrounding community such as family and the impact of cultural beliefs about sexual violence” (UNDOC 2020, 4).

While remaining generally cautious, the literature suggests that the principles of victim/survivor empowerment, healing, inclusion, prevention, and offender accountability are embedded in RJ. Miller and colleagues (2020) emphasize that despite theoretical arguments against the use of RJ in GBV cases, it would be prudent to not overlook the potential benefits for victims/survivors.

European Forum for Restorative Justice, 2. the leading European network for supporting the development of restorative justice in Europe recognises and respects “the concerns that many people have over restorative responses to gender-based violence. There are real risks of victimisation due to imbalances of power and control. Such violence is often deeply traumatic for the victim” (European Forum for Restorative Justice, Gender Based Violence Working Group).

Types of gender-based violence

Violence is often associated only with physical violence, neglecting other non-physical forms. Violence is a complex issue and categorizing different ‘types’ of violence can never be exact. The Council of Europe Istanbul Convention mentions the following types of violence:

- psychological violence (Art. 33)
- stalking (Art. 34)
- physical violence (Art. 35)
- forced marriages (Art. 37)
- sexual violence, including rape (Art. 36)
- female genital mutilation (Art. 38)
- forced abortion and forced sterilization (Art. 39)
- sexual harassment (Art. 40)
- aiding or abetting and attempt (Art. 41)
- unacceptable justifications for crimes, including crimes committed in the name of so-called “honour” (Art. 42).

Using these as a basis, we shall distinguish five inter-related types of violence concentrating all mentioned above

1. <https://eige.europa.eu/gender-based-violence>
2. European Forum for Restorative Justice, Gender Based Violence Working Group

- I. Physical
- II. Verbal (including hate speech)
- III. Sexual
- IV. Psychological, and
- V. Economic and social violence

These categories of violence can be found in this chapter: many of which may be a combination of all five types of violence mentioned above. In reality, some or many forms of violence can be present at the same time, particularly in abusive relationships. All forms can occur both in the private sphere (in families and intimate relationships) and in the public sphere, committed by (unknown) individuals in public space, or by organisations, institutions, and states.

Gender-Based Violence and specifically domestic violence against women starts with coercive and controlling behaviours and attitudes that in most cases lead to physical violence. In abusive intimate or former intimate relationships, perpetrators use or threaten to use, violence to coerce victims to comply with their wishes.

Domestic violence against women can include different acts of psychological, physical, sexual, and/or economic violence. Articles 33 to 39 of the Istanbul Convention identify forms of violence that should be considered criminal offences:

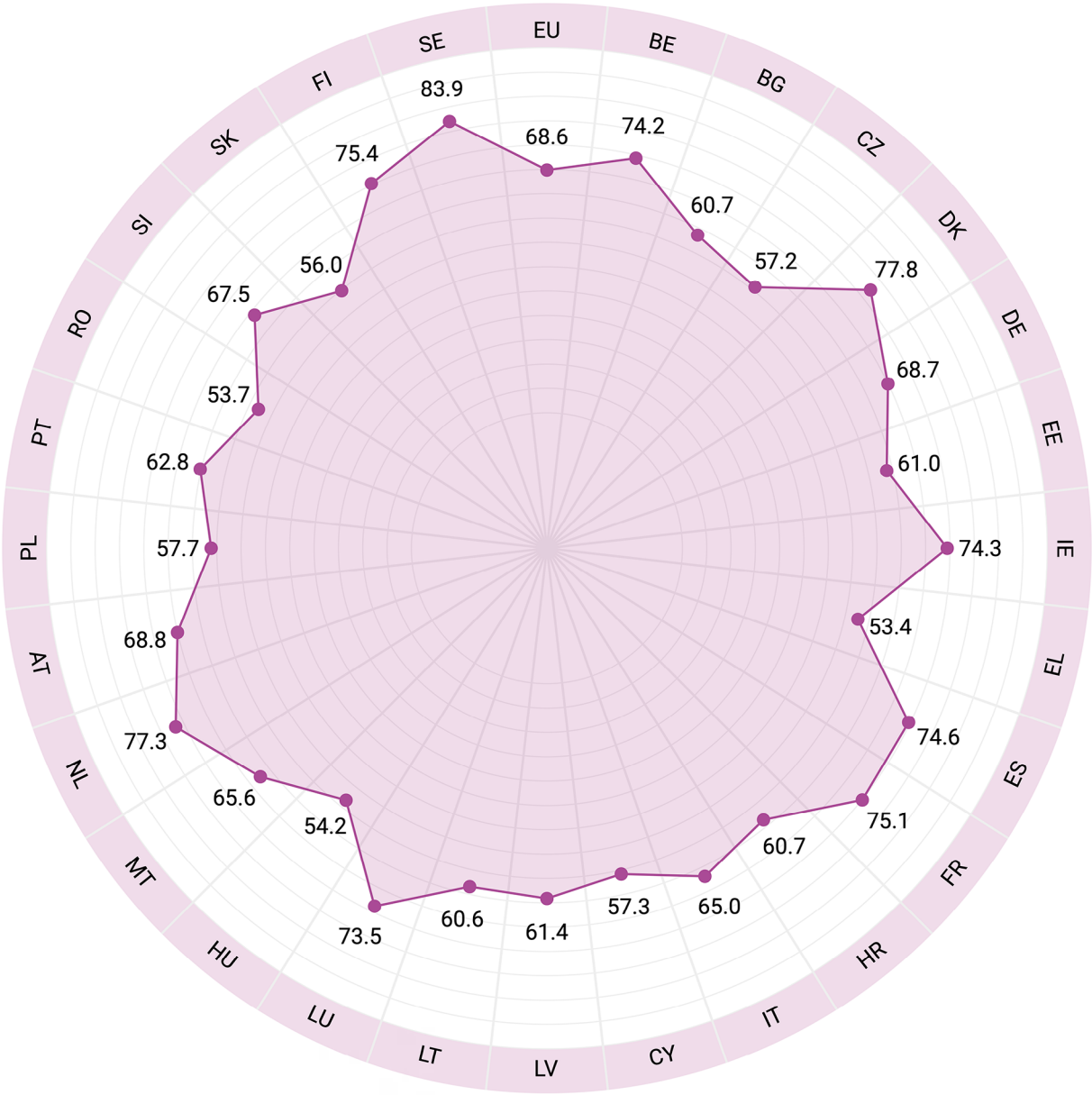
- I. Physical violence refers to bodily harm suffered as a result of the application of immediate and unlawful physical force. It also includes violence resulting in the death of the victim.
- II. Verbal violence associated with stalking is any form of direct and indirect control and surveillance of the victim, with or without physical contact. It usually takes place after the end of the relationship, but it can occur while the relationship is still ongoing. It can, amongst others, include threats and harassment, online or offline, following the person, spying causing the victim to fear for her or his safety.
- III. Sexual violence, including rape, covers all forms of sexual acts performed on another person without her freely given consent and which are carried out intentionally. It includes non-consensual vaginal, anal, or oral penetration of a sexual nature with any bodily part or object; other non-consensual acts of sexual nature; causing another person to engage in non-consensual acts of sexual nature with a third person. Unwanted acts of sexual nature between spouses are also covered.
- IV. Psychological violence refers to any intentional conduct that seriously impairs another person's psychological integrity through coercion or threats.
- V. Economic and social violence
 - Forced marriage refers to physical and psychological force exerted on a victim to involuntarily enter into marriage. Luring a person to go abroad with the purpose of forcing this person to enter into marriage is also covered under the Istanbul Convention.

- Female genital mutilation consists of performing, assisting to perform or inciting, coercing or procuring the cutting, stitching or removal of part or all of the female external genital organs for non-therapeutic reasons.
 - Forced abortion and forced sterilisation refer to the termination of a pregnancy or terminating a woman or girl's capacity to naturally reproduce without her prior and informed consent.
 - Sexual harassment refers to verbal, non-verbal or physical conduct with sexual nature and unwanted by the victim. Article 40 of the Istanbul Convention gives States Parties the option to apply either criminal law or other sanctions.
- VI. Socio - economic violence According to EIGE 'Economic violence' can take the form of, for example, property damage, restricting access to financial resources, education, or the labour market, or not complying with economic responsibilities, such as alimony. It is also important to recognise that gender-based violence may be normalised and reproduced due to structural inequalities, such as societal norms, attitudes, and stereotypes around gender generally and violence against women specifically. Economic violence is tightly connected to social one which makes important to acknowledge structural or institutional violence, which can be defined as the subordination of women in economic, social, and political life when attempting to explain the prevalence of violence against women within our societies.

EU institutions addressing gender-based violence

Eradicating gender-based violence is a priority of the EU, with European directives such as the Victims' Rights Directive (Directive 2012/29/EU) and the European Protection Order (Directive 2011/99/EU), and international legislation and initiatives such as the Istanbul Convention (Council of Europe, Convention on preventing and combating violence against women and domestic violence) and the Beijing Platform for Action requiring Member States to uphold commitments to tackle gender-based violence. EIGE's work is therefore driven by the need to aid Member States in fulfilling these responsibilities. 1.EIGE aspires to create a robust and coordinated system across the EU of combatting gender-based violence, harmonising understanding of the phenomenon and the steps needed to fight it. <https://eige.europa.eu/videos-gender-based-violence>

Gender-based violence has its root in gender equality as they are intrinsically connected. To have an idea of the gender equality index we can have a look at this graph published by EIGE in 2019:



Chapter Two

This chapter consists of examples of how real cases of GBV can be used in training. The templates are chosen for adapting the cases and making them easier to be used in other similar situations.












Here is the description of the structure of the Activity Sheets which includes several sections:

- a) An informative section, in which there is the title of the activity, the total time foreseen to be able to carry it out, an indication of the possibility of carrying it out online or in a hybrid format (face-to-face + online at the same time) an indication of the possibility of involving participants without basic training in restorative justice.
- b) A planning section, reserved for supervisors and candidates who will conduct the activity. Here there are some indications concerning the preparation of possible materials, and the setting up of the environments.
- c) A section to accompany the activity. Here are some suggestions about conducting the different sections of the training activity.
- d) A support section for the debriefing. Here there are some questions to consider or some points to discuss with the group after the activity has ended. It is important to remember that debriefing is part of the training activity and is the core of it: the critical review of the training is one of the best opportunities to improve one's skills in conducting the training.

Some activities also make use of additional tools, the Individual Activity Sheets². These materials, where present, contain additional instructions for participants to carry out individual activities, and therefore are to be distributed to each. The Participant Sheets have different colors and are easily identifiable.

Icons

Although all the Activity Sheets have the same conceptual structure (information, planning, conducting, debriefing), they can suggest different actions each time. To identify them immediately, the icons below have been used with some brief explanations.

| | | |
|---|--|--|
|  | Preliminary instructions for trainee (leading person) | These instructions are for the activity leader and supervisor only. They give a first overview of the activity and clarify any preparation or material needs. |
|  | Little group discussion or activity introduction | Some activities include a preparation phase in which the whole group (if small) or a part of it participates. The icon also indicates the activity of presenting the work to be done together to the group.. |
|  | Projecting | Some Activity proposals include a planning phase in which the whole group is involved. |
|  | Tools and methods suggestions | The Activity Sheets present methods, tools and suggestions for carrying out the activity. Candidate trainers can follow these suggestions freely and creatively. In case the supervisor and the activity leader choose to modify the activity we suggest to take note of the changes, so that they can be discussed and evaluated in the debriefing. |
|  | Circle activity | It indicates an activity in which the setting will be that of a circle. This is always preferable when the discussion needs to take place without power asymmetries. It is important to prepare the environment in a suitable way. |
|  | Activity | Two men sitting at a table indicate any other activity. The setting will be explained in the instructions. |
|  | Lesson | Indicates an activity in which an expert is present or in which intellectual content is explained. |
|  | Individual work | Indicates a phase of activity, within the course, in which each participant carries out a task individually. |
|  | Discussion | Indicates a freer discussion activity. |
|  | Tips | Indicates particular suggestions useful for carrying out the activity. |
|  | Revision | It proposes some indications or hints from which to start in the final debriefing activity. |

2. Modules Map







| | | |
|-----------|---|---|
| M1 | Lead and supervise training activities | Communication, Listening, Circle training, VOM training, first contact with conflicting parts. |
| M2 | Organize in-depth thematic activities | Anthropology and Ethics. Psychology, Sociology. Law, History and theory of justice... |
| M3 | Networking | Building of territorial partnership, Building of experts network, Fundraising. Sensitization of the territory to restorative justice. |
| M4 | Design a training programme | Design a training programme (use of Handbook and Toolkit). |



3. Activity Sheets



| Single Activity | |
|-----------------|---|
| M1.01 | Organize and lead an empathic listening workshop |
| M1.02 | Organize an experience of entrusting and trust building |
| M1.03 | Organize a simulation of first contact with a conflicting part |
| M1.04 | Organize and conduct a mediation simulation |
| M2.01 | Organize an in-depth thematic meeting with discussion (starting from expert's speech) |
| M2.01 | Individual Activity Sheet (for participants) |
| M2.02 | Organize an in-depth thematic meeting with discussion (starting from literature reading, video-lesson; also adaptable for case studying) |
| M2.02 | Individual Activity Sheet (for participants) |
| M3.01 | Design an initiative to raise community awareness |
| M3.02 | Create a map of the academic/theoretical resources available in the area |
| M3.03 | Mapping practical experience available on the territory |
| M4.01 | Designing and discussing a training programme (Improving competences and resources of a leading group) |



AS CODE M2.02




| | |
|---|---|
| Module | Activity Sheet Focus |
| M2 In-depth thematic activities | AS02 - Organize an in-depth thematic meeting with discussion (reading or video-lesson) |



| People | Total Est. Duration | Suggested Learning Modality | | Typology of participants | |
|--------------|---------------------|---|---|--|-----------------------------|
| 10-18 | 1 h + 3 h |  | In-presence/Blended (something to solve/read at home) |  | Experienced RJ facilitators |
| | |  | Hybrid (In-presence + online at the same time) |  | Facilitators in training |
| | |  | Online |  | Other |


| | |
|---|--|
| Step 1 Preparation |  +/- 1 h |
|  | <ul style="list-style-type: none"> • Read all the instructions on the sheet. • Find the most suitable place to carry out the activity. If possible choose a place where people can move around and find a suitable place for personal work (see below). Pay attention to the working time: if you invite people to move around (very recommended) the activity might last longer. • Get a Participant Card for each person. • Get pens or pencils for taking notes. • Prepare your own short presentation of the topic carefully (see step 2.1 + Tips). • Find the study text or video lesson. • Write down the time you will spend on each step of the exercise. |





| | |
|---|--|
| Step 2.1 Introducing and starting the activity |  +/- 15 min |
|  | <ol style="list-style-type: none"> 1. Gather the group and introduce the speaker to the participants. 2. First of all, explain the purpose of the group work: to experiment with a method of in-depth thematic study that enhances personal reflection, the participation of everyone in the debate and the emergence of new awareness. 3. Introduce the whole activity briefly: there is no need to explain the details, just announce that there will be several stages and that you will gradually give instructions. Some instructions will also be found on the Activity Sheet. 4. Emphasis the importance of debriefing (step 2.6): reflecting together on the activity is the most important training step. |



| | |
|---|---|
|  | <p>5. Recommend not to worry if there are difficult or unclear tasks during the activity phase. Difficulties will be discussed at the end (step 2.6 + step 3 piloting).</p> <p>After giving these instructions the exercise starts:</p> <p>6. Introduce the topic of the exercise, explaining why it is an important topic for updating a Restorative Justice Centre.</p> |
|  | <ul style="list-style-type: none"> Your introduction to the topic is an important contribution, because it helps participants to get their bearings and to start gathering ideas for the initial self-centredness. Prepare this introduction very carefully, taking into account these guidelines: It should last about 5/6 minutes It should explain the theme and the focus of the study (anthropological, legal, ethical, psychological, sociological, etc.). It must indicate some open problems or some provocative situations that are difficult to deal with and that could be taken into account. |



| | |
|---|---|
| Step 2.2 Self-centering |  +/- 15 min |
|  | <ol style="list-style-type: none"> Before beginning the reading of the text (or the viewing of the video), invite the participants to reflect personally on the topic for about ten minutes. Recommend using the Participant/Activity Sheet Sheet and taking written notes where required. Allocate time for the work (not less than 10-15 minutes) and warn that when it has been used up you will call everyone to reconvene. |
|  | <ul style="list-style-type: none"> If the setting is suitable, you can invite people to move around and find a pleasant place and location to do the individual task. If you foresee these possibilities revise the working time accordingly, adding a few minutes for the moves. If you do the activity online you can play background music during silent activities. Calculate the time of the song so that it ends when the allotted time is used up. |



| | |
|---|--|
| Step 2.3 Listening & Learning |  +/- 45 min |
|  | <ol style="list-style-type: none"> Recall the group from the personal centring exercise. If you propose a not very long video-lesson (20-25 minutes): Ask people to share now, if they wish, what they have written in box 1B of Participant Card M2.02P. They can do it in a circle, simply by reading the contents of the box. Remind participants to take notes during the screening as they will be needed in the next steps. |

| | |
|---|---|
|  | <p>2.3. Start the video lecture.</p> <p>If you propose reading a text or a document (no more than 2 or 3 pages):</p> <p>3.1. Distribute the text to each participant.</p> <p>3.2. Immediately offer the indications for personal analysis work that you find below in point 2.4 (Questioning), points 1, 2 and 3. Consider carefully the time to be allocated for reading and analysis using the Participant's Sheet.</p> |
|---|---|

| | | | |
|--|---|--|---|
|   |  | <p>Step 2.4 Questioning & Discussing</p> |  <p>+/- 15 min + 30 min</p> |
| | | <ol style="list-style-type: none"> 1. At the end of the projection of the video lesson, invite the participants to stop and reflect on the notes they have taken, following the indications on the Activity Sheet 2. S/he always recommends taking written notes. (suggestion: Recommend the participants to take notes) 3. Indicates the time when they should return to the meeting room (after about 15 minutes of personal work). <p>From here, work resumes, including analysis of a text or document:</p> <ol style="list-style-type: none"> 4. After the time for personal work has elapsed, he/'s/he' calls the participants back to the meeting room. 5. Now invite each participant to read out his or her (suggestion:'their' proposal or doubt (box 2B). It is important to limit oneself to reading only, without adding anything else in passing. 6. At the end of the reading of the questions open a free discussion, inviting people first of all to interact with the questions and doubts that have been proposed. 7. Always invite people to continue taking written notes. | |
| | | <ul style="list-style-type: none"> • To manage the turn to speak during the sharing of questions you can use a talking piece: participants can pass it to each other, only the person holding it speaks. | |



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|  | <p>Step 2.5 Focusing new awareness</p> |  <p>+/- 10 min</p> |
| | | <ol style="list-style-type: none"> 1. After the discussion, invite people to work individually again for a few minutes, following the instructions on the Activity Sheet. 2. Remind them that, once they have completed their work, they will meet again to share their reflections on the knowledge they have gained and to evaluate the working method. 3. When the time for personal work has elapsed, call the participants back to the meeting room. |

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| Step 2.6 Debriefing |  +/- 45 min |
|  | <p>The debriefing serves to critically review the work done together. You can discuss different aspects:</p> <ol style="list-style-type: none"> 1. About the content: <ul style="list-style-type: none"> • Did new personal awareness emerge? • Was the reading of the text and the discussion useful to deepen the initial question? 2. About the method: <ul style="list-style-type: none"> • Did the times of personal recollection favour concentration and listening to oneself? • What is the value of silence and preliminary personal analysis of a theme? • Did the use of writing to share the questions encourage everyone's participation? • Was the conduct and the various instructions clear? • Was the Activity Sheet effective? Can it be improved? How could it be improved? <p>At the end of the debriefing, identify with the group 2 or 3 points for further in-depth content that the Centre for Restorative Justice could reserve for further meetings.</p> |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------|--|----------------------|----------------------|----------------------|-----------------------------|--|--|-----------|---------------------------|----------|----------|----------|----------|----------|-----------------------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Step 3 Revision |  +/- 30 min | | | | | | | | | | | | | | | | | | | | | | | | |
|  | <p style="text-align: center;">Only for piloting</p> <p>At the end of the activity analyse the usefulness and effectiveness of the Activity Sheet. Attention: it is a question of evaluating the tool (Analysis of the Instructions), the execution of the activity (not the results!) and the quality of the debriefing.</p> <p style="text-align: center;">Analysis of the Activity Sheet – Instructions (only for trainee conducting the activity)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td style="width: 15%;">Was the Activity Sheet easy to understand? Please assign a value between 1 and 7 (1 = Very Difficult – 7 = Easy, well done!)</td> <td colspan="6"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">1A</td> <td style="text-align: center;">1 (Very Difficult)</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7 (Easy, well done!)</td> </tr> <tr> <td></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> <td style="text-align: center;"><input type="text"/></td> </tr> </table> <p>1B Suggestions for improving the Activity Sheet:</p> <ul style="list-style-type: none"> • There was confusion between Participant Card/ Participant Sheet and Individual Activity Sheet. I suggest to be written as you want but be the same everywhere. • What does Centre for Restorative Justice mean? If we have these workshops it means we turn into CRJ? • S/he appears (without SHE is gender discriminatory). You can also use THEY instead if it is in the plural. | | Was the Activity Sheet easy to understand? Please assign a value between 1 and 7 (1 = Very Difficult – 7 = Easy, well done!) | | | | | | | 1A | 1 (Very Difficult) | 2 | 3 | 4 | 5 | 6 | 7 (Easy, well done!) | | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | Was the Activity Sheet easy to understand? Please assign a value between 1 and 7 (1 = Very Difficult – 7 = Easy, well done!) | | | | | | | | | | | | | | | | | | | | | | | | |
| 1A | 1 (Very Difficult) | 2 | 3 | 4 | 5 | 6 | 7 (Easy, well done!) | | | | | | | | | | | | | | | | | | |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | |











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| 2 | <p>Was there a lack of helpful instructions? If so, please tell us what was missing according to your experience:</p> <p>No. There were so detailed instructions that the facilitator has to revise during the participants were working.</p> | | | | | | | |
| Analysis of Activity | | | | | | | | |
| 3A | <p>Was the activity easy to conduct (trainee only)? Please assign a value between 1 and 7 (1 = Very Difficult – 7 = Easy, well done!)</p> | | | | | | | |
| | 1 (Very Difficult) | 2 | 3 | 4 | 5 | 6 | 7 (Easy, well done!) | |
| <p>Suggestions for improving the conduction (to be added ad “tips”):</p> <ul style="list-style-type: none"> It was, in terms of the instructions but not so easy due to the topic. <p>There were pro and cons for the solution found by the character of the video. https://www.youtube.com/watch?v=wcLuVeHlrSs&t=7s TEDx</p> | | | | | | | | |
| 4A | <p>Were the tasks feasible? Please assign a value between 1 and 7 (1 = Definitely not – 7 = Yes, well done!)</p> | | | | | | | |
| | 1 (Definitely not) | 2 | 3 | 4 | 5 | 6 | 7 (Yes, well done!) | |
| 4B | <p>Suggestions for improving the feasibility (to be added ad “tips”):</p> | | | | | | | |
| | N/A | | | | | | | |
| Analysis of Debriefing | | | | | | | | |
| 5A | <p>Did the activity stimulate the debate? Please assign a value between 1 and 7 (1 = Not at all – 7 = Yes, useful discussion, well done!)</p> | | | | | | | |
| | 1 (Not at all) | 2 | 3 | 4 | 5 | 6 | 7 (Yes, well done!) | |
| 5B | <p>Suggestions for improving the debate (to be added ad “tips”):</p> | | | | | | | |
| | N/A | | | | | | | |
| 6A | <p>Did the discussion improve participant’s self-awareness? Please assign a value between 1 and 7 (1 = Definitely not – 7 = Yes, well done!)</p> | | | | | | | |
| | 1 (Definitely not) | 2 | 3 | 4 | 5 | 6 | 7 (Yes, well done!) | |
| 6B | <p>Suggestions for focusing on self-awareness, according to the focus of the Activity Sheet (to be added ad “tips”):</p> | | | | | | | |
| | | | | | | | | |


| Other general suggestions | |
|---|--|
|  | <p>Please, write here any other suggestion you think could be useful to improve the Activity Sheet or the Proposal:</p> <p>7</p> <p>The group didn't know much about how the RJ is applied abroad or in our country. In fact we have only the Law of Mediation and there were some experiments with youth (14-21) in two Centres for Restorative Justice.</p> <ul style="list-style-type: none"> I suggest a short overview of the RJ situation (in general and locally) to be sent when inviting people at the Meeting/workshop. <p>Why? Because it took us from our time allocated to the proposed topic to update about this issue.</p> <ul style="list-style-type: none"> There are a few typos which I pointed out. There are some in the Individual Activity Sheet or Participant Card (??) or Participant Sheet – you have to decide how to call it. Participant should be included as it is in the Code: M2.02P <p>a new knowledge - a new piece of knowledge times – time (no plural) Feedbacks – feedback (no 's')</p> |
|  | <ul style="list-style-type: none"> To fill in the Likert rating scales (1-7) ask each participant to establish their own score and to write it down on a sheet of paper before sharing it with others. This way you will be able to discuss it but also make a more accurate average. To fill in this last part of the worksheet bring a laptop with you and enter the scores and comments directly into the spaces provided. |


CODE M2.02

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| Module | Activity Sheet Focus |
| M2 In-depth thematic activities | AS01 - Organise an in-depth thematic meeting with discussion (reading or video lesson) on the topic of Gender-based violence |


| People | Total Est. Duration | Suggested Learning Modality | Typology of participants |
|--------------|---------------------|---|--|
| 10-18 | 1h + 2h |  In-presence |  Experienced RJ facilitators |
| | |  Hybrid (In-presence / online) |  Facilitators in training |
| | |  Online |  Other |





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| Step 1 Preparation |  | +/- 1 h | |
|  | <ul style="list-style-type: none"> Read all the instructions on the sheet. Read all the instructions on the associated Individual Activity Sheet (M2-02- Individual). Find the most suitable place to carry out the activity. If possible choose a place where people can move around and find a suitable place for personal work (see below). Pay attention to the working time: if you invite people to move around (very recommended) the activity might last longer. Get an Individual Activity Sheet for each participant (see below). Get pens or pencils for all participants for taking notes. Prepare your own short presentation of the topic carefully (see step 2.1 + Tips). Find the study text or video lesson. Write down the time you will spend on each step of the exercise. | | |
| Prepare the topic and material (2h) | <ul style="list-style-type: none"> Watch the interview and read/watch other materials about the author on the EFRJ's website: <ul style="list-style-type: none"> ▶ Interview with Ailbhe Griffith: https://www.euforumrj.org/en/interview-ailbhe-griffith ▶ Website of the film The Meeting: http://themeetingfilm.com/ ▶ Webinar about The Meeting in the occasion of the EFRJ Restart festival: https://vimeo.com/502960857/13f7150072 If possible, watch the film The Meeting (5 EUR on the official website) Prepare follow- up questions that you think are important to discuss with the group and that you can bring up in case none from the group mentions them. You can take inspiration from this webpage (see section "Think About"). | | |






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| Step 2.1 Introducing and starting the activity |  | +/- 15 min |
|  | <ul style="list-style-type: none"> • Gather the group and introduce the text or video lesson to the participants. • First of all, explain the purpose of the group work: to experiment with a method of in-depth thematic study that enhances personal reflection, the participation of everyone in the debate, and the emergence of new awareness. • Introduce the whole activity briefly: there is no need to explain the details, just announce that there will be several stages and that you will gradually give instructions. Some instructions will also be found on the Individual Activity Sheet. • Emphasise the importance of debriefing (step 2.6): reflecting together on the activity is the most important training step. • Recommend not to worry if there are difficult or unclear tasks during the activity phase. Difficulties will be discussed at the end (step 2.6 + step 3 piloting). • After giving these instructions the exercise starts: • Introduce the topic of the exercise. • Your introduction to the topic is an important contribution because it serves as a way for participants to get connected to the topic and begin to gather ideas to accomplish the initial self-centering. Prepare this introduction very carefully with these guidelines in mind: <ul style="list-style-type: none"> • The introduction should be about 5 to 6 minutes long • Introduce first the topic of RJ and gender based violence in general and their specificity very briefly (serious harm, reticence of some countries in using RJ in such cases) • Introduce the author of the interview you are going to use for the in depth discussion: <p data-bbox="544 1288 1391 1579"><i>Ailbhe Griffith is an advocate for restorative justice in cases of serious violence, including sexual violence, following her own experience of a restorative meeting with the man who offended against her in 2014. She has spoken publicly about her experience, travelling domestically and internationally, accompanying Associate Professor Marie Keenan to various restorative conferences and criminal justice events. Marie and Ailbhe have worked closely together in promoting restorative justice as an additional mechanism of justice for victims of violence, since Marie assisted Ailbhe through her own restorative journey.</i></p> <p data-bbox="544 1597 1332 1713"><i>She also performed in the film The Meeting based on her real restorative justice meeting with the man who, nine years earlier, subjected her to a horrific sexual assault and left her seriously injured and fearing for her life.</i></p> | |


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| Step 2.2 Self-centering |  | +/- 15 min |
| | <ul style="list-style-type: none"> • Before beginning the viewing of the video, invite participants to reflect personally on the topic for about ten minutes, using the suggestions of the Individual Activity Sheet. • Recommend taking written notes where required. | |

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| | <ul style="list-style-type: none"> • Allocate time for the work (not less than 10-15 minutes) and warn that when it has been used up you will call everyone to reconvene. • If the setting is suitable, you can invite people to move around and find a pleasant place and location to do the individual task. If you foresee these possibilities, revise the working time accordingly, adding a few minutes for the moves. • If you do the activity online you can play background music during silent activities. Calculate the time of the song so that it ends when the allotted time is used up. |
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| Step 2.3 Listening & Learning |  +/- 45 min |
| | <ol style="list-style-type: none"> 1. Recall the group from the self-centering exercise. 2. Ask people to share now, if they wish, what they have written in box 1B of Participant Card M2.02P. They can do it in a circle, simply by reading the contents of the box. 3. Remind participants to take notes during the screening as they will be needed in the next steps. 4. Start the video. |

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| Step 2.4 Questioning & Discussing |  +/- 15 min + 30 min |
|   | <ol style="list-style-type: none"> 1. At the end of the projection, invite participants to stop and reflect on the notes they have taken, following the indications on the Individual Activity Sheet. 2. Always recommend the participants to take notes. 3. Indicate the time when they should return to the meeting room (after about 15 minutes of personal work). 4. From here, work resumes, including analysis of a text or video lesson contents: 5. After the time for personal work has elapsed, call the participants back to the meeting room. 6. Now invite each participant to read out their proposal or doubt (box 2B of the Individual Activity Sheet). It is important to limit oneself to reading only, without adding anything else in passing. 7. At the end of the reading of the questions open a free discussion, inviting people first of all to interact with each other with the questions and doubts that have been proposed. 8. Always invite people to continue taking written notes. |
|  | <ul style="list-style-type: none"> • To manage the turn to speak during the sharing of questions you can use a talking piece: participants can pass it to each other, and only the person holding it speaks. |

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| Step 2.5 Focusing new awareness |  | +/- 10 min |
| <div style="background-color: #e67e22; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="width: 20%; height: 20%; background-color: #e67e22; border-radius: 50%; display: flex; align-items: center; justify-content: center;">   </div> <div style="width: 20%; height: 20%; background-color: #e67e22; border-radius: 50%; display: flex; align-items: center; justify-content: center;">   </div> </div> <ol style="list-style-type: none"> 1. After the discussion, invite people to work individually again for a few minutes, following the instructions on the Individual Activity Sheet. 2. Remind them that, once they have completed their work, they will meet again to share their reflections on the knowledge they have gained and to evaluate the working method. 3. When the time for personal work has elapsed, call the participants back to the meeting room. | | |



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| Step 2.6 Debriefing |  | Min. 45 min |
| <p>The debriefing serves to critically review the work done together. You can discuss different aspects:</p> <ol style="list-style-type: none"> 1. About the content: <ul style="list-style-type: none"> • Did a new personal understanding emerge? • Was the interview and the discussion useful to deepen the initial question? 1. About the method: <ul style="list-style-type: none"> • Did the time of personal recollection favour concentration and listening to oneself? • What are the values of silence and preliminary personal analysis of a theme? • Did the use of writing to share the questions encourage everyone's participation? • Was the conduct and the various instructions clear? • Was the Individual Activity Sheet effective? Can it be improved? How could it be improved? <p>If participants are part of a stable group (i.e. members of a Restorative Justice Centre) at the end of the debriefing, identify with the group 2 or 3 points of further in-depth content that could be addressed in following meetings.</p> | | |

| AS CODE M2.01-Individual | |
|---|---|
| Module | Individual Activity Sheet |
| M2 In-depth thematic activities | AS02 - Follow an in-depth thematic meeting with discussion (reading or video-lesson) |
| Topic | Restorative justice in cases of genderbased violence |

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| Self centering |  +/- 10 min |
|  | <ul style="list-style-type: none"> You are about to start an in-depth meeting on the topic of restorative justice and gender based violence. Before watching the short testimony of a victim advocating for the use of restorative justice in these cases, it may be useful to take stock of your knowledge and skills and your expectations or questions. Make a note of these two aspects in the boxes below. |

| | | | | | |
|-----------|---|----------|----------|----------|----------|
| 1A | What do I know about the topic? | | | | |
| | <i>Collect the basic concepts that come to mind.</i> | | | | |
| | | | | | |
| | <i>Rate the level of your knowledge (1 = None; 5 = Very thorough)</i> | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | | | | | |

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|-----------|--|
| 1B | What would I like to explore? |
| | <p><i>Do you have any doubts regarding the efficiency and benefits of restorative justice in cases of gender based violence?</i></p> <p><i>What are the benefits and risks of restorative justice for victims and offenders in cases of gender based violence?</i></p> |

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| Questioning and sharing |  | +/- 60 min |
|  | <ul style="list-style-type: none"> • You have watched the short video testimony, now review first your starting points (box 1A and box 1B). Then review the notes you made during the video. • Write down in box 2A an issue or doubt to propose for discussion in the circle with other participants (5 min). • Sit in a circle and share your issue/doubt with the others (1 min to share issue + 4 min to collect inputs @ participant) write down the inputs of other participants to your questions. | |

| | |
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| 2A | An issue or a doubt for the debate |
| | |

2B**Input from other participants****Focusing new awareness****+/- 10 min**

- You have participated in the discussion and listened to the group's questions and answers. Now review again your initial expectations (box 1A), review your notes and try to fix a new knowledge and/or awareness that the activity has brought up.
- Also find an aspect of the topic that you think it would be useful for everyone to explore further.
- At the end, evaluate the working method: did the times of silence and individual work help you to go deeper into the topic?

3A**New knowledge and/or awareness**

3B

An aspect to be further explored

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3C



Did the times of silence and individual work help you to go deeper into the topic? (1 = Not at all; 5 = Very much)



| | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| | | | | | |

CODE M2.02

| Module | Activity Sheet Focus |
|---|---|
| M2 In-depth thematic activities | AS01 - Organise an in-depth thematic meeting with discussion (reading or video lesson) on the topic of Gender-based violence |

| People | Total Est. Duration | Suggested Learning Modality | | Typology of participants | |
|--------------|---------------------|---|-------------------------------|--|-----------------------------|
| 10-18 | 1h + 3h |  | In-presence |  | Experienced RJ facilitators |
| | |  | Hybrid (In-presence / online) |  | Facilitators in training |
| | |  | Online |  | Other |

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|---|--|
| Step 1 Preparation |  +/- 1 h |
|  | <ul style="list-style-type: none"> • Read all the instructions on the sheet. • Read all the instructions on the associated Individual Activity Sheet (M2-02- Individual). • Find the most suitable place to carry out the activity. If possible choose a place where people can move around and find a suitable place for personal work (see below). Pay attention to the working time: if you invite people to move around (very recommended) the activity might last longer. • Get an Individual Activity Sheet for each participant (see below). • Get pens or pencils for all participants for taking notes. • Prepare your own short presentation of the topic carefully (see step 2.1 + Tips). • Find the study text or video lesson. • Write down the time you will spend on each step of the exercise. |

| | |
|---|---|
| Step 2.1 Introducing and starting the activity |  +/- 15 min |
|  | <ul style="list-style-type: none"> • Gather the group and introduce the text or video lesson to the participants. • First of all, explain the purpose of the group work: to experiment with a method of in-depth thematic study that enhances personal reflection, the participation of everyone in the debate, and the emergence of new awareness. |



- Introduce the whole activity briefly: there is no need to explain the details, just announce that there will be several stages and that you will gradually give instructions. Some instructions will also be found on the Individual Activity Sheet.
- Emphasise the importance of debriefing (step 2.6): reflecting together on the activity is the most important training step.
- Recommend not to worry if there are difficult or unclear tasks during the activity phase. Difficulties will be discussed at the end (step 2.6 + step 3 piloting).
- After giving these instructions the exercise starts:
- Introduce the topic of the exercise.





- Your introduction to the topic is an important contribution because it serves as a way for participants to get connected to the topic and begin to gather ideas to accomplish the initial self-centering. Prepare this introduction very carefully with these guidelines in mind:
 - The introduction should be about 5 to 6 minutes long
 - It should explain the theme and the focus of the study (anthropological, legal, ethical, psychological, sociological...)
 - It must indicate some open problems or some provocative situations that are difficult to deal with and that could be taken into account.





Step 2.2
Self-centering







+/- 15 min

1. Before beginning the reading of the text (or the viewing of the video), invite participants to reflect personally on the topic for about ten minutes, using the suggestions of the Individual Activity Sheet.
2. Recommend taking written notes where required.
3. Allocate time for the work (not less than 10-15 minutes) and warn that when it has been used up you will call everyone to reconvene.
 - If the setting is suitable, you can invite people to move around and find a pleasant place and location to do the individual task. If you foresee these possibilities, revise the working time accordingly, adding a few minutes for the moves.
 - If you do the activity online you can play background music during silent activities. Calculate the time of the song so that it ends when the allotted time is used up.



| | |
|---|---|
| Step 2.3 Listening & Learning |  +/- 45 min |
|  | <ol style="list-style-type: none"> 1. Recall the group from the self-centering exercise. 2. If you propose a short video lesson (20-25 minutes): 3. Ask people to share now, if they wish, what they have written in box 1B of Participant Card M2.02P. They can do it in a circle, simply by reading the contents of the box. 4. Remind participants to take notes during the screening as they will be needed in the next steps. 5. Start the video lecture. 6. If you propose reading a text or a document (no more than 2 or 3 pages): 7. Distribute the text to each participant. 8. Immediately offer the indications for personal analysis work that you find below in point 2.4 (Questioning), points 1, 2 and 3. Consider carefully the time to be allocated for reading and analysis using the Individual Activity Sheet. |

| | |
|--|---|
| Step 2.4 Questioning & Discussing |  +/- 45 min |
|   | <ol style="list-style-type: none"> 1. Recall the group from the self-centering exercise. 2. If you propose a short video lesson (20-25 minutes): 3. Ask people to share now, if they wish, what they have written in box 1B of Participant Card M2.02P. They can do it in a circle, simply by reading the contents of the box. 4. Remind participants to take notes during the screening as they will be needed in the next steps. 5. Start the video lecture. 6. If you propose reading a text or a document (no more than 2 or 3 pages): 7. Distribute the text to each participant. 8. Immediately offer the indications for personal analysis work that you find below in point 2.4 (Questioning), points 1, 2 and 3. Consider carefully the time to be allocated for reading and analysis using the Individual Activity Sheet. |
|  | <ul style="list-style-type: none"> • To manage the turn to speak during the sharing of questions you can use a talking piece: participants can pass it to each other, and only the person holding it speaks. |

| | | |
|---|---|-------------------|
| Step 2.5 Focusing new awareness |  | +/- 15 min |
|  | <ol style="list-style-type: none"> 1. After the discussion, invite people to work individually again for a few minutes, following the instructions on the Individual Activity Sheet. 2. Remind them that, once they have completed their work, they will meet again to share their reflections on the knowledge they have gained and to evaluate the working method. 3. When the time for personal work has elapsed, call the participants back to the meeting room. | |



| | | |
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| Step 2.6 Debriefing |  | Min. 45 min |
|  | <p>The debriefing serves to critically review the work done together. You can discuss different aspects:</p> <ol style="list-style-type: none"> 1. About the content: <ul style="list-style-type: none"> • Did a new personal understanding emerge? • Was the reading of the text / the watching of the video lesson and the discussion useful to deepen the initial question? 2. About the method: <ul style="list-style-type: none"> • Did the time of personal recollection favour concentration and listening to oneself? • What are the value of silence and preliminary personal analysis of a theme? • Did the use of writing to share the questions encourage everyone's participation? • Was the conduct and the various instructions clear? • Was the Individual Activity Sheet effective? Can it be improved? How could it be improved? <p>If participants are part of a stable group (i.e. members of a Restorative Justice Center) at the end of the debriefing, identify with the group 2 or 3 points of further in-depth content that could be addressed in following meetings.</p> | |

| AS CODE M2.02-Individual | |
|---|---|
| Module | Individual Activity Sheet |
| M2 In-depth thematic activities | AS02 - Follow an in-depth thematic meeting with discussion (reading or video-lesson) |
| Topic | Entering the topic of gender-based violence |

| | |
|---|--|
| Self centering |  +/- 10 min |
|  | <ul style="list-style-type: none"> You are about to start an in-depth meeting on the topic of gender-based violence. Before watching a short video introduction and reading the short case/story of a victim of gender-based violence, it may be useful to take stock of your knowledge and skills and your expectations or questions. Make a note of these two aspects in the boxes below. |



| | |
|-----------|---|
| 1A | What do I know about the topic of gender-based violence? |
| | <i>Collect the basic concepts that come to mind.</i> |
| | <i>What do you think gender-based violence is?</i> |
| | <i>Have you ever heard stories from others sharing their experiences that seemed to be connected to violence based on gender?</i> |
| | <i>Do you notice gender-based violence in public spaces or media?</i> |
| | <i>What kind of effects could it have on the victim?</i> |

| | |
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| 1B | What would I like to explore? |
| | <p><i>What do I expect from this activity?</i></p> <p><i>Do you have any expectations regarding which gender or social group it affects more?</i></p> <p><i>Do you have any expectations on how gender-based violence cases are dealt with in Croatia?</i></p> <p><i>Have you ever heard of the concept of Restorative Justice and if so, do you think it could be applied in Croatia?</i></p> |

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| Questioning and sharing |  +/- 60 min |
|  | <ul style="list-style-type: none"> • You have watched the short video introducing you to gender-based violence and read the case/story of a gender-based violence victim. Now review first your starting points (box 1A and box 1B). Then review the notes you made during the video. • Write down in box 2A an issue or doubt to propose for discussion in the circle with other participants (5 min). • Sit in a circle and share your issue/doubt with the others (1 min to share your issue + 4 min to collect inputs) write down the inputs of other participants to your questions. |

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| 2A | An issue or doubt for the debate |
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| 2B | Input from other participants |
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| Focusing new awareness |  | +/- 10 min |
|  | <ul style="list-style-type: none"> You participated in the discussion and listened to the group's questions and answers. Now review again your initial expectations (box 1A), review your notes, and try to fix a new knowledge and/or awareness that the activity has brought up. Also find an aspect of the topic that you think would be useful for everyone to explore further. At the end, evaluate the working method: did the times of silence and individual work help you to go deeper into the topic? | |

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| 3A | New knowledge and/or awareness |
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| 3B | An aspect to be further explored |
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3C

Did the times of silence and individual work help you to go deeper into the topic? (1 = Not at all; 5 = Very much)

1

2







3

4



5



CODE M2.02


| Module | Activity Sheet Focus |
|---|--|
| M2 In-depth thematic activities | AS02 - Organise an in-depth thematic meeting with discussion (dramatisation) on the topic of gender-based and domestic violence |

| People | Total Est. Duration | Suggested Learning Modality | | Typology of participants | |
|--------------|---------------------|---|-------------------------------|--|-----------------------------|
| 10-18 | 4h + 3h |  | In-presence |  | Experienced RJ facilitators |
| | |  | Hybrid (In-presence / online) |  | Facilitators in training |
| | |  | Online |  | Other |



An important part of any training is the scientific updating and deepening of specific topics. Also in these programmes it is possible to strengthen the typical elements of the restorative culture: the space for personal reflection, the possibility to find the best words to express oneself, the attention to the participation of all. This activity offers a way of organising thematic training, which methodologically includes all these elements.



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| Step 1 Preparation |  +/- 1 h |
|  | <ul style="list-style-type: none"> • Read all the instructions on the sheet. • Read all the instructions on the associated Individual Activity Sheet (M2-02- Individual). • Find the most suitable place to carry out the activity. If possible choose a place where people can move around and find a suitable place for personal work (see below). Pay attention to the working time: if you invite people to move around (very recommended) the activity might last longer. • Get an Individual Activity Sheet for each participant (see below). • Get pens or pencils for all participants for taking notes. • Prepare your own short presentation of the topic carefully (see step 2.1 + Tips). • Find the study text or video lesson. • Write down the time you will spend on each step of the exercise. |



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| Step 2.1 Introducing and starting the activity |  | +/- 15 min |
|  | <ol style="list-style-type: none"> 1. First explain the aim of the group work: to gain experience with an in-depth thematic method of study that particularly encourages personal reflection, the participation of all in the debate and the emergence of a new awareness. 2. Briefly present the whole activity: no need to explain the details, just announce that there will be several steps, saying that you will gradually provide the necessary instructions, which can always be found on the Individual Activity Sheet. 3. Stress the importance of debriefing (step 2.6): reflecting together on the activity is the most important phase of the training. 4. Recommend not to worry if there are difficult or unclear tasks to be performed in the activity. Any difficulties will be discussed at the end (step 2.6). <p>After giving these instructions, start the exercise:</p> <ol style="list-style-type: none"> 1. Present the topic of the exercise. <ul style="list-style-type: none"> • Your introduction to the topic is an important contribution because it serves as a way for participants to get connected to the topic and begin to gather ideas to accomplish the initial self-centering. Prepare this introduction very carefully with these guidelines in mind: • The introduction should be about 5 to 7 minutes long • It must explain the topic and focus of the work (anthropological, legal, ethical, psychological, sociological, etc.). • It must indicate some open problems or complex situations that need to be taken into account. | |



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| Step 2.2 Preparation |  | +/- 15 min |
| | <ol style="list-style-type: none"> 1. Before starting to present the chosen case history and dramatise it, invite participants to reflect individually on the topic for a few minutes, using the suggestions on the Individual Activity Sheet. 2. when choosing case histories you have to make a calculation of the actors needed to stage the story. If the cases have more than two actors e.g. when talking about a family and not just a couple, provide enough actors to represent the family, or when the violence or abuse occurs in public spaces include more actors there as well. 3. When individual ASs need to point out different things, depending on the group in which one participates (actors/ observers), it may be useful for there to be of two types of individual ASs: i.e. the Individual AS that will use an actor and in the other case the Individual AS that will use an observer. This avoids having the double instruction on the one individual AS. So there should be common parts, the initial and concluding ones, and “specifically and diversely declined” parts in the middle part of the Individual AS. | |



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| | <ol style="list-style-type: none"> 4. Suggest taking notes, if necessary. 5. 5Allocate a time for the individual activity (no less than 10-15 minutes) and advise that at the end of the allotted time you will call everyone back and invite them to return to the plenary meeting. <ul style="list-style-type: none"> • If the setting is suitable, you can also invite people to move and go find a pleasant place, where they can perform the task individually. If you foresee these possibilities, recalculate the time allocated for the task, adding a few minutes for travelling. • If the task is carried out online, you can put background music during the activity in silence. Calculate the timing of the music track so that it ends when the allotted time expires. |
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| Step 2.3 Preparation |  +/- 30 min |
|  | <ol style="list-style-type: none"> 1. Divide the class into two groups and assign a story collected in IO4. 2. The first group will be given the story in the form of a script that they will have to learn to act out by dividing up the roles; 3. The second group will observe what their classmates enacted by answering the following questions. 4. How do you think the protagonist felt? How do you think he/she felt? What do you think about the boy's behaviour? What was he trying to achieve? What do you think about the behaviour of the friends? Would you describe her experience as gender-based violence? If so, how was the violent behaviour experienced by her? What do you think she should do now? What would you do/doso if you were her friend? What would you do/doso if you were friends with the boy? |







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| Step 2.4 Dramatisation |  +/- 30 min |
|  | <ol style="list-style-type: none"> 1. The first group enacts the story (one of Angela's case histories) while the others observe and reflect on the questions posed. 2. During the dramatisation the observers will take notes on which to discuss later with the rest of the group <ul style="list-style-type: none"> • To manage the turn to speak during the sharing of questions you can use a talking piece: participants can pass it to each other, and only the person holding it speaks. |



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| Step 2.5 Listening and confrontation |  | +/- 30 min |
|  | <ol style="list-style-type: none"> 1. The young people who have acted tell how they felt in each role or situation, and questions are discussed. Those who wish can take the place of the secondary characters and try out new action solutions within the play, with continuous feedback of the perception and experience of those playing the various roles, according to the technique of the theatre of the oppressed. | |




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| Step 2.6 Debriefing |  | +/- 10 min |
|  | <ol style="list-style-type: none"> 1. After the discussion, invite people to go back to work individually again for a few minutes, following the instructions on the Individual Activity Card. 2. Remind them that, after they have completed their work, they will meet again to share their reflections on the acquired knowledge and to evaluate the working method. 3. When the time available for the individual activity has expired, call the participants back to the meeting room. | |

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| Step 2.7 Debriefing |  | +/- 10 min |
|  | <p>The debriefing is a critical review of the work done together. You can discuss different aspects:</p> <ol style="list-style-type: none"> 1. About the content: <ul style="list-style-type: none"> • Did you personally understand something new? • Was the reading of the text/viewing of the video lecture and the discussion helpful in deepening the initial question? 2. About the method: <ul style="list-style-type: none"> • Did the time devoted to personal recollections encourage concentration and listening to oneself? • What is the value of silence and preliminary personal analysis of a topic? • Did the use of writing to share the questions encourage everyone's participation? • Were the programme and the various instructions clear? • Was the Individual Activity Sheet effective? Could it be improved? How could it be improved? <p>If the participants are part of a stable group (i.e. they are members of a Restorative Justice Centre), identify at the end of the debriefing two or three points related to</p> | |

| AS CODE M2.02-Individual | |
|---|---|
| Module | Individual Activity Sheet |
| M2 In-depth thematic activities | AS02 - Follow an in-depth thematic meeting with discussion (reading and theatre) |
| Topic | Enter the topic Gender/Domestic violence |

| People | Total Est. Duration | Suggested Learning Modality | | Typology of participants | |
|--------|---------------------|---|-------------------------------|--|-----------------------------|
| 15-20 | 4h |  | In-presence |  | Experienced RJ facilitators |
| | |  | Hybrid (In-presence / online) |  | Facilitators in training |
| | |  | Online |  | Other |

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| Step 1 Self-centering |  +/- 10 min |
|  | <ul style="list-style-type: none"> Individual activity: You are about to start an in-depth meeting on the topic Gender/ Domestic Violence. Before reading the text (or following the staging of the theatrical representation on the story of domestic or gender violence) it may be useful to take stock of your knowledge and skills and your expectations or questions. |

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| Step 2 Division of work groups and assignment of tasks |  +/- 5 min |
|  | <ul style="list-style-type: none"> Division of the group into two part: each one receives the text with Gender/Domestic violence case; The first group is in charge of staging the theatrical representation on the story of domestic or gender violence; the second group is in charge of reading the text, analyzing it and asking questions to grasp the deeper and more subtle aspects. |
| |  +/- 1h |
| | <ul style="list-style-type: none"> the 1st group takes care of writing a script on the case to stage on the 2nd group prepare some questions for the actors to go in deep of the deepest emotional aspects (example of question: how did you feel playing that role? |

2A**For the both groups: what do I know about the topic?***Collect the basic concepts that come to mind.*

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Rate the level of your knowledge (1 = None; 5 = Very thorough)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

2B
Self-centering**+/- 1 h**

- Read all the instructions on the sheet.
- Find the most suitable place to carry out the activity.
- If possible choose a place where people can move around and find a suitable place for personal work (see below).

Pay attention to the working time: if you invite people to move around (very recommended) the activity might last longer.

- Get a Participant Card for each person.
- Get pens or pencils for taking notes.
- Prepare your own short presentation of the topic carefully (see step 2.1 + Tips).
- Find the study text or video lesson.
- Write down the time you will spend on each step of the exercise.

2C
Introducing and starting the activity



+/- 15 min



1. Gather the group and introduce the speaker to the participants.
2. First of all, explain the purpose of the group work: to experiment with a method of in-depth thematic study that enhances personal reflection, the participation of everyone in the debate and the emergence of new awareness.
3. Introduce the whole activity briefly: there is no need to explain the details, just announce that there will be several stages and that you will gradually give instructions. Some instructions will also be found on the Activity Sheet.
4. Emphasise the importance of debriefing (step 2.6): reflecting together On the activity is the most important training step.
5. Recommends not to worry if there are difficult or unclear tasks during The activity phase. Difficulties will be discussed at the end (step 2.6 + step 3 piloting). After giving these instructions the exercise starts:
6. Introduce the topic of the exercise, explaining why it is an important topic for updating a Restorative Justice Centre.

- 1st. group: how to theatralise the case - drafting of the script and construction of the actor's representation - Collect the basic concepts that come to mind.
- 2nd. group: reading the text, analyzing it and asking questions to grasp the deeper and more subtle aspects - sharing and discussion on the questions and issues raised and to be highlighted - Collect the basic concepts that come to mind.


Dramatisation and vision 30 minutes

Rate the level of your knowledge (1 = None; 5 = Very thorough)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

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| 3A | Question time: what are my impressions after seeing on the Gender/Domestic Violence dramatization? Which kind of questions born about the topic and about the specific case? |
| | 2nd group: anyone in the group can decide to go on stage and take part in the theatrical representation as a secondary character for a different development of the events. In this way, other facets can be explored (forum theater template) |

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| 3B | What would I like to explore and what do I expect from the activity? |
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| Questioning |  +/- 10 min |
| | <ul style="list-style-type: none"> You have gone through the text (or watched the theatre); now review first your starting points (box 1A and box 1B). Then review the notes you made during the reading/watching. Do you feel that your expectations have been met? Do you feel that you learnt something new overall? Write it down in box 2A. Reflect on these points and then write down an issue or doubt to propose for discussion in box 2B. |

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| 4A | Some new knowledge or ideas I gained from reading (or from the video lesson) | | | | |
| | | | | | |
| | <i>After the in-depth study, how would you re-evaluate the entry level of your knowledge (1 = None; 5 = Very thorough)</i> | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| | | | | | |

Chapter Three

A collection of real cases is presented as good practices for trainers as they are subjected to restorative justice procedures. There are cases of Gender-based violence chosen from Belgium, Croatia, and Italy.

EFRJ Belgium recognises and respects the concerns that many people have over restorative responses to gender-based violence. There are real risks of victimisation due to **imbalances of power and control**. Such violence is often deeply traumatic for the victim. There is a working group responsible for addressing these challenges and developing models of restorative justice, which are safe, anti-oppressive, and effective.

While Croatia's restorative justice process is embedded in juvenile law and focuses on victims during this process, its scope could be extended to other areas such as gender-based violence.

Even if the preconditions for the (further) application of restorative justice are in place, it still might not be extended, due to social and cultural sensitivities. For this reason, the cases chosen by the Croatian partner are connected with the ombudsman's decisions. In fact, it is an ombudswoman, Tena Simonovici and who by a unanimous decision of the Executive Board of Equinet, the European Network of Equality Bodies gathering over 40 national equality bodies from all European member states and beyond, was elected to chair the network until 2023.

Research recently published by ISTAT – the National Institute of Statistics – showed that in Italy 31.5% of 16-70 years old women (6 million 788 thousand) have suffered some form of physical or sexual violence during their lifetime: 20.2% (4 million 353 thousand) have experienced physical violence, 21% (4 million 520 thousand) sexual violence, 5.4% (1 million 157 thousand) the most serious forms of sexual violence such as rape (652 thousand) and attempted rape (746 thousand). In addition, a relevant percentage of women declared that they also have suffered persecution (stalking). It is estimated that 21.5% of women between the age 16-70 (2 million 151 thousand) have suffered persecution from an ex-partner during their life.

There are many NGOs that aim of encouraging research, training and dissemination of knowledge on restorative justice, mediation and alternative conflict resolution tools. What is more, there is a culture of peace, strengthening the standards of the operators trained in mediation according to the humanistic approach ensure each of the defendants a space of speech and listening, protected and reserved where women can give voice to their experience and emotions.

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| Case No. and title | 1 RJ in case of domestic violence |
| GBV type/types | Intimate partner violence / domestic violence |
| Victim of GBV and Domestic Violence | Young woman |
| Description of the case | <p>A. K. met her ex-boyfriend S. when she was 16 and he was 17 and began living together almost immediately — first with her mother, later on their own or with S's father. S. began abusing her shortly after, and she escaped the relationship two years later, at the age of 18.</p> <p>In describing a day full of brutality in which Steve had smashed her heart-shaped jewelry box, dragged her over the broken glass shards and started to punch her repeatedly in the face, A. states: "So our faces were really close, and I remember just being done. I felt bruised everywhere. I felt limp. I had no energy and I'm lying there and I'm thinking please stop. Just please stop. Stop. I don't think my body can do this anymore. And, um, then I just remember — VOOM! And you (Steve) head-butted me. And then that's when I think I was unconscious."</p> <p>She then describes passing out after Steve head-butted her and trying to run away once she regained consciousness.</p> <p>Afterwards, Steve grabbed her and strangled her: "My neck was so swollen and used to it that you (Steve) would just go like this, and I would faint, you know? Fuck, I hate that one, I just hate it, It's the form of violence that I feel like, it's very symbolic, you know? Like when someone has their hands around you, your life is literally in their hands. And I always thought, 'Fuck, this is the way I'm going to die.'"</p> <p>A. has since been diagnosed with PTSD and has panic attacks, flashbacks, and nightmares about her time with S.</p> |
| Typology of Resource/Reference | Newspaper article, movie |
| Source or reference Link to the resource (if available) | <p>Chapin, Angelina, 'Why Would a Woman Want to Talk With the Man Who Abused Her?', The Cut, available at: https://www.thecut.com/2017/05/a-better-man-film-restorative-justice-and-domestic-abuse.html</p> <p>'A Better Man", Intervention productions (2017) https://abettermanfilm.com/</p> |
| Describe the process and result | Two years after Attiya left Steve, when she was 19 and in college, she saw him in Toronto, walking toward her. She became faint and speechless. Over the next six years they bumped into one another a handful of times, and gradually, instead of ignoring him, she'd say hello and exchange a few minutes of small talk. |

him, she'd say hello and exchange a few minutes of small talk. In 2001 Steve asked if they could sit down, and after she agreed, he apologised. Attiya thought about that conversation often in the years that followed, and wondered how talking more with Steve might help her deal with the lingering trauma and heal, and make him less likely to hurt another woman. She wanted to capture dialogue on tape so it could be a resource for other survivors and offenders.

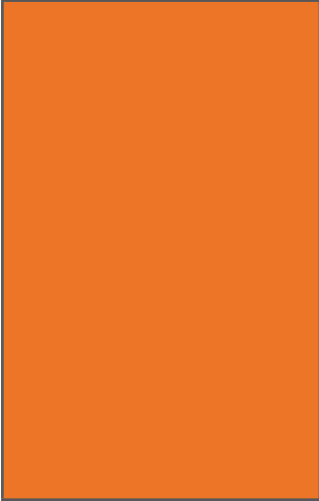
In 2013, she asked Steve to be part of a documentary exploring their abusive relationship and after taking some time to think about it (six months) he texted her back: "If you're ready to listen I'm ready to talk." Two days later, they sat down in a coffee shop for their first recorded conversation. Steve and Attiya shot together for eight days over the course of a year and a half and even visited their old apartments, high school, and other landmarks of their abusive past.

So, 20 years after the end of their relationship, Attiya and Steve sat next to each other in a studio in Toronto, where counsellor Tod Augusta-Scott facilitated a series of filmed discussions. Throughout the discussions, Attiya described her experience of the abuse to Steve, who initially appeared to have very blurred memories of what happened. Attiya wanted him to corroborate the trauma she'd been carrying alone for her entire adult life. She also asked him if he had experienced violence himself, explaining that "I always thought someone must have done that to you, you know, to do it to me."

He admitted that was the case, and when asked by the facilitator whether he thought there was a relationship between the violence he experienced and the abuse he inflicted, he said: "Definitely, it's an incapacity to deal with your own feelings in a productive way. It's just explosive. And it always happens to the one who's closest to you. It's more about my experience before I came to live with you (Attiya)."

Over the course of their discussions, Steve also explained that "I was so desperate to be in a supportive relationship, I used violence to keep you beside me, I was just obviously going to do anything to keep you at my side regardless of how manipulative that was." Now, he says, he consciously monitors his anger and slows down when his emotions flare up instead of resorting to violence.

The more they talked, the more Steve began to remember details of the abuse, which helped validate Attiya's trauma. "Sometimes I would question myself like 'Did it happen and was it that bad? And now I can move past it to think about the big story.'" Attiya stated that the most powerful part of the process



was recounting the details of Steve's abuse to his face. "The feeling of being able to tell him 'You hit me and you strangled me and you dragged me on the floor. You are the reason my knee has a scar' ... It was huge".

The process itself, and the fact it was filmed, had Attiya saying she was at times feeling exhausted and anxious. However, once the filming ended, she started to feel a new lightness 'as if she were physically shedding the trauma from her body'. Steve had helped answer questions she had been harbouringharboring for years. Now, she thinks about the abuse less often and has fewer flashbacks and nightmares.

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| Case No. and title | 2 RJ in case of intimate partner violence |
| GBV type/types | IPV, Rape |
| Victim of GBV and Domestic Violence | Young woman |
| Description of the case | <p>In 1996, Tom went on an exchange year from Australia to Iceland, where he was attending school. There, he settled into his new host family and school activities, and at drama club he met 16-year-old Thordis. They started dating, hanging out, and after about a month agreed to go to the Christmas Dance together.</p> <p>Thordis recalls “I was in love for the first time. Going together to the Christmas dance was a public confirmation of our relationship and I felt like the luckiest girl in the world. No longer a child, but a young woman. High on my newfound maturity, I felt it was only natural to try drinking rum for the first time that night, too. That was a bad idea! I became very ill, drifting in and out of consciousness, in between spasms of convulsing vomiting. The security guard wanted to call me an ambulance, but Tom acted as my knight in shiny armour and told them he’d take me home. It was like a fairy tale, his strong arms around me, laying me in the safety of my bed. But the gratitude I felt towards him soon turned to horror as he proceeded to take off my clothes and get on top of me. My head had cleared up but my body was still too weak to fight back, and the pain was blinding. I thought I’d be severed in two. In order to stay sane, I silently counted the seconds on my alarm clock. And ever since that night, I’ve known that there are 7,200 seconds in two hours. Despite limping for days and crying for weeks, this incident didn’t fit my ideas about rape like I’d seen on TV. Tom wasn’t an armed lunatic, he was my boyfriend. And it didn’t happen in a seedy alleyway, it happened in my own bed. By the time I could identify what had happened to me as rape, Tom had completed his exchange program and left for Australia. So I told myself it would be pointless to address what had happened. And besides, it had to have been my fault, somehow.”</p> |
| Typology of Resource/Reference | Ted Talk |
| Source or reference Link to the resource (if available) | Ted Talk, ‘Our story of rape and reconciliation’, Thordis Elva and Tom Stranger, 2016, available at: https://www.ted.com/talks/thordis_elva_and_tom_stranger_our_story_of_rape_and_reconciliation?language=en |

Describe the process and result

9 years after the incident, when Thordis was 25, she describes her emotional status as “I was headed straight for a nervous breakdown. My self-worth was buried under a soul-crushing load of silence that isolated me from everyone I cared about, and I was consumed by misplaced hatred and anger that I took out on myself.”

One day, she decided to write Tom a letter: “Along with an account of the violence that he subjected me to, the words ‘I want to find forgiveness’ stared back at me, surprising nobody more than myself. But deep down I realised that this was my way out of my suffering, because regardless of whether or not he deserved my forgiveness, I deserved peace. My era of shame was over.”

Tom responded with a typed confession, “full of disarming regret”. This marked the start of an eight-year-long correspondance, that “God knows was never easy, but always honest.”

Thordis felt that “I relieved myself of the burdens that I’d wrongfully shouldered, and he, in turn, wholeheartedly owned up to what he’d done. Our written exchanges became a platform to dissect the consequences of that night, and they were everything from gut-wrenching to healing beyond words.”

However, Thordis felt that this was not enough, so nearly 16 years after the incident she proposed they meet in person. They met in Cape Town, where they spent one week together talking about their lives and experiences.

Tom recalls; “This was about analysing our own history. We followed a strict policy of being honest, and this also came with a certain exposure, an open-chested vulnerability. There were gutting confessions, and moments where we absolutely couldn’t fathom the other person’s experience.[...] We did our best to listen to each other intently”

Thordis adds: “At times, our search for an understanding in Cape Town felt like an impossible quest, and all I wanted to do was to give up and go home to my loving husband, Vidir, and our son. But despite our difficulties, this journey did result in a victorious feeling that light has triumphed over darkness, that something constructive could be built out of the ruins.”

Since then, Thordis and Tom have co-authored a book about their experience and advocated against GBV and a better understanding of perpetrators and survivors.

| | |
|--|--|
| Case No. and title | 3 RJ in case of rape |
| GBV type/types | Rape |
| Victim of GBV and Domestic Violence | Young woman |
| Description of the case | <p>In the summer of 2005, a young Dublin woman named Ailbhe Griffith was violently sexually assaulted.</p> <p>She had just finished her university degree, and decided to take a job in a bar in Dublin city centre that summer to earn some money so she could travel abroad and enjoy the summer with her friends: "I used to work late into the night, I used to travel home on public transport at night. It never concerned me, because I only had to walk a mere four minutes from the bus stop to my house. One particular night, a man got on the bus right after me, he sat down beside me. Although I had somewhat of a strange sensation from this man, I didn't think anything could happen to me. As the old cliché goes, I just didn't think it could happen to me. When I got off the bus, he followed me. I still at that point didn't believe anything could actually happen to me, but it did. He then chased after me and attacked me. He strangled me, he bit me, he hit me, he threatened to kill me, and he sexually assaulted me throughout this. During these moments, I honestly thought that I might die. It didn't end there, however, because he continued to drag me away from the station, the place he had attacked me, along the road. I didn't even understand where he was taking me. However, I was fortunate in that two young men just happened to be passing that evening and decided to intervene: they shouted something to him and he ran away. Fortunately, they also chased him, caught him, held him down, and called the police. I was frantic, hysterical, I couldn't believe what had just taken place. But I knew almost instantly that everything had changed."</p> <p>She immediately reported the crime to the police, but describes feeling as if "I and my body became a piece of evidence."</p> <p>About 9 months later, after pleading guilty, he was sentenced to 9 years in prison.</p> |
| Typology of Resource/Reference | Movie |
| Source or reference Link to the resource (if available) | The Meeting (2017) Alan Gilsean, Parzival, Fís Éireann/Screen Ireland, Broadcasting Authority Of Ireland And Dctv Available at: http://themeetingfilm.com/ |

Describe the process and result


“As the years passed and I moved on with my life as best I could. I sought out ways of healing, all the ‘tick the box’ ways as I would call them. “

Once finding herself dissatisfied, and aware of the fact he was soon going to be released from prison, Ailbhe sought out a meeting with the attacker: “What I wanted was to see him as a human, in order to let go of all this anger that I felt. I felt I couldn’t forgive him unless I met the human, because that is the only way you can generate any kind of compassion. To humanise him. And also, for him to see that I was a human, and to get the answers to questions I’ve had for so many years.”

“I just felt so deeply disempowered from what had taken place. So, there was this person still in prison, still a monster to me, and here was I, still essentially more in prison than he ever could be.” After contacting Dr Marie Keenan and attending several preparation meetings, where she described what she wanted to achieve and was informed of the risks and possibilities of the meeting.

“I walked into that room, full of many different kinds of feelings, but absolutely delighted that I’d finally achieved what I really wanted to achieve. And when I saw him sitting in a chair, just like any other man, my fear did begin to evaporate. The meeting itself took place and was everything I could have hoped it would be, and more. We met, I got the opportunity to tell this man what I felt like during his assault to me, I got the opportunity to tell him, you know, the aftermath and long-term implications of his actions for me that night. And I also got to ask him those questions that I really felt I needed the answer to, and he was able to answer them for me. When I walked out that room, I felt absolutely elated. I felt healed at a really deep level, a level I can’t even really describe. It was everything I could have wanted. And one of the most important things that I think had happened in that room was two people, who were previously not seeing each other as humans, now did. As a result, we were really able to transcend the crime itself. ”

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| Case No. and title | 4 RJ in case of domestic violence |
| GBV type/types | Physical violence |
| Victim of GBV and Domestic Violence | Women |
| Description of the case | <p>Case presentation</p> <p>A drug addict wounds his wife with a heavy object after a quarrel for jealousy. The couple have two adult children, a boy and a girl aged 18 and 25. The episode is the culmination of a relationship that has always been distinguished by violence. They got married following a pregnancy when they were 18 and his insecure and introverted character has always clashed with his wife's sunshine and sociality. The couple never thought about separating, they sometimes sought help but without conviction. The woman is very fearful of doing something that might make her husband angry. Although the son disapproves of the father, he tends to use the same aggressive ways of the father towards the mother and the daughter got married and moved away from the family. At the end of the period of detention and detoxification, the husband thinks he will be able to go home but the social services fear he will start the violence again.</p> |
| Typology of Resource/Reference | Real court trial |
| Source or reference | Case dealt with by the CGR of Bergamo |
| Link to the resource (if available) | |
| Describe the process and result | <p>Cases which were subjected to RJ process and the effects of this procedure on victim and offender, and the community. The social services contacted the CGR of Bergamo in order to agree on a rapprochement path that was shared by both. Also considering the possibility of starting a process of separation for the couple.</p> <p>The mediators met with the husband and the wife and child still present in the house, to give everyone the space to be able to express their wishes. In these meetings everyone was able to express their fears, the husband of being abandoned, the wife of being attacked again, but above all not feeling ready for this step, the fear of being alone again, the need to verify the relationship with her husband beyond the protected places where the meetings took place. The meetings between the parties first involved the couple and then also the child in order to inform the social services of the work done together. The path made it possible to allow the wife to express all her fear</p> |



and to welcome her and agree on a step-by-step approach that would not result in a further punishment for the husband but also his choice to give the necessary time to rebuild trust. All this monitored by the Services. So, whatever the services or the Judge would have imposed through the dialogues was instead a conscious choice of the parties.

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| Case No. and title | 5 RJ in case of cyberstalking |
| GBV type/types | Psychological violence |
| Victim of GBV and Domestic Violence | Women |
| Description of the case | <p>Luisa, 39, separated with a daughter loses her father. The father was an important reference for Luisa especially after the split-up. She goes into a state of deep depression until she finds in Francesco, father of a classmate of her daughter, a compassionate person who listens to her. Luisa falls in love with Francesco and one day she decides to declare her love to him thinking that Francesco has her same feelings, but he rejects Luisa's advances by declaring that he already has his family; but he continues to be close to Luisa. Luisa believes that the refusal is actually due to the fact that he does not want to make his family suffer and is convinced that Francesco corresponds to her feelings. At this point, her goal is to take Francesco from his wife. She then begins to persecute Paola's, Francesco's wife, profiles on social media. The messages become more and more frequent and threatening. Paola is terrified and suspects of Luisa because she often calls at improper hours asking for Francesco's support. Francesco belittles her fears until Luisa comes to threaten Paola's son. Paola hires an investigator and discovers that it is Luisa who threatens her and files a complaint. In this process, Paola's husband did not want to be involved, however, leaving a great misunderstanding with his wife open.</p> |
| Typology of Resource/Reference | Real court trials |
| Source or reference Link to the resource (if available) | Case dealt with by the CGR of Bergamo |
| Describe the process and result | <p>Paola turns to a lawyer who, after having supported her in drafting the complaint, realizes that Paola still lives in terror. Luisa lives near her, and she therefore feels the threat looming, even if following the complaint, the threats on social media have ceased. The lawyer presents Paola with the opportunity to contact the RJ Center. Paola is hesitant, she is afraid to meet Luisa. However, she agrees to do a preliminary interview during which she can learn more about the approach of RJ and understand its values and possibilities. During the interview she experiences a non-judgmental space in which she can feel safe and protected. Starting from this experience she decides to give a mandate to the RJ Center to contact Luisa to</p> |

check her availability for a meeting. She underlines that she has no intention to reconcile but wants to understand why all this happened. In the meantime, Luisa had gone through a therapeutic path and had managed to understand the seriousness of her actions. Paola's request, at the same time, frightened but gave relief to Luisa. On one hand she was deeply ashamed of what she had done and on the other hand she wanted to reassure Paola that she was now another person and that she would no longer harm her. The meeting allowed Paola to express her pain and at the same time to understand that Luisa was in turn distressed and that she was no longer a danger. What remained was the anger for a suffering received for which she had no fault. Therefore, the request was that Luisa would never contact her again and that she would just get out of her life. Following this agreement, Paola withdrew the complaint.

Chapter Four

Domestic violence Article 3 of the Istanbul Convention defines four forms of domestic violence: physical, sexual, psychological or economic violence. Only 15 Member States (18F 19) either include the four forms within their definition of domestic violence or criminalise (explicitly or through various offences) the four forms of violence.

If Chapter Three examines case studies underlying values and principles of restorative justice and highlights where these processes differ in philosophy and practice from conventional criminal justice responses to crime, Chapter Four offers examples of real cases which were not under any alternative dispute resolution mechanisms of this kind.

A plethora of 35 GBV cases covering a multitude of aspects of GBV such as domestic violence, structural violence, stalking, cyberstalking, harassment, physical violence, psychological violence, intimate partner violence, female genital mutilation, attempted femicide, femicide is considerable evidence of what society is able to bear. Cases are collected from academic papers, newspaper articles, and websites but also from interviewing victims or their testimonials. Rarely had such proof of a lack of humanity towards other human beings been all together.

Paraphrasing European Institute for Gender Equality “Gender-based violence is both a cause and a consequence of gender inequality” we may support the idea by providing so many different cases which even if they are only a drop in the ocean incite interest in people of what sometimes is ignored or not known. Some questions arise: How much do we all pay to deal with violence? Why do we need to improve administrative data collection from police and justice? Is female genital mutilation a problem in the European Union? Is cyber violence a real threat?

MEDIAREJ Erasmus+ project could not possibly answer all these questions but a restorative justice approach might heal the victims in time and raise perpetrators’ awareness of their atrocious and inhuman deeds.

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| Case No. and title | 1 Sexual violence (USA) |
| Partner | European Forum for Restorative Justice |
| GBV type/types | Sexual violence |
| Victim of GBV and Domestic Violence | Young woman |
| Description of the case | <p>Natalie (age 16, Latina, USA) was sexually assaulted by her neighbour Jim (37-year-old). She was referred by law enforcement/child protective services to a Children's Advocacy Centre, where she was interviewed by a forensic interviewer. Natalie and her friends often hung out together in her neighbour's back-yard, where he would allow them to play basketball and drink beer and vodka.</p> <p>One day, while she was spending time at his, Jim kissed and sexually touched her. Because they both had been drinking, she tolerated his actions.</p> <p>When interviewed, Natalie described what had happened with the following:</p> <p>"He'd just rub his hand across my butt, and then one time I was sitting there and he—I was, like, laying on the couch watching TV—and he came home. He was kind a drunk, then he, like, literally just, like, laid on me. That's what he ... well, guys always try to get up on you, like just normal."</p> <p>"He would be touching my butt, you know, with this hand, going under my butt, under the blanket. I was, like, oh well, but all this . . . nothing like totally big happened."</p> |
| Typology of Resource/Reference | Academic article |
| Source or reference Link to the resource (if available) | Hlavka, H. R. (2014) Normalising Sexual Violence: Young Women account for Harassment and Abuse, <i>Gender & Society</i> , Vol. 23(3), p. 347, DOI: 10.1177/0891243214526468 |

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| Case No. and title | 2 Sexual violence (UK) |
| GBV type/types | Sexual violence |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>In the UK, a woman in her 50s was raped. This is her account of the event:</p> <p>“Well actually, I didn’t report, I thought I was to blame. It’s quite simple. I’d gone out and stayed out longer than expected, I’d had enough to drink to know that I needed a little help to get home. I needed somebody to get me a taxi, put me in it, and then I could have got home. So I was tipsy, but not drunk. And this gentleman said he would look after me, and I asked him could I trust him? And he said yes. He brought me home, on the tram, which I’d never been on before ... We got to my house, and ... at the door, I stretched my arm and said, “I’ll get you a taxi.” I didn’t invite him in. But the next thing, as I’m phoning for the taxi, I realised he was sat on the settee. Then I was raped, and then he went. I felt a stupid old woman, because I’m fifty-odd ... But I felt as though I could trust him ... I wasn’t going to tell anybody because I felt so ashamed, and I felt as though it was my fault ... Anyway, she [neighbour] came in the day after, and she just looked at me, and she said, “You look shocking, tell me what’s the matter.” “If I told you what’s the matter,” I said, “You’ll never speak to me again” ... I felt so dirty, even though I’d showered, showered, showered and washed and washed – but fortunately I hadn’t washed the clothes or the bedding. Anyway, she was asking me questions, had I been assaulted, had I been mugged, and I said “No, no, no,” and then she just turned round and she said, “Have you been raped?” Well then I broke down ... And she said, “You know what you’ve got to do.” I said, “I can’t.” She said, “Well I am. I will.” And she phoned the police.</p> |
| Typology of Resource/Reference | Academic Paper |
| Source or reference Link to the resource (if available) | Kelly, L., Lovett, J, & Regan, Linda (2005). Home Office Research Study 293 ‘A gap or a chasm? Attrition in reported rape cases’, Development and Statistic directorate, p. 44 |

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| Case No. and title | 3 Sexual violence (USA) |
| Partner | European Forum for Restorative Justice |
| GBV type/types | Sexual violence, structural violence |
| Victim of GBV and Domestic Violence | Young woman |
| Description of the case | <p>In 2008, 18-year-old Marie was bound, gagged, and repeatedly raped in her own apartment by an intruder. Marie immediately reported the rape to the police, who came and examined the scene, and then took her to the police station to give her statement. Both the police officer and her foster mother doubted her recollection of the events, stating that she did not appear sufficiently distressed or shocked by the rape, and stating that she was displaying unusual behaviours. When confronted by police with inconsistencies in her story, and after being questioned for 'what felt like hours', Marie conceded it might have been a dream, and ultimately stated she had lied. Afterwards, Marie tried to recant her recantation, and offered to take a lie detector test, but police officers told her if she took the test and failed she would be booked into jail. Eventually, she gave up, only to find out later that month that she had been charged with false reporting, a gross misdemeanour punishable by up to a year in jail. Marie had to show up in court, commit to mental health counselling, go on supervised probation, and pay a \$500 fine. The media wrote about Marie being charged, without identifying her, but eventually most people she knew found out from rumours. She quit her job, and struggled to maintain a relationship with her foster mother.</p> <p>In 2011, the police arrested O'Leary, former military, for burglary and sexual assault. On his computer, in a folder titled "girls" where he kept pictures of all his victims, there was a picture of Marie. O'Leary pleaded guilty to 28 counts of rape and associated felonies in Colorado. On Dec. 9, 2011, almost a year after his arrest, O'Leary was sentenced to 327½ years in prison for the Colorado attacks — the maximum allowed by law. O'Leary himself admitted Marie was his first victim, and if the police "had just paid attention a little bit more, I probably would have been a person of interest earlier on". Two and a half years after Marie was branded a liar, the police admitted to their mistake, gave her an envelope with information on counseling for rape victims, expunged her record, and handed her \$500, a refund of her court costs. Marie ended up suing the city and settling for \$150,000.</p> |

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| Case No. and title | 4 Stalking (UK) |
| GBV type/types | Stalking, physical violence |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>Helen Pearson was stalked and attacked by her neighbour Joseph Willis. Joseph had initially asked if she would accompany him to a local pub to hear a band. She declined his invitation, and that's when he began his stalking behaviour, which he carried through the following 5 years. During this time, she made 125 reports to the police about Willis' stalking before he attacked her in 2013. During the five years, he made silent phone calls, pawed through her garbage, visited her Facebook page, disrupted her eating disorder support group, slashed the tyres on her car and damaged the bodywork, left a dead cat on her doorstep, daubed "Die Helen Die" in white paint near her home, and vandalised her flat and her parents' home in Crediton. Additionally, abusive messages were daubed on the streets around her house and threatening letters were sent to her frequently. One of the letters read "I want to see how you would cope if you were attacked.... Would you fight back? Scream? Let the game begin."</p> <p>Helen's father installed security grilles on her windows and set up a security camera at his house in Crediton. She changed cell phones every month and lived in constant fear of being physically attacked. Pearson also kept a diary in which she documented more than 100 incidents of harassment and vandalism, and at one point also hired a private detective.</p> <p>The 21st October 2013, while she was walking in the rain from her flat to a physical fitness class at a nearby gym, Joseph stabbed her in the back with a pair of scissors, dragged Helen through the entrance gate of a cemetery, pinned her to the ground, punched her, and stabbed her in the face and lower jaw. He only stopped because a woman heard her scream and intervened, giving Helen the chance to run and hide in the gym, while he fled the scene. He was jailed for life for attempted murder in 2014. Helen stated that she is "still suffering every day because of what happened to me" and said she had thought many times about killing herself.</p> |
| Typology of Resource/Reference | Newspaper article |
| Source or reference Link to the resource (if available) | <p>Newspaper article "An unbelievable story of Rape", by T. Christian Miller, ProPublica and Ken Armstrong, The Marshall Project, December 16, 2015</p> <p>https://www.propublica.org/article/false-rape-accusations-an-unbelievable-story</p> |

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| Case No. and title | 5 Cyber violence (UK) |
| GBV type/types | Domestic violence, stalking, cyber-violence (non-consensual distribution of intimate contents) |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>'Ruth' - now in her 30s and a mother - had separated from her husband and became involved with an abusive man for nine months. "He swept me off my feet, at the beginning, I was besotted and that's when he asked for (pornographic) videos, telling me exactly what he wanted me to do. I can, hand on heart, say it's not something I'd have even thought to do on my own."</p> <p>The relationship soured fast and he became first controlling and then violent, once strangling her to the point of her passing out. One evening, they were watching TV when he plugged in a memory stick and videos appeared on the screen. "He was quietly showing me how much damage he could do if I left him," says Ruth. "But I still had to get out. My life was in danger." When she ended the relationship and reunited with her husband, the texts started – more than 100 a day threatening to share the videos. Finally, he did.</p> <p>In 2015, Ruth received a call: "It was four years ago, but I remember it clear as day, it was my friend warning that there were (pornographic) videos of me everywhere."</p> <p>Seven videos had been posted on porn sites by Ruth's ex-partner. When she looked online, they had been shared tens of thousands of times. "The comments underneath were disgusting – men describing what they'd do to me," says "I live in a rural area where everyone knows everyone and my life has never been the same since. It's torture for the soul."</p> <p>"First, my survival instinct kicked in. I called the police who told me they couldn't prove it was him because the videos had been shared hundreds of thousands of times. The Revenge Porn Helpline helped me remove videos – and each time I'd feel elated – but within a day, they'd be back, posted with a different title. "I changed my whole look," she says. "I isolated myself, and stopped going out almost completely. I couldn't even collect the children from school. My husband did everything. He's quite high up in a local business and his staff all saw the videos, too."</p> <p>In 2017 Ruth tried to kill herself and ended up in hospital. "It feels really selfish now, but I couldn't cope. There's no end and no escape because the web is worldwide. You feel so, so exposed."</p> |

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| Typology of Resource/Reference | Newspaper article |
| Source or reference Link to the resource (if available) | 'There's no end and no escape. You feel so, so exposed': life as a victim of revenge porn, Anna Moore, 22/09/2019, The Guardian, available at https://www.theguardian.com/lifeandstyle/2019/sep/22/theres-no-end-and-no-escape-you-feel-so-so-exposed-life-as-a-victim-of-revenge-porn |

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| Case No. and title | 6 Sexual violence |
| GBV type/types | Sexual violence |
| Victim of GBV and Domestic Violence | LGBTQIA+ woman |
| Description of the case | <p>Samantha Lynn is a musician, member of the LGBTQ community, and survivor of sexual violence. Samantha was sexually assaulted after a friend's party by someone she had known as an acquaintance for years. "I didn't know him very well, we were just in the same circle. But he knew I only dated women."</p> <p>Samantha reported the assault, but the perpetrator wasn't arrested until six months later. "Throughout the bail and sentencing hearings, I could tell he didn't have a clue what he did wrong. But I can assure you, there were no mixed signals. I didn't want what happened to me and he knew that." He was sentenced to seven months in jail but only served three and a half months of that sentence and was barred from entering the city in which Samantha lives. "I wasn't scared anymore, I was frustrated. The process took years and he was barely punished for what he did. This doesn't satisfy my idea of what justice should be."</p> <p>Because the perpetrator was part of a shared friend group, she has struggled with losing one of her close friends who believed that the assault happened, but took the side of the perpetrator and went as far as writing a 'character witness' statement for him to use in court.</p> <p>After the assault, Samantha developed an eating disorder, "Sometimes it was because I felt that I wasn't worthy of eating or nourishment. Sometimes I forgot. Sometimes I was too nauseous over grief. And sometimes, I felt that it was the only thing in my life I could control." "I have been in dark places of PTSD, depression, and wanting to take my own life, and that is even when I have the most wonderful support system in the world."</p> <p>After the assault, she has experienced issues with physical intimacy and couldn't hold hands or hug her family and friends for months, which made her feel even more isolated and alone. Because the assault began while Samantha was sleeping, she wasn't able to sleep at night for a long time after and experienced PTSD related to her sleep.</p> |
| Typology of Resource/Reference | Personal testimony |
| Source or reference Link to the resource (if available) | RAINN, Samantha's Story, https://www.rainn.org/survivor-stories/samanthas-story |

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| Case No. and title | 7 Intimate partner violence |
| GBV type/types | IPV |
| Victim of GBV and Domestic Violence | LGBTQIA+ woman |
| Description of the case | <p>'Jessica' writes about her former same-sex abusive relationship"</p> <p>Finding myself in an emotionally abusive relationship completely crept up on me. Things had been getting worse and worse and, despite my mother and some brave friends trying to warn me, I sailed – by choice – blindly on. I hadn't noticed how many friends I had cut off, because my partner didn't like them. I didn't question how often it was easier not to go out on my own because of the quantity of texts I'd get when I was out; on the contrary, I was flattered that she was worried about my safety and missed me so much. I didn't wonder why it was ok for her to talk, endlessly, about herself and her relationships before me, but not for me to do the same. I didn't worry at all that people were starting to ask me why I wasn't talking and why I would let her answer, even when questions were asked directly to me. I didn't even notice the invitations starting to dry up. I was just happy knowing that someone so dynamic, so charismatic, loved me. I relaxed into her shadow.</p> <p>I disappeared so completely that, even though every cell in me was telling me that something was desperately wrong, I thought I was the bad one and that I should stay and make things right. I'd been told it so often during our arguments that I came to believe it. Unquestioningly. I could barely function and had completely lost perspective. I felt so worthless, so ashamed, such an evil, unstable person, that I often felt the only thing to do was end it all.</p> <p>So – that fateful night, when her drunken alter ego was out again, screaming, making accusations, I am glad she hit me. Because that – in the end – was what it took to wake me up. I went upstairs and jammed the spare room door shut, putting a kitchen knife under my mattress. I took pictures of the huge mark on my face and neck and texted a friend to let her know what had happened. Just in case. But it didn't occur to me to leave the house or call the police, even then. It took months to break away. Months during which she told and retold the story of her violence to make me the villain – telling me I deserved to be hit and that, if I told anyone, she would say that I'd hit myself.</p> |

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| Typology of Resource/Reference | Personal testimony |
| Source or reference Link to the resource (if available) | SafeLives survivor's stories, Jessica, available at https://safelives.org.uk/news-views/survivor-stories/jessica |

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| Case No. and title | 8 Sexual violence |
| GBV type/types | IPV, sexual violence |
| Victim of GBV and Domestic Violence | Young woman |
| Description of the case | <p>“My first boyfriend sexually assaulted me. He was 2 years older than me and used his maturity to pressure me into doing things with him that I wasn’t comfortable doing.</p> <p>I hadn’t been sexual with anyone else before. He used to always want to finger me while we watched a movie. I wasn’t interested but felt pressured to do it. He would go down on me too. I was so uncomfortable. Then he would force me to return the favour. He always wanted to have sex, I was a virgin and had no intention of losing my virginity.</p> <p>One night he begged me to have sex with him, I kept saying no. He said all the girls his age have sex, I should too. His ex girlfriend would have sex with him. He would beg me, and try to force me. This night he pushed me out of his bed so frustrated and drove me home.</p> <p>Except, he didn’t bring me home. He drove around the block where I lived, and told me that I would be late for my curfew if I didn’t give him oral. I was ashamed, and did it as I watched the clock quickly reach my curfew time.</p> <p>Another night, a similar event occurred where he tried to force me to have sex with him. Then he threatened to make me late for my curfew. He ended up leaving me on the side of the road where I had to find my own way home.</p> <p>This was 15+ years ago. There are parts of my body and sexual acts that I am still am not comfortable with because of the things he forced me to do.”</p> |
| Typology of Resource/Reference | Personal testimony |
| Source or reference Link to the resource (if available) | Survivor Stories Project, Anonymous, Apr 25, 2021 Available at : https://www.survivorstoriesproject.com/post/tw-intimate-partner-sexual-violence |

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| Case No. and title | 9 Domestic violence (UK) |
| GBV type/types | IPV, DV |
| Victim of GBV and Domestic Violence | Man |
| Description of the case | <p>Jamie tells his story of domestic abuse:</p> <p>“In May 2009, I got married to my partner I had been with for around 3 years. We had a good relationship and got on well with each other. The first three months of our marriage was excellent and we really enjoyed each other’s company. However, when I was promoted at work she became very insecure about our relationship as I had to increase the hours I was working. She resented my promotion so much and she wanted me to give it up, along with my £50k salary and take a smaller job as a bin man. When I refused to do this, she hit me for the first time ever.</p> <p>I have never been hit by anyone I have been in a relationship with before and it shocked me so much. Following a great deal of saying sorry we eventually went to bed and nothing was said about it.</p> <p>Between January and April 2010 I would receive a hit across the face, shoes or plates thrown at me. It became the routine of how things were. I would come back from work, have something to eat, we would argue about my job and then I would get hit. This was my normal life for four months.</p> <p>One Saturday night I told her that I did not love her anymore because she was being so violent to me on a regular basis. I don’t remember too much from this point onwards. I remember being curled up in a ball on the corner of the landing with punches and kicks raining down on me. Eventually it stopped. She ran out of the house and drove off in a rage. I calmly packed my things and left. In some ways it was a difficult decision to make because I was unsure about what she would do to herself but in other ways it was really easy. At no point did I have to put up with this.</p> <p>She was the person who was meant to love me more than anyone else and she treated me in this way? I stayed at a hotel for a few nights and then moved to more permanent accommodation. I never met up with her or spoke to her again. However, the abuse did not stop there. She utilised me leaving as an opportunity to show that I was in the wrong for leaving her and convinced my brothers that I was in the wrong.”</p> |

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| Typology of Resource/Reference | Personal testimony |
| Source or reference Link to the resource (if available) | ManKind Initiative, Survivor's Stories, Jamie's Story Available at https://www.mankind.org.uk/wp-content/uploads/2015/05/Jamies-Story.pdf |

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| Case No. and title | 10 Rape (Germany) |
| GBV type/types | Rape, structural violence |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>When she was 30, Nina Fuchs was drugged and raped in Germany. She states that her experience with the criminal justice system was as victimising as the rape itself:</p> <p>“Back in spring 2013, I experienced what was the biggest nightmare for most women: I was raped under the influence of knockout drops. But my nightmare only really started after the rape – with the police. And if I’m honest, then the nightmare is still not over, because to this day I am still fighting for a fair trial. At that time, the knockout drops could no longer be detected because the blood and urine samples were taken much too late. But forensic medicine found traces of semen and was able to recover the DNA of one of the two men I can only remember fragmentarily. Based on these traces of DNA, there was suddenly a hit in the database five years after the crime. That was quite a shock for me because after such a long time I had long since no longer expected that this man would ever be found. I wanted to finish with the topic and leave this experience behind. But it turned out differently.</p> <p>At the time, the police hadn’t believed the story of the knockout drops or the rape. No one who has not experienced this first hand knows how horrible such a testimony from the police and an investigation by forensic medicine is – when there is no more privacy, when you have to reveal everything and reveal your innermost heart when you use words have to find for an experience that cannot be put into words, if every millimetre of your body and every opening of the body is examined meticulously, if your feelings of shame are not conceded and they are simply ignored. Going through all of this was bad, but not being believed was like a slap in the face.</p> <p>We all know that there are bad people and psychopaths and that will never change, but from the representation of our state – from the police and the judiciary – I expect that everything possible is done to help victims of sexualised violence , and that at least everything is being tried to ensure justice for those affected. But in my case, as in so many other cases, exactly the opposite was done. Despite the DNA traces, the judiciary closed the case. My memory gaps were the reason for the hiring back then. The fact that this decision represents a free ticket for every perpetrator obviously did not matter. My disappointment, the feeling of powerlessness, my anger and frustration cannot be</p> |

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| | <p>expressed in words.”</p> <p>Nina has since appealed her case, and when rejected turned to the Federal Constitutional Court and then to the European Court of Human Rights.</p> |
| Typology of Resource/Reference | Personal testimony |
| Source or reference Link to the resource (if available) | <p>Nina Fuchs: “My nightmare only started after I was raped”</p> <p>Oliver Adey, 6/08/ 2020, available at: https://gettotext.com/nina-fuchs-my-nightmare-only-started-after-i-was-raped/</p> |

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| Case No. and title | 11 Rape (UK) |
| GBV type/types | Rape, murder |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>Police officer Wayne Couzens kidnapped, raped, and murdered 33-year-old Sarah Everard.</p> <p>Sarah was walking home from a friend's house in south London, at about 21:30 when she was abducted. Wayne's choice of victim was random, but the attack was planned: several days before the attack, he booked a hire car, which he would use for the abduction, as well as a roll of self-adhesive film advertised as a carpet protector on Amazon. He used the knowledge he had gained from working on Covid patrols in January and his Police-issue warrant card to trick his victim under the guise of a fake arrest for breaching coronavirus guidelines: so, he handcuffed her before bundling her into the car and driving away.</p> <p>Wayne then drove to Dover in Kent, where he transferred Sarah to his own car, before travelling to a remote rural area nearby. There, he raped and murdered her - strangling her with his police belt. The next day, as the search for her escalated, Wayne burnt her body inside a fridge and dumped her remains in a pond near an area of woodland he owned. A week after she disappeared, Sarah's body was found just metres from land owned by Wayne.</p> <p>When arrested, Wayne initially lied; however, once Sarah's body was discovered, he was eventually charged. Wayne pleaded guilty to murder, and was sentenced to a life term.</p> <p>During the hearing, Sarah's father Jeremy demanded that Wayne look at him as he told him he could never forgive him for taking away his daughter. Her mother, Susan, said she was "tormented" at the thought of what her "precious little girl" had endured: "I go through the sequence of events. I wonder when she realised she was in mortal danger. Burning her body was the final insult. It meant we could never again see her sweet face and never say goodbye. Our lives will never be the same. We should be a family of five, but now we are four. Her death leaves a yawning chasm in our lives that cannot be filled."</p> |
| Typology of Resource/Reference | Newspaper Article |
| Source or reference Link to the resource (if available) | "Sarah Everard: How Wayne Couzens planned her murder", Becky Morton, BBC News, 30/09/2021 Available at: https://www.bbc.com/news/uk-58746108 |

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| Case No. and title | 12 Structural violence (Croatia) |
| GBV type/types | Psychological, verbal, indirect (structural) |
| Victim of GBV and Domestic Violence | LGBT (gay man) |
| Description of the case | <p>D.K., junior lecturer at the Faculty of Organization and Information Sciences (FOI, part of University of Zagreb) never declared his sexual orientation, however, his colleagues made conclusions based on the content he shared or commented on social networks and started harassing him. They would stop talking when he approached, or started talking in an effeminate way, and his superior not only joined, but was the most explicit in that harassment. For example, in the faculty diner he interrupted a discussion he had with someone, turned to D.K. and loudly recommended him to use condoms because of HIV. When D.K. complained to the dean about it, the dean promised to talk to the others, but also warned D.K. that he is free to leave if he did not like the faculty environment. At the same time, faculty administration for over a year stalled with sending to the University documentation needed for securing tenure to D.K. Documentation was needed in standard procedure for advancement of the university lecturers and without it extension of teaching contract was not possible. In order to prevent termination of the contract for administrative reasons, D.K. filed a lawsuit against FOI. The verdict of the municipal court from 2012. was the first one won by a LGBT person for discrimination and harassment, and was confirmed by the county and by the supreme courts. FOI had to pay compensation to D.K. and spent much more on the other costs of litigation. The image in the national and international academic community was tainted. Last but not least, a precedent was created for future cases of discrimination in Croatian courts. However, after the victory in court, discrimination at FOI continued with more sophisticated methods, e.g. new tenures were opening only for the positions outside of D.K.-s expertise. He applied to other universities in Croatia and either did not receive any reply or the call for application got canceled. D.K. gave his resignation at FOI and emigrated to Germany.</p> |
| Typology of Resource/Reference | Interview with the victim published on LGBT news portal |
| Source or reference Link to the resource (if available) | https://www.crol.hr/index.php/politika-aktivizam/8717-petogodisnjica-povijesne-presude-dario-kresic-za-crol-otkriva-kako-je-na-hrvatskom-sudu-porazio-homofobe?rCH=2 |

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| Case No. and title | 13 Domestic violence (Croatia) |
| GBV type/types | Psychological, physical, verbal violence (including hate speech), violence against women and girls (VAWG), domestic violence (DV) |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>18-year-old girl while driving her car saw a man beating a woman (both in their sixties) near the road. She stopped nearby, called the police and started approaching the scene to help the woman. The man was trying to get the woman into his car, beating her heavily for not wanting to get in. The woman escaped, but he caught her, and beat her even more, very violently, causing her to bleed. The witness thought he was going to kill her. When the man saw the witness approaching, he ran off in his car before the police came.</p> <p>After he ran off, the witness talked to the victim. The victim told her that she couldn't stand the domestic violence that lasted for many years, anymore, and finally decided to run off to her sister's, but the man caught her. Prior to that, she was taking care of the household, two children, her husband's old and ill mother, domestic animals, and didn't want to leave before mainly because of the children, who are now adults, suffering for many years.</p> <p>The police came, and went to search for him, while the witness took the victim to the police station, strongly convincing her to tell the complete truth and never come back home, because the victim had doubts because of the fear of the consequences. The woman was placed in a safe house from then on.</p> <p>In that case, physical and mental abuse that lasted for a long time was never prosecuted as domestic violence. There was a report prior to this event, probably by a neighbour, but it was processed only as violation of public order and safety (which resulted for perpetrator to be imprisoned one day for this event, instead of 30).</p> <p>Their son lives with his wife and a child in the same household never reported the violence, nor intervened in any other way. The abuser lead a „normal life“, being also a member of hunters' and firefighters' organisations.</p> <p>After around 6 months from the event, the witness found out that the victim is still in a safe house, and the abuser lives in the same house as before and that he sold domestic animals. As he was registered as a hunter, his licence, as well as the weapons he had, were taken. He is still involved in the firefighters' organisation, attending their events as before, like nothing happened.</p> |

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| | <p>The witness wasn't sure if he saw her at the scene. Being a female 18 years old high-school student, she was very afraid for her own safety afterwards, but also for the safety of her family, in case the man came to their house. The fear and risk were higher with the fact they live in the same small town, knowing each other superficially, knowing he owns a gun, and he would possibly want revenge, and also knowing he was abusing his wife for many years without any consequences.</p> <p>After six months passed, she sees him around town and in firefighters' meetings. She does not feel afraid anymore, but she is still uncomfortable knowing what he is capable of, and knowing the society and the system don't act upon the cases as such as she does and as everyone should.</p> |
| Typology of Resource/Reference | Interview with the witness (for Mediarej project) |

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| Case No. and title | 14 Domestic violence (Croatia) |
| GBV type/types | psychological, verbal violence (including hate speech), violence against LGBTI |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>A transgender woman is being harassed at her workplace by two colleagues – one male and one female. They both know, as well as other colleagues, she was male before, and their violence is based on that fact.</p> <p>The male often, openly, in front of other colleagues makes rude comments. He degrades her by the comments like „c'mon, who do you think you are“, „we know you were a guy before“, „what are you doing dressed like that“, etc.</p> <p>The female colleague acts accepting and friendly, showing understanding for the psychological and hormonal changes the victim is also dealing with, doesn't harass her visibly or personally, in front of her, but the victim recently found out that her „friendly“ colleague made comments about her changing the sex to other people, to the colleagues who are in the same field of work but don't know her (yet), which makes her very uncomfortable, perpetuating the possible stereotype, which she often has to deal with, and making her lose confidence in the colleague who acted friendly and accepting in person, and in others indirectly.</p> <p>Due to many factors, the victim searched for help, and is taking antidepressants, is in constant treatment and observation by her doctor, attends support group meetings, and is also often in a daycare hospital.</p> <p>The witnesses (other colleagues) are trying to be as supportive as possible to the victim, listening and talking to her, as well as talking back to the rude comments. They do not know whether the victim acted upon the harassment by the male colleague and took legal measures.</p> |
| Typology of Resource/Reference | Interview with the witness (for Mediarej project) |

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| Case No. and title | 15 Harassment (Croatia) |
| GBV type/types | sexual harassment, violence against women and girls (VAWG), sexual violence (SV) |
| Victim of GBV and Domestic Violence | Girl |
| Description of the case | <p>The harassment happened to the victim 25 years ago, when she was 10 years old, by the priest on one of the religion classes she was attending, and he was teaching in school. She was sitting on a chair and he came close, pretending to be interested in what she was writing, but he started to rub his leg against her. She saw her friend seeing it, and managed to turn in another direction, and he left and never did that again. The victim didn't know what to do, being a young girl, not prepared how to act upon such acts, not wanting to „make fuss“, feeling ashamed to talk about it, never told anybody about it, until adult age. After many years, the victim was talking about it with her schoolmate, who told her she had similar experience by the same priest – at one time in class, she and another girl were standing near each other, he came behind their back, touched their buttocks and said to them that one with the firmer buttock (indicating one of them) will have a son in the future, and the other will have a daughter. The victims decided not to tell that to anyone. So both stories came out many years later, because both victims openly talked about it as adults, while the priest was still in service. After hearing it, some other people commented something like „oh, yes, he was like that“, „he liked to mess around with women“, and nobody acted upon it. The priest recently died, and a totally unacceptable, harassing, pedophile behaviour, directed towards girls, remained in the stories, never even reported, not to say processed in court.</p> |
| Typology of Resource/Reference | Interview with the witness (for Mediarej project) |

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| Case No. and title | 16 Structural violence (Croatia) |
| GBV type/types | Psychological violence, Socio-economic violence, Violence against women and girls, Indirect (structural) violence |
| Victim of GBV and Domestic Violence | Women |
| Description of the case | <p>Despite the labour law that forbids it, the victim was fired when she got pregnant.</p> <p>It was her third pregnancy. First time she got pregnant, she had a miscarriage for the first time and was on a sick leave for a month. Her boss took another person in to substitute her for that month.</p> <p>The victim got pregnant again soon, the child was born and after the maternity leave, she was once in a while (for a couple of days or a week) staying at home on sick leave because her child was sickly. Her boss told her at that point to „take some woman“ to take care of her child or quit the job because she cannot work while being absent so often. Soon after that, the victim got pregnant again and got fired soon after that. Her boss had it all covered in written legally in some way and, of course, didn't admit what was the real reason. The victim was told later by the other colleagues that her sick leaves and pregnancy were the reason she got fired.</p> <p>Talking about the case, the victim emphasizes at the end that the fact that a woman told (and did) that to a woman (both having children) hurt the most.</p> |
| Typology of Resource/Reference | Interview with the victim (for Mediarej project) |

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| Case No. and title | 17 Discrimination in work environment (Croatia) |
| Topic or Subject Area concerning Gender Based Violence (GBV) | Discrimination in work environment |
| GBV type/types | Psychological violence, Socio-economic violence, Violence against women and girls, Indirect (structural) violence |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>After returning from maternity leave, Klara from Zagreb was degraded at work. This young mother was upon her return greeted with the news that her salary would be reduced and she would be transferred to a lower job. Since there was no direct changes at her job or in her working environment to cause such a change, it is certain that she is a direct victim of discrimination.</p> <p>As she did not want to agree to the new conditions, she lost her job and after years she spent unemployed due to lack of business opportunities, she recently got a job again.</p> <p>The victim did not react and report the gender based discrimination. Due to lack of trust in legal system present in Croatia, that is not a surprise.</p> <p>Since there are no legal benefits for the employers to create an environment that would be supportive of work-life balance for pregnant women and women with small children, this situation is quite common at the Croatian labour market.</p> |
| Typology of Resource/Reference | Article on project website |
| Source or reference Link to the resource (if available) | https://zaposljavanje.mimladi.hr/2021/09/22/ispovijest-majki-na-trzistu-rada/ |

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| Case No. and title | 18 Domestic Violence (Croatia) |
| GBV type/types | Physical violence, Verbal violence (including hate speech) Violence against women and girls, Intimate partner violence, Indirect (structural) violence |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>A drunk partner has beaten a mother with 2 children with a metal bar. During a violent act the mother was holding 2 children in her arms and one of them, a 20-days old baby, got head injuries. The violent incident happened in Roma village Piškorovec, in the area of Međimurje. This is a region with high percentage of Roma population who live in dwellings without proper infrastructure and human services.</p> <p>The mother and newborn are stable today, and the violent man has been arrested. The mother requested accommodation in a shelter for victims of violence. Data stated in the article indicate that in Međimurje County, the number of domestic violence increased significantly last year. There were 357 reports of violent behavior, and in 2019 there were 229. Due to the large number of requests, there was no place for everyone in the Safe House in a secret location in Međimurje.</p> <p>Since this is a case where violence correlates with alcoholism and patriarchal values, there is not enough support for the women victim. Offender's mother told journalist that the victim is to blame.</p> <p>Social worker involved in the case stated that greater role and responsibility must be taken over by courts and doctors, emphasizing that today psychiatric treatments are available only for voluntary patients who will accept the treatment. She believes that perpetrators of alcohol-related violence deserve harsher and longer sentences.</p> |
| Typology of Resource/Reference | Articles in national newspaper |
| Source or reference Link to the resource (if available) | <p>https://www.vecernji.hr/vijesti/policija-se-oglasila-o-stravi-u-medimurju-majka-je-kad-je-napadnuta-u-narucju-drzala-dvoje-djece-1548655</p> <p>https://www.index.hr/vijesti/clanak/preuceni-beba-i-majka-lani-ubijena-zena-romsko-nasilje-je-ogroman-problem/2326708.aspx</p> |

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| Case No. and title | 19 Discrimination in work environment (Croatia) |
| GBV type/types | Socio-economic violence, Violence against women and girls, Indirect (structural) violence |
| Victim of GBV and Domestic Violence | Women |
| Description of the case | <p>An unemployed 45-year woman keeps being rejected at the job interviews with the explanation that only those under 28 are considered.</p> <p>This occurs frequently: a single mother calls the potential employer and the first question she is asked over the phone is whether she has children and how old are they. When she responds truthfully about their number (3) and age (1,5 year, 3 and 13) they cut the conversation and are not willing to hear her explanation about the arrangements she made for babysitting in case a child gets sick: they hang up. The questions about her qualifications and experience are never asked.</p> <p>The questions about family situation are being asked at job interviews almost by default. When she refused to answer on personal questions that are not job-related, the interview was interrupted: "If you are not providing personal information, there is no job interview for you".</p> <p>She was also asked whether she intends to get pregnant.</p> <p>On two occasions she was told the employer does not consider women for the positions advertised.</p> <p>On other two occasions she was told that only candidates that live in the city will be considered, despite the fact that the 25-km distance between her residence and the workplace is covered by regular public transport.</p> |
| Typology of Resource/Reference | Article on project website |
| Source or reference Link to the resource (if available) | https://www.radnica.org/objave/diskriminacija-pri-razgovoru-za-posao |

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| Case No. and title | 20 Stalking (Croatia) |
| GBV type/types | Physical violence, Stalking, Violence against women and girls, Indirect (structural) violence |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>Woman and her children were held in their apartment for several hours as hostages by her ex-partner.</p> <p>Several years ago, she left her violent partner and was placed in a safe house. A year and a half ago she returned home and since then her ex-partner threatened her with a gun, tried to self-harm in front of the apartment with the same gun, installed a GPS in her car... after which he was detained for two months. After release, he continued to violate restraining order that was issued. One night while she and the children were sleeping, he entered the apartment. Police told he cannot be prosecuted for breaking and entering because there were no traces of a break-in, therefore either the woman or the children must have let him in. He threatened he would blow the apartment up while she was not at home, and when the women reported that to the police, she was told that she should send her 75-year old mother to check whether he has messed with the gas or left a bomb. Woman filed official complains to the police station, to the Ministry of interior affairs and to the Minister himself, to the courts, to the clinic assessing the children's trauma and to the centre for social work. She got unanimous answers: there were no oversights and everything was done by the book.</p> <p>Earlier, when he was released from prison, she would get a call by a witness and victims support services and she and children would hide at the relatives' house. But the last time he was released she did not get such call. When she was told by a neighbour several he was seen around the apartment, she called police, but the officer in charge of the case was not at work that day and his colleague told her to call tomorrow. The next day he waited for her and after she unlocked the apartment door he barged in and took her and children hostages. Currently, there are five different court proceedings against the offender.</p> <p>In an interview on the news portal, woman said: Although Center for social work is informed about everything, they are not appearing in court when called and I did not get their help. They keep saying that police did not inform them, that court did not let them know, that they don't know anything... therefore I ask them to stop helping me.</p> |

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| Typology of Resource/Reference | Article on project website |
| Source or reference Link to the resource (if available) | https://www.index.hr/vijesti/clanak/ispovijest-zene-koju-je-zatocio-bivsi-partner-molim-institucije-da-mi-vise-ne-pomazu/2333653.aspx |

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| Case No. and title | 21 Physical violence (Croatia) |
| GBV type/types | Physical violence |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>Young woman was passing the street at pedestrian crossing when a taxi stopped in the last second, bumping into her. She banged onto the front side of the car, angrily shouting at the driver, telling him that he almost seriously injured her and that he can't drive like that, without any concern of pedestrians and cyclists. He got out of the car, swearing, and started to hit her. She fell on the ground while he continued to hit her on her back.</p> <p>The street was crowded, but the only reaction was of one bystander who shouted 'Leave her alone'. The driver returned to the car and drove away, and the bystander who shouted approached the woman asking if she is okay. Victim stood up, went home, shocked and physically hurt. She called her partner on the phone, but her partner wasn't really of any help, she almost suggested that she brought that kind of violence on herself by herself. She tried to identify taxi driver according to description of his car and his appearance, but she didn't call the police. Few days later she sought professional help from an NGO providing counselling and legal aid to women victims of violence. In a telephone call, they told her that they cannot help her in any way, mainly because she didn't call the police: in order for them to provide services, the violence must be reported to the authorities. Victim talked about the incident to her friends and felt empowered by one particular conversation: a friend told her that the best way to deter the violence in similar situation is to engage someone, a third person, so that both of them can confront the attacker. The victim stayed startled for many months when she would think that she saw that same driver in the street where the taxi station is, crossing the street where she lived. Physical injuries weren't bad and they healed in a while.</p> |
| Typology of Resource/Reference | Case described by a victim for Mediarej project |

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| Case No. and title | 22 Sexual violence (Croatia) |
| GBV type/types | Sexual violence |
| Victim of GBV and Domestic Violence | Girl |
| Description of the case | <p>An 18-year old girl (18) was going home alone late in the night, walking down the empty street. There was an older man behind her. At first, she didn't think that he was after her, but when they came to the stairs that lead to her building, she noticed that he was going that way, too, and that was bit suspicious. She tried to walk faster, but in her mind, she also thought that maybe he is just on his way home, too, that he is a neighbor. She cannot remember how did the man got into the building after her, but he confronted her in a corner of the hall, demanding that she masturbates him, showing his penis and also offering her money to do so. She was more embarrassed than afraid, not able to properly speak and tried not to cause any commotion while the whole building was asleep. She told him that she is sorry that she couldn't help him and when he kept on insisting, she told him that she will scream for her father. That's what somehow scared him away. She heard him leaving the building and went to her apartment where her father and grandmother were already sleeping. She went to bed, having weird feeling on how she behaved. She didn't tell anyone about it for many years. After the event, there were other occasions when she found herself unable to decline sexual advances and to say "no", so ended up having sex that she did not want.</p> |
| Typology of Resource/Reference | Case described by a victim for Mediarej project |

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| Case No. and title | 23 Intimate partner violence (Croatia) |
| GBV type/types | Intimate partner violence |
| Victim of GBV and Domestic Violence | Two women (both perpetrators and victims) |
| Description of the case | <p>A live-in lesbian couple got into fight. The older one (26), Vera, assaulted younger woman (21), Lucija, who fought back and forced Vera to back up. When Vera tried to get out of the apartment, Lucija did not let her, using physical strength to keep her inside. Vera freed herself from Lucija's grip and started to hit her on the back and her head, giving her several hard punches and enjoying it. Vera doesn't remember what made her stop, but once she stopped, she realized what she did and asked her partner if she would like her to call the police or her friends or both. Lucija said no, composed herself and went to tend for her injury: she had a big, swollen bruise on her eye. Vera felt guilty, embarrassed and ready to deal with consequences of her actions. The relationship was tense and toxic almost from the start and in many occasions it was clear that, psychologically, Vera was not doing well. In the months that preceded the incident, situation between partners got a lot worse. Lucija went away to the seaside, to her hometown, to see her family for the holidays. She was using makeup for the first time in her life to cover up the bruise. From her family home she called Vera and told her that their relationship is officially over. Friends helped to pick up her stuff from the apartment. In the following months, Vera attempted to stay in touch, but stopped calling when Lucija asked her not to call anymore. They both continued to volunteer in the same NGO, where Vera was the president. When Vera realized their relationship is really over, she tried to arrange different shifts and tasks so that they don't see each other. However, there were few times when Lucija came to the same place at the same time and then she would tell Vera things such as "I'm glad that now you are the one suffering". Few months later, Lucija was elected as new president and leads the NGO successfully. Most of the people involved as friends and volunteers at that time know the story from both of them. The two of them are not in contact, although the Vera sometimes pays donations to the NGO. They are probably both still bruised and maybe it would be a nice thing for real healing to meet again sometimes.</p> |
| Typology of Resource/Reference | Case described by one of the protagonists for Mediarej project |

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| Case No. and title | 24 Discrimination in work environment (Croatia) |
| GBV type/types | Discrimination on workplace |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | In the case PRS-01-03 / 17-11 the complainant addressed to the Ombudsperson cause of discrimination on working place on basics motherhood. The complainant stated as it was 10 years ago that she began use a legal provision to work part-time (half of the full working times) works care a child with severe developmental disabilities and that since then in business sense it is not advanced, to her salary it is not grew, did not attended none professional education , except one education according to hers rate bad quality, and that they are assigned to her work hers professional save inappropriate operating tasks . She also complained because the employer offered an employment contract for working place demanding lower professional qualification, which she refused to sign. |
| Typology of Resource/Reference | Annual report of Croatian Ombudsman for Gender Equality |
| Source or reference Link to the resource (if available) | https://prs.hr/application/images/uploads/IZVJE%C5%A0%C4%86A/IZVJE%C5%A0%C4%86E_O_RADU_ZA_2017_PRAVOBRA.pdf |
| Language | Croatian |
| Was the case treated with Restorative Justice? Tick yes or no. | Sort of mediation process took place, but it was more conciliation (where mediator has active role in educating parties and suggesting the best options) than true and proper mediation. |
| Describe the process and result | Acting upon received complaints, the Ombudsperson requested from employer to her deliver their own statement of appeal allegations and exhaustive documentation and at the same time. , because of heavy psychophysical repercussions which is the complainant instructed to suffer as the result long-term harassment , instructed and call for maintenance common meeting employer with the Ombudsperson to mediate between him and employees. During exam procedure she held in total one meeting with the employer and two meetings with the complainant and asked several additional documents from the employer. The case was also forwarded to the Ombudsperson for persons with disabilities with a purpose determination possible discriminatory practice foundation disability, respectively discriminatory practices in terms of use rights parents a child with developmental disabilities. |

Having studied documents submitted by the employer, Ombudsperson decided that the foundation for discrimination case could not be found. Nevertheless, in order to prevent potential future violation of rights of parents of children with severe developmental disabilities, she sent to the employer her recommendations to address special attention to protect rights of employees who use legal provisions that allow parents with children with developmental difficulties to work part time. In his answer the employer expressed commitment to continuously work on creating a positive working atmosphere and enabling balance between business and family of life, watching out in doing so on especially protected groups of workers such as what are pregnant women or parents who use legal provisions to work part time because of their children's developmental difficulties. The complainant informed the Ombudsperson that the conditions at work improved.

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| Case No. and title | 25 Harassment (Croatia) |
| GBV type/types | Indirect (structural violence), Harassment |
| Victim of GBV and Domestic Violence | Woman victim of violence |
| Description of the case | The Ombudperson in the case PRS-01-03 / 17-2 received a complaint of a woman who had received call from the police that together with three children she should appear in the police station to the questioning because of criminal charge against her filed by her ex-husband who at the time was serving a prison sentence. The woman complained for institutional violence to which she is exposed, claiming that her former husband manipulates police and social services. |
| Typology of Resource/Reference | Annual report of Croatian Ombudsman for Gender Equality |
| Source or reference Link to the resource (if available) | https://prs.hr/application/images/uploads/IZVJE%C5%A0%C4%86A/IZVJE%C5%A0%C4%86E_O_RADU_ZA_2017_PRAVOBRA.pdf |
| Language | Croatian |
| Was the case treated with Restorative Justice? Tick yes or no. | A sort of shuttle-mediation between victim of domestic violence and Directorate of police |
| Describe the process and result | <p>Upon receipt of the complaint, the Ombudswoman contacted Directorate of the police to which she expressed serious concern for the treatment of woman who was victim of violence. She pointed out on absurdity of the situation when the victim of violence calls the police to report harassment of her ex-husband during his incarceration for domestic violence he committed against her.</p> <p>Directorate police of the police checked the facts and informed the Ombudsperson that the ex-husband really did file a criminal charge against his ex-wife to the prosecutor's office for alleged neglect of the children. Although the officials from the Directorate agreed with the Ombudsperson that this treatment not in line with the principles of protection of victims of violence and that it causes unnecessary stress and secondary victimization, they said they were unable to do anything because they do not have a power to overrule acts of prosecutor's office and if the criminal charge is filed, police is obligated to act upon prosecutor's instructions. They explained that the call to the police station was not about interrogation, but about an informative conversation with the hope that it would result in prosecutor's rejection of this charge and of all</p> |

potential future charges filed by the ex-husband. The ombudswoman is after these clarifications asked authorized persons in the Directorate police to contact the police station and ask from the police officers to take into account that the woman was victim of very brutal forms of violence and to treat her accordingly. That included putting a female police officer in charge of communication with the victim and that the whole conversation does not take more time than necessary.

After her visit to the police station, woman called the Office of the Ombudswoman and expressed her gratitude for the intervention that preceded her conversation with the police. She was satisfied with the treatment in the police station where police officers were very considerate with her and her children. The conversation lasted only 40 minutes and a social worker was present during conversations with children.

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| Case No. and title | 26 Cyberstalking (Italy) |
| GBV type/types | Psychological violence, Verbal violence (including hate speech), Cyber violence |
| Victim of GBV and Domestic Violence | Woman |
| Description of the case | <p>Case presentation</p> <p>Angela, who is in the ninth class, openly shows her sexual identity as an LGTB. This is badly supported by some of the girls in her class, especially Barbara and Luisa. Despite being opposed by Barbara and Luisa, she makes friends with some classmates who in turn are object of the same hostile attitude by some other classmates. This highlights Barbara and Luisa's desire to isolate Angela in the class. If initially it is only a paid antipathy, later the hostile acts become more and more serious. Barbara and Luisa share in chat some photos of Angela and her class friends with offensive writings and homophobic insults. This is added to a continuous verbal violence towards Angela until this is also detected by the teachers. Until then, bullying was in fact placed in a way it was hidden from adults. Only then Angela begins to tell everything she had had to put up with until that moment.</p> |
| Typology of Resource/Reference | Testimony etc. |
| Source or reference | Case dealt with by the CGR of Bergamo |
| Link to the resource (if available) | |

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| Case No. and title | 27 Cyberstalking (Italy) |
| GBV type/types | Verbal violence (including hate speech), Psychological violence, Socio-economic violence, Cyber violence |
| Victim of GBV and Domestic Violence | Women |
| Description of the case | <p>Case description</p> <p>In 2019 in Turin, a young kindergarten teacher is put in the pillory in front of her colleagues and forced to resign, after her ex-boyfriend had shared in chat, with about twenty friends, the intimate videos that she had entrusted to him. "These are only for you," she wrote. "Obviously" he had lied, and, in a few hours, the videos were passed from cell phone to cell phone, triggering a spiral of rumors and respectability. The girl is forced to leave the school, humiliated. Victim and not guilty, she decides to take legal action and turns to lawyers. She reports the Head Teacher who had forced her to resign, and the mother of one of her students who shared her photos with other mothers. She also reports her ex-boyfriend, one of the boys of his soccer group and a colleague of hers. In fact, after discovering that her intimate photos had also been seen by the parents of her little students, she had turned to a colleague to seek help, she had also sent her those photos to explain the situation and ask her advice. Her colleague, betraying her trust, hastened to forward them to the principal with these words: "now we have the evidence!" The trial led to the conviction of all the people reported.</p> |
| Typology of Resource/Reference | Articles, etc. |
| Source or reference Link to the resource (if available) | Newspapers, https://www.iene.mediaset.it/2021/news/maestra-video-hot-ex_1056745.shtml |

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| Case No. and title | 28 Domestic violence (Italy) |
| GBV type/types | Physical violence, Verbal violence (including hate speech), Psychological violence, Sexual violence |
| Victim of GBV and Domestic Violence | Women |
| Description of the case | <p>Case presentation</p> <p>M.S. a 25-year-old girl on February 2, 2019, is killed by her husband E.A., from whom she was about to separate. M.S. had decided to separate due to the violent behavior of her husband who had not accepted this decision. E.A.'s violent character had led him to several fights. In one he had broken his landlord's nose, then he had broken down the door of M.S. parent's house, where she had taken refuge. At the door he yelled: "M. I'll kill you; I know you're here". At the end of 2018, he had followed his wife to the mall. He was drunk, and he started screaming "you're a bitch" in front of all the people that were there. M.S. went home crying because no-one had even tried to help her. M.S. was often accompanied by her sister because she felt in danger. M.S. had also asked the police for help, but the crimes committed up to then by her ex-husband did not include the possibility of activating daily protection or checking that E.A. did not get near his ex-wife. E.A. knew where M.S. lived and one evening, wanting to talk to her, he waited for her near the gate o that gave access to the house's garage in the basement, armed with a knife. She was terrified of this unexpected meeting, she started screaming for her sister's support then her husband hit her with 3 blows. In the meantime, her sister came to her rescue and was also injured. Then E.A. ran away leaving the two women on the ground. M.S.'s sister, despite having been seriously injured, managed to call their father for help, but M.S. died shortly after due to the severity of the injuries.</p> |
| Typology of Resource/Reference | Articles, etc. |
| Source or reference Link to the resource (if available) | Newspapers, https://www.ilsussidiario.net/news/marisa-sartori-uccisa-dal-marito-a-curno-la-sorella-così-ci-ha-teso-lagguato/2278220/ |

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| Case No. and title | 29 Domestic violence (Italy) |
| GBV type/types | Verbal violence (including hate speech), Psychological violence Socio-economic violence, Cyber violence |
| Victim of GBV and Domestic Violence | E.g., women |
| Description of the case | <p>Case presentation</p> <p>Sara has been married to Mario for 10 years and they have two daughters aged 10 and 14. Mario has a difficult history from a family point of view. He left the family business in his twenties because in conflict with his parents and without other resources and with his ability to work, in a few years he created his own company. Sara who worked for Mario's parents followed him and with her father's blessing they started living together. Mario is an entrepreneur at heart, always attentive to how to develop his company and asks Sara to stay at home with her children to allow him to develop his work. Sara, while staying at home, cultivates her passion for hairdressing by cutting the hair of a small group of acquaintances and clients. Mario has an easy temper to anger and often feels misunderstood both by collaborators and in the family by Sara. Even though he claims to love her, the relationship is not easy he doesn't feel recognized. In the autumn 2019 Sara's father dies. He was a point of reference for both and the only person who could deal with Mario. Sara enters a period of depression that irritates Mario because he feels neglected. The COVID-19 pandemic creates further pressure on Mario who is concerned for the future of his company. The isolation caused by Covid has made coexistence even more difficult and on 4/6 occasions Mario loses control and while not physically touching Sara, he breaks objects in the house, overwhelms her with insults and terrifies Sara who feels at the mercy of his anger. Mario was followed by a coach in the company; he confides in him and is helped to understand that his behavior is typical of an abusive man and directs him towards a more specific path of help, which Mario welcomes.</p> |
| Typology of Resource/Reference | Testimony etc. |
| Source or reference | Good practice |
| Link to the resource (if available) | Experience of CGR |

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| Case No. and title | 30 Domestic violence (Italy) |
| GBV type/types | Socio-economic violence |
| Victim of GBV and Domestic Violence | E.g., women |
| Description of the case | <p>Case presentation</p> <p>Luigi is a tour guide and meets Barbara in his family's travel agency. They are from two different cities and when they decide to get married, they move to her city. Barbara is not welcomed by Luigi's family who breaks off relations with his family to be with Barbara. Luigi starts up various businesses in the field of tourism, but this often generates more debt than profits, so not being able to ask his family for help, he asks Barbara to ask her parents for loans. Barbara signs loan requests to banks because Luigi no longer had credit, and this puts Barbara in a situation of even greater difficulty until she asks for separation. The separation wanted by Barbara is not initially welcomed by Luigi, but after some time he reunites with an old friend, his business is better, and he lives the new situation with more serenity. Although Barbara is separated, having signed the loans, she finds herself out of work with the installments of the bank loan that allowed Luigi to start the flourishing business, with the fear of finding herself without economic security.</p> |
| Typology of Resource/Reference | Interview etc. |
| Source or reference | CGR Bergamo |
| Link to the resource (if available) | |

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| Case No. and title | 31 Domestic violence (Italy) |
| GBV type/types | Physical violence |
| Victim of GBV and Domestic Violence | Girls |
| Description of the case | <p>Case description</p> <p>Hina Saleem, in her early twenties, was born in Pakistan and emigrated to Italy at the age of 14, in 1999, to be reunited with her family who lived in Sarezzo. She had integrated very early into Italian society, learning the language quickly, making friends, attending school and showing a strong desire for independence from her family. In the past, Hina had already had strong disagreements with her family, and had also run away from home, signing, on March 4, 2003, a complaint for mistreatment and abuse. Two more complaints will be made in the following years, but at the time of the trial she had not felt the right to confirm her accusations and had retracted. For this, a complaint to her for slander was automatically triggered, from which she was acquitted only after her death. She had found a job in Brescia in a pizzeria where she had been living for some months with her boyfriend, Giuseppe Tempini, a thirty-three-year-old worker. It seems that this decision to get engaged to a non-Muslim Italian, in contrast to the family's desire to marry her to a Pakistani husband, according to the traditional use of arranging marriages, made relations between Hina and her family particularly tense. The crime took place in her father's house, where Hina was lured under a pretext (a visit from a relative), while her father and some male relatives were waiting for her. The mother (Bushra Begun, 46) and the other five brothers and sisters were on vacation in Pakistan (it seems that Hina herself had to go there, but that she had refused the ticket already purchased, fearing, once there, of being forced to the marriage that the family hoped for).</p> |
| Typology of Resource/Reference | Articles |
| Source or reference Link to the resource (if available) | Publications, http://www.psicologiagiuridica.com/pub/docs/32009/numero%20X%20rivista/tesi%20Milani.pdf |

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| Case No. and title | 32 Forced marriage (Italy) |
| GBV type/types | Psychological violence, Socio-economic violence |
| Victim of GBV and Domestic Violence | Girls |
| Description of the case | <p>Jamila is a beautiful 19-year-old girl. She always respects what her mother or her brothers, three in all, two older than her and one smaller than her, ask her to do. Jamila's father died two years ago of a heart attack while working in a foundry. He was not a union member and his accident insurance had expired: in the end, the family could not get any compensation. The wife and children then turned to a lawyer, who suggested that they no longer pay the mortgage on the house until the case was concluded. With fifteen months behind schedule, the bank was threatening to take back the apartment. In this context, they had developed the reckless idea of returning to Pakistan and combining the marriage of the only daughter with a wealthy family member, in order to solve their economic problems. Jamila said yes even when she was forbidden to continue to go to school in view of this wedding. No threats, just a new rule to follow: "you are not allowed to leave the house alone." Jamila obeyed, as always. But this time the sacrifice was big. She confided in her Italian teacher to whom she says "It is limiting, sad, terrible to be a Pakistani girl of my age, to have to live for the honor of one's family and not for oneself. Not to have the slightest freedom to go, to say, to do". The teacher writes a letter to the local newspaper in which he tells the girl's story. The letter immediately creates alarm, and the police intervene. Consul Syed Muhammad Farooq is called to make Jamila's brothers understand that nowhere in the Koran does it say that a girl cannot go out alone, cannot go to school, cannot choose to love who she wants. The family members were properly rebuked: their behavior was just on the border that marks the limit with the crimes of kidnapping, threats and violence. Jamila then continued to go to school.</p> |
| Typology of Resource/Reference | Articles |
| Source or reference Link to the resource (if available) | Newspapers https://www.corriere.it/cronache/11_aprile_17/la-vera-storia-della-bella-jamila-promessa-in-sposa-per-un-mutuo-elvira-serra_82c2b624-68c7-11e0-a121-46bb9d21a26f.shtml |

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| Case No. and title | 33 Domestic violence (Italy) |
| GBV type/types | Psychological violence, Verbal violence (including hate speech), Physical violence |
| Victim of GBV and Domestic Violence | Girl and LGTB man |
| Description of the case | <p>Case presentation</p> <p>Michele Antonio Gaglione, 30, did not accept his sister's relationship with a transgender man, so he chased his sister and partner Ciro (born Cira Migliore) while they were traveling from Caivano to Acerra on Friday evening. He was also riding a scooter and he tried with his kicks to knock the two off the running vehicle. At a bend, the scooter with Maria Paola and Ciro on board, hit once again by her 30-year-old brother, lost grip and ended up falling off the road. The 22-year-old sister ended up falling on an irrigation pipe and died instantly. Ciro ended up on the pavement without bumping into any obstacle and was injured. Still on the ground, he was beaten by the 30-year-old who accused him of plagiarizing his sister. Then he was taken to a clinic in the area: his conditions are not serious. Michele Antonio Gaglione has now been arrested and is in the Poggioreale prison awaiting the validation hearing. "I wanted to teach her a lesson, not kill her. But she had been infected ", was the justification the 30-year-old gave to the investigators. But the family of the two defend the older brother: "Michele had gone out to convince his sister Maria Paola to return home, but he didn't ram her, it was an accident".</p> |
| Typology of Resource/Reference | Articles |
| Source or reference Link to the resource (if available) | Newspaper https://www.ilfattoquotidiano.it/2020/09/13/maria-paola-gaglione-speronata-e-uccisa-in-scooter-dal-fratello-che-non-accettava-la-storia-con-un-trans-famiglia-lo-difende-incidente/5929753/ |

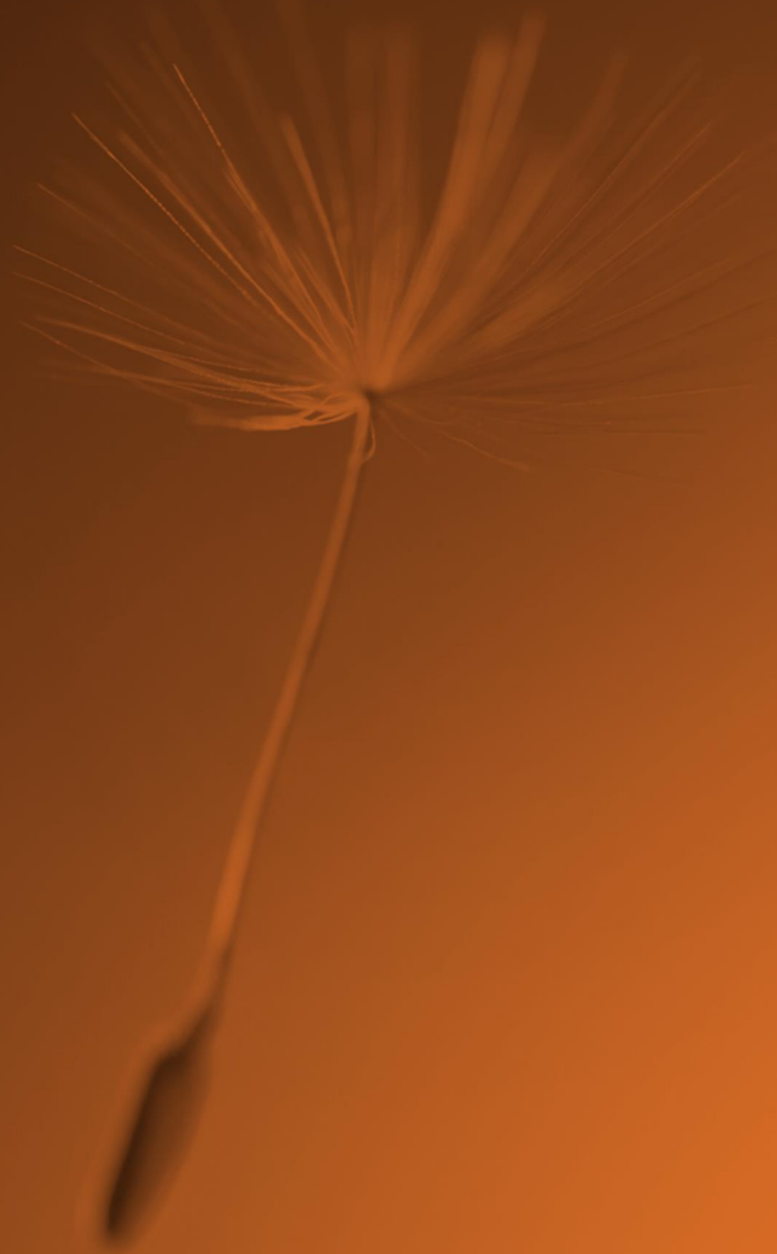
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| Case No. and title | 34 Female genital mutilation (Italy) |
| GBV type/types | Physical violence |
| Victim of GBV and Domestic Violence | Girls |
| Description of the case | <p>Case presentation</p> <p>The father of two girls of African descent living in Piacenza took advantage of a holiday trip to his country of origin to give his daughters infibulation. A practice that involves genital mutilation in order to keep and show they are virgin for their future marriage. The man is a religious who carries out his business outside Italy and organized everything not informing the mother of the girls who remained in Italy. When, upon the return of the daughters to Italy, the mother discovered what had happened, first she turned to the competent authorities to report the fact which sent her to the ASL (Local Health Company) to check-up on the health of the girls, also verifying that the surgery had been done a couple of months earlier when the father was abroad with his daughters under his responsibility. In fact, the girls are both minors, and this practice, despite being done abroad, entails serious criminal responsibilities for the father, who was arrested. Unfortunately, this practice is not uncommon in Italy, especially on girls who are taken on vacation to their country of origin in order to make this practice less visible. In this case, the mother's complaint led to the arrest of the father.</p> |
| Typology of Resource/Reference | Articles |
| Source or reference | Newspaper |
| Link to the resource (if available) | https://www.huffingtonpost.it/entry/approfitta-di-un-viaggio-in-patria-per-far-infibulare-le-figlie-padre-arrestato-a-piacenza_it_61333065e4b0df9fe276d506/ |
| Developer/Promoter of the restorative justice practice | Which is the organisation/association/fórum where this victim centred approach took place. |

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| Case No. and title | 35 Structural violence (Italy) |
| GBV type/types | Psychological violence, Socio-economic violence |
| Victim of GBV and Domestic Violence | Women, Girls |
| Description of the case | <p>Case presentation</p> <p>The women's movement within the Catholic Church denounced the situation of the nuns, employed in the service of men of the Church, on the pages of the Osservatore Romano. They get up at dawn to prepare breakfast and go to sleep once dinner has been served, the house tidied up, the linen washed and ironed ... In this type of "service" the sisters do not have a precise and regulated timetable, like the laity, and their remuneration is random, often very modest. All this arouses in some of them a very strong inner rebellion. They feel deep frustration but are afraid to talk because there can be very complex stories behind it all. In the case of foreign nuns from Africa, Asia and Latin America, there is sometimes a sick mother whose care was paid for by the congregation of her religious daughter, an older brother who was able to complete his studies in Europe thanks to the sister superior ...If one of these nuns returns to her country, her family does not understand. These nuns feel indebted, tied up, and then keep silent. Among other things, they often come from very poor families where the parents themselves were servants. Some say they are happy, they don't see the problem, but they still feel a strong inner tension. Such mechanisms are not healthy, and some nuns sometimes take anxiolytics to cope with this frustrating situation. It is difficult to assess the extent of the problem of free or low-paid and in any case little recognized work of the religious women. It often means that the sisters do not have a contract or agreement with the bishops or parishes they work with. So, they get paid little or nothing. This happens in schools or clinics, and more often in pastoral work or when they take care of the kitchen and household chores in the bishopric or parish.</p> |
| Typology of Resource/Reference | Articles |
| Source or reference Link to the resource (if available) | Newspaper https://www.huffingtonpost.it/entry/losservatore-romano-denuncia-lo-sfruttamento-delle-suore-senza-orari-ne-contratti_it_61586e0ce4b099230d23d691/ |

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| Case No. and title | 36 Sexual harassment (Italy) |
| GBV type/types | Sexual violence |
| Victim of GBV and Domestic Violence | Girls |
| Description of the case | <p>On New Year's Eve 2022 in Piazza Duomo in Milan, a group of 40/50 boys from the suburbs and in some cases also from other cities, aged between 15 and 25, sexually harassed 9/12 girls who were present in Piazza Duomo to celebrate New Year's Eve.</p> <p>The group would surround one or two isolated girls in piazza Duomo and while they insulted and sexually harassed them by undressing them, they would not allow them to get out of the encirclement. The girls could not ask for help because in the crowd no one could see them or intervene because they were surrounded by the group of boys, and no one could hear their screams because of the New Year's fireworks. Two girls that were close by realized what was happening and started filming with their phones and tried to help the girls, allowing both the intervention of the local police and the identification of some of the attackers. When the news appeared in the newspapers, other girls who had undergone the same treatment began to file their complaints with the police.</p> |
| Typology of Resource/Reference | Articles |
| Source or reference | e.g., Newspapers |
| Link to the resource (if available) | http://Milano.repubblica.it/cronaca2022/01/19/news/violenza_capodanno_piazza_duomo_vittime_ragazze_tedesche_procura-334438802 |

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| Case No. and title | 37 Sexual violence (Italy) |
| GBV type/types | Psychological violence, Sexual violence |
| Victim of GBV and Domestic Violence | Girls |
| Description of the case | <p>Case presentation</p> <p>On New Year's Eve 2022 a group of young people mostly aged between 16 and 20 took part in a party organized in a house in the Primavalle district, during which many of those present took significant quantities of alcohol, drugs and psychotropic substances. Bianca, born in 2004, was also in that house. She fell into a state of strong psycho-physical alteration for having taken a mix of spirits, cocaine and psychotropic drugs. During the night she was sexually abused by various young people, even by groups, awakening the next morning in a state of deep malaise with bruises and lacerations all over her body. Some days after the party, Bianca, made fragile by the experience and by the feeling of isolation within the group of friends, sought help from one of the older boys in order to try to piece together what had happened without remembering that he himself had been the protagonist of the violence against her. In that condition Bianca is manipulated until she again has sex with her torturer.</p> |
| Typology of Resource/Reference | Articles |
| Source or reference | Newspaper |
| Link to the resource (if available) | https://www.ilgiorno.it/milano/cronaca/i-giovani-accusati-di-stupro-chiedono-gli-arresti-domililiari-1.7312078 |

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| Case No. and title | 38 Stalking and physical violence (Italy) |
| GBV type/types | Verbal violence (including hate speech), Psychological violence, Physical violence |
| Victim of GBV and Domestic Violence | Women |
| Description of the case | <p>Case presentation</p> <p>Lucia Annibali on April 16, 2013, around 9:30 pm is attacked on the landing of her house by a hooded man who throws sulfuric acid on her. Lucia, who is a lawyer from Urbino and at the time aged 35, suffers injuries to the neck and face and she risks losing her sight. This act of terrible violence is the culmination of a stalking affair. Luca Varani was always in the building where Lucia Annibali lived and he made raids at the sports facility the girl attended, causing Lucia a great state of anxiety and terror. Luca Varani had registered in the same pool attended by Lucia giving a false name, Marco Guerra, and a non-existent mobile number for the sole purpose of keeping her under control and entering the women's changing rooms where she kept her things. Since that April 16 she has undergone several reconstruction surgeries. Luca Varani, Lucia's ex-boyfriend and also a lawyer, is the instigator of the attack. On May 29, 2014 he was sentenced in the first degree to 20 years in prison, while his accomplices, both of Albanian origin, at 14. Lucia reacted to this tragedy by committing herself to women victims of violence to the point of becoming a parliamentarian.</p> |
| Typology of Resource/Reference | Testimony etc. |
| Source or reference | Case dealt with by the CGR of Bergamo |
| Link to the resource (if available) | |



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