

Equally Safe
in practice

knowledge, skills, change

MODULE TOOLKIT

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ACKNOWLEDGEMENTS

The Equally Safe in Practice Framework and this supporting module toolkit, has been developed by the Equally Safe in Practice team (ESiP) at Scottish Women's Aid, with support from the Scottish Government. Collaboration with local and national partners from across Scotland, and the UK, has made the development of this framework possible. The framework itself is modelled on the Welsh Government's Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) National Training Framework, and shared learning between nations has been invaluable. Throughout the development of this work, the ESiP team have worked closely with national and local experts and stakeholders to map existing training provision and identify opportunities to strengthen current approaches to workforce development. We recognise and acknowledge the time, insight and expertise of Improvement Service, Engender, Rape Crisis Scotland, Women's Support Project, Close the Gap, Zero Tolerance, COSLA and the VAW partnership network, local councils who participated in our pilot phase - and others - in this process.

INTRODUCTION

We envisage a Scotland where women and girls, in all their diversity, are equally safe.



Violence against women and girls, in any form, has no place in our vision. It damages health and wellbeing, limits freedom and potential, and is a violation of the most fundamental human rights.

(Equally Safe Strategy, Scottish Government, 2014)

Equally Safe in Practice (ESiP) focuses on developing a framework for workforce development that will strengthen and scale-up high-quality gender competent violence against women and girls (VAWG) training at local, regional and national levels.

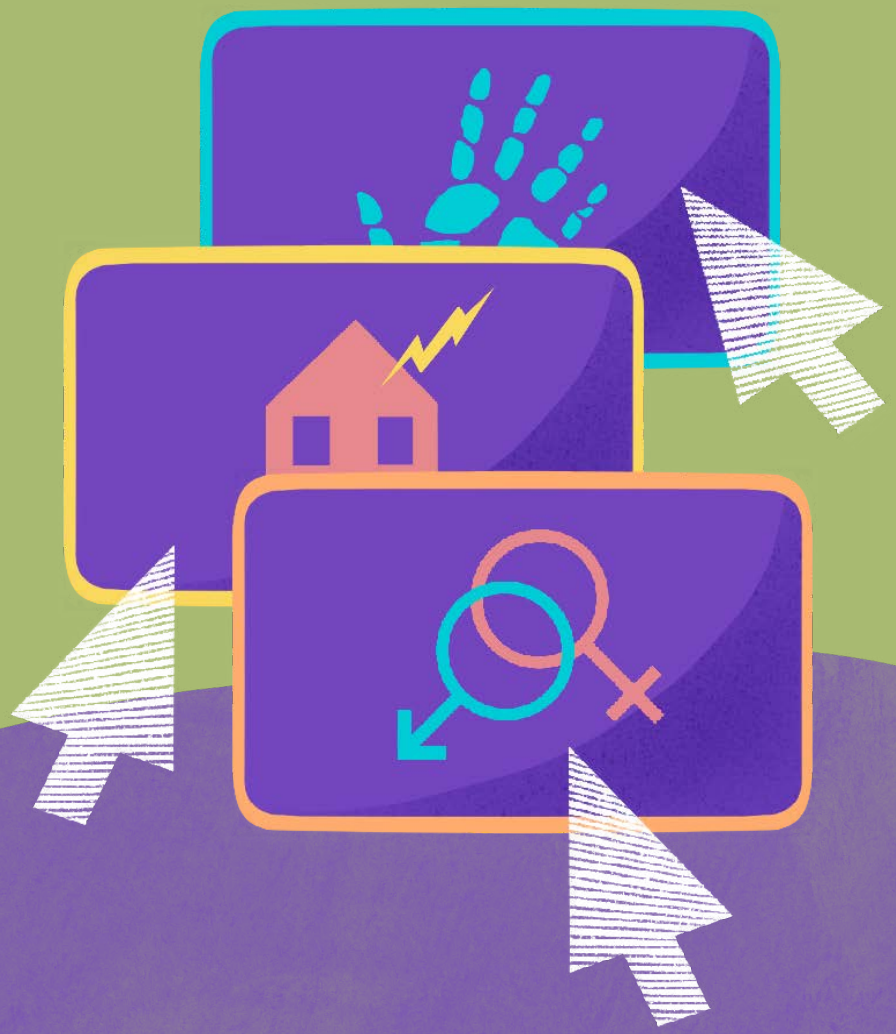
Building the capacity of the Scottish workforce, improving practice and changing cultures requires us to see workforce development as more than just one-off training. This needs to be an ongoing process of obtaining, improving and retaining skills and knowledge. This reflective approach is critical to develop competence in responding to VAWG, and for the ongoing implementation of the principles of Equally Safe[1] strategy.



1. www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/

The first phase of developing the framework has been to create learning tools that will build basic understanding and competence across staff of all levels, roles and responsibilities. The learning at this level is aimed at the whole workforce, and particularly those who may not receive or access any learning specifically relating to gender or VAWG as part of their role.

A series of e-modules have been developed, focusing on three core areas - gender, domestic abuse and sexual violence. These e-modules are relevant for staff of any level within their organisation, as they support basic understanding and awareness of the topics. The modules were piloted with local councils between 2021 -22 and are now available to other multiagency audiences. This toolkit has been developed to support the roll out of these modules.



WHAT IS THIS TOOLKIT, WHO IS IT FOR?

This toolkit was designed to accompany the e-modules as they are rolled out and made more widely available. The modules form the foundation of the Equally Safe in Practice Framework, and this toolkit will support those modules to be implemented, and the learning to be embedded. This toolkit is the first comprehensive guide to the Equally Safe in Practice Framework and the learning modules, and it will:



Support organisations to coordinate the roll out of learning resources to staff



Offer a range of different models to implement reflective learning approaches



Provide supportive resources aimed at achieving longer-term attitudinal and behaviour change



This toolkit will be a dynamic document, and may be expanded as the Framework develops further. The ESiP team will use learning from the future roll out to continue to develop tools and guidance to support learning.

STATISTICS

19%
of women in Scotland have had someone attempt to have sex with them against their will

In **2019-2020** there were
2,343
rapes and attempted rapes reported to the police

with only
300
prosecutions
and
130
convictions

80%
of domestic abuse victims were women in **heterosexual** relationships

In over
1/3
of adult female victims killed, the suspect was their partner or ex-partner

31%
of secondary school age girls report sexual violence from their partner

71%
of women across all age groups in the UK have experienced some form of sexual harassment in a public space

Over
70%
of women reported experiencing or witnessing sexual harassment in the workplace in Scotland

Cases continue to rise at the UK Helpline for **image-based abuse*** increasing by around **40%** between 2020 and 2021

*sharing or threatening to share intimate images without consent

BME + MIGRANT WOMEN

Black and minority ethnic (BME) and migrant women face higher levels of domestic homicide and abuse driven suicide

Between
4,000 and **10,000**
migrant women and girls are sexually exploited in the UK with many reporting sexual violence before, during and after their journeys to the UK

In Scotland each year, there are at least
60,000
incidents of domestic abuse recorded by Police Scotland

68%
of disabled women report having been sexually harassed at work

Disabled women are
TWICE AS LIKELY
to experience men's violence as nondisabled women

Victims of human trafficking had been identified in **27** of the **32** local authority areas

On average a woman is **killed** by their partner or ex-partner **every three days** in the UK. **62%** of all women killed by men (888/1,425) were killed by a **current or former partner**, and at least **34%** of women killed **had children under 18** years of age.

VIOLENCE AGAINST WOMEN AND GIRLS

The United Nations defines violence against women and girls (VAWG) as ***"any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."***

It is a human rights issue and can include, but is not limited to:



domestic abuse



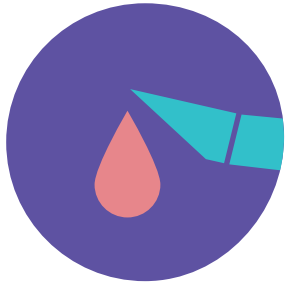
sexual violence



stalking and harassment



trafficking of women



female genital mutilation



intimidation and harassment at work, in education or in public



commercial sexual exploitation



forced and child marriage



so-called 'honour based' abuse, violence and crime

Violence against women is both a consequence of and a cause of inequality between men and women. As well as being a health problem of epidemic proportions, it's also a human rights problem of equal severity. Depending on the violation, it can deprive a woman of:



her right to health and physical and mental integrity

her right to be free from torture, inhuman and degrading treatment

her right to life

It is the state's responsibility to protect women living there from violence, even domestic abuse behind closed doors. Authorities can do this by creating national laws that criminalise violent acts against women, providing support services like safe sheltered accommodation for women who need it, and making sure that crimes can be reported and prosecuted safely and justly. This includes working to change public attitudes and challenging the stigma around reporting violent crime[2].





The Scottish Government is committed to eradicating violence against women and girls. The Government has outlined its aims and plan for delivery through Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls. The Equally Safe vision is of ***"a strong and flourishing Scotland where all individuals are equally safe and respected, and where women and girls live free from all forms of violence and abuse – and the attitudes that help perpetuate it."*** The approach prioritises VAWG prevention through collaboration with key partners in the public, private and third sectors.

2. www.amnesty.org.uk/violence-against-women

WHY ME? WHY VAWG IS EVERYONE'S BUSINESS?

BUILDING A SHARED UNDERSTANDING

Working towards gender equality, safety and wellbeing is a national priority set out through the Equally Safe strategy, which recognises it is everyone's responsibility to make our communities safer and fairer for everyone regardless of gender, age, ethnicity or disability. By working towards individual understanding and collective awareness, we can all play an important role in challenging inequality, discrimination and oppression. Preventing and eradicating VAWG can only be achieved by addressing the stark inequality between men and women in our society – it is not inevitable, and we have the opportunity for change.



Understanding gender and dynamics of VAWG offers a lens through which we can better understand wider society, our relationships, our organisation and our role within it. Increasing awareness and knowledge of gender prompts learners to consider the ways in which power and privilege is relative to a person's gender, as well as other cross cutting issues and intersecting identities. Whilst violence against women and girls occurs across all sections of society, not all women and girls are at equal risk. Some factors can increase vulnerability to abuse and keep women and girls trapped. These include age, looked after status (current and former), financial dependence, experience of child abuse and neglect, poverty, disability, homelessness, insecure immigration status and ethnicity.

It is important that everyone has a shared understanding of violence against women and girls. This means an understanding of the impact on women and girls and children and young people who are affected, as well as the causes, the scale of the issue in Scotland, and the risk factors that can make women and girls more vulnerable to abuse.

EQUALLY SAFE IN PRACTICE - WORKFORCE DEVELOPMENT FRAMEWORK

Equally Safe in Practice supports the implementation of Scotland's VAWG strategy, Equally Safe, by creating a national framework with tools and resources to support local training and workforce development. Equipping the Scottish workforce with knowledge, shared understanding and the tools necessary to recognise and embed responses to violence against women and girls is key to improving and ensuring safe and positive outcomes for women, children and young people.

The framework aims to build national infrastructure to support local workforce development approaches and address potential gaps in order to ensure consistency and quality. This will link existing approaches and successes to support and sustain existing best practice rather than replacing or reinventing.

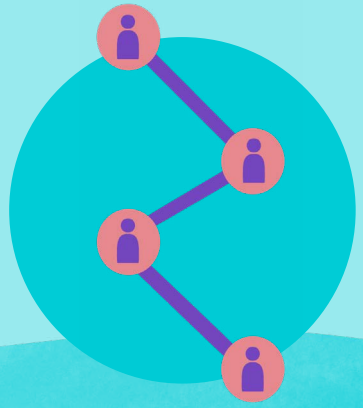
The framework will work towards:



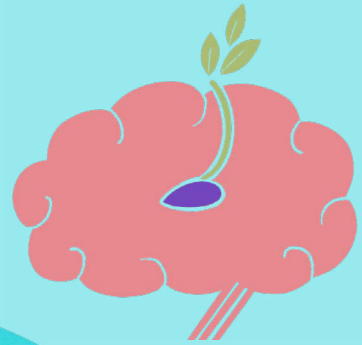
establishing consistent core messaging on gender and VAWG



creating competence frameworks that outline what workers need to know and do



making clear links with workers day-to-day work and individual roles



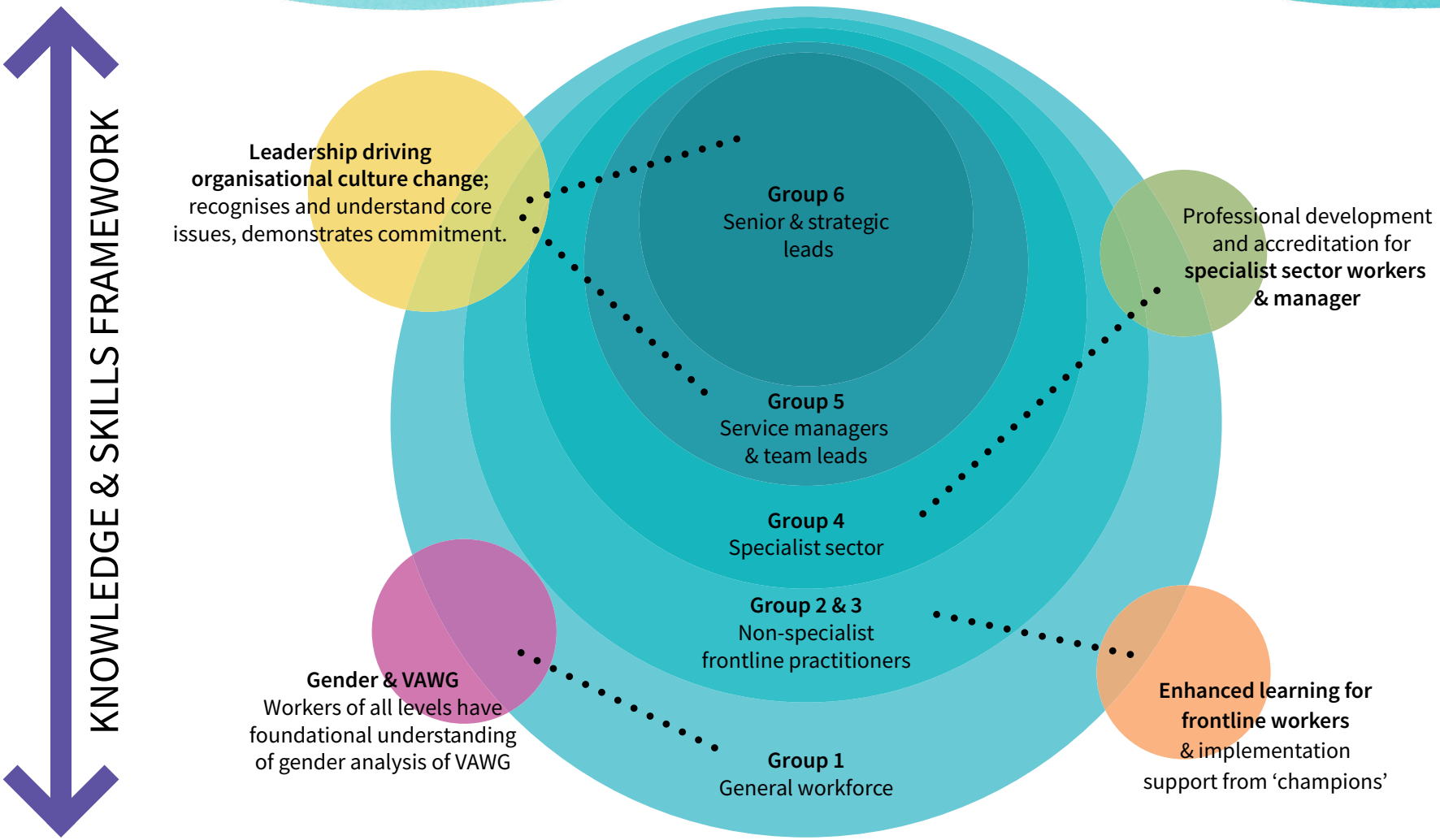
embedding knowledge for a long-lasting organisational change.

The framework has been designed to support workers across all levels, targeting them with specific knowledge and skills. It provides a tiered menu of blended training opportunities for all levels of the Scottish workforce, to embed the principles of Equally Safe in everyday practice. This targeted approach will help to equip the Scottish workforce with an understanding and knowledge of the dynamics of VAWG and gender inequality; why it's important, and how we can all, in our various roles and levels of responsibility, contribute to creating a safer, more equal and responsive Scotland.



The tiers of the framework range from basic knowledge (Group 1), a range of enhanced workforce levels (Groups 2 & 3), specialist sector (Group 4), through to management level (Group 5) and finally engagement with senior and strategic leaders (Group 6).

EQUALLY SAFE IN PRACTICE
WORKFORCE DEVELOPMENT FRAMEWORK

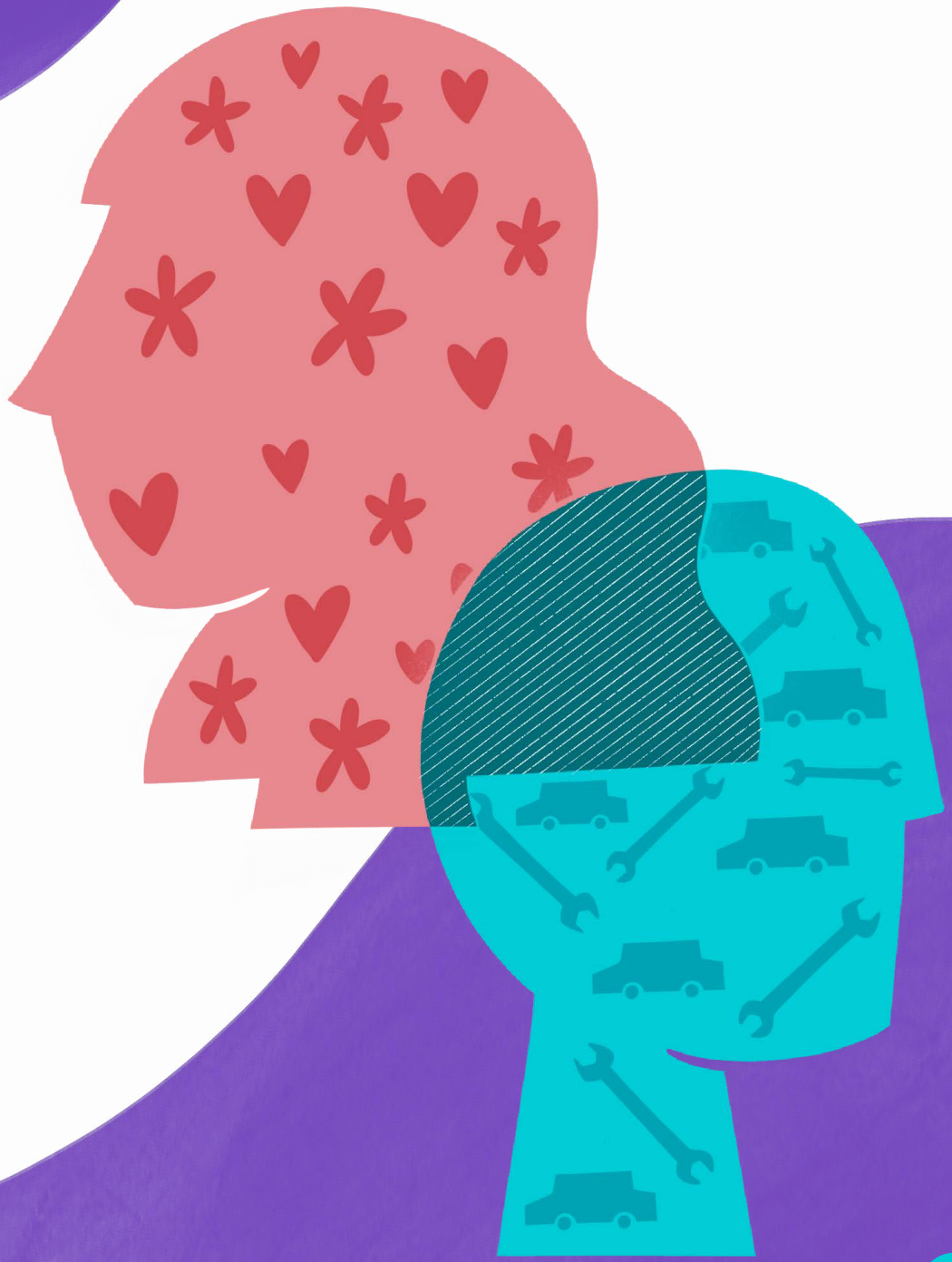


WHY GENDER IS KEY

Gender is the bedrock of the Equally Safe in Practice Framework. Gender affects the way our society is structured. Power, resources and opportunities are not shared equally by all people in society – in Scotland, and across the globe. This means gender affects our lives at home, in public and in the workplace, and also has an effect on the way we work with other people. Gender roles, stereotypes and social norms underpin the power dynamics between women and men.

Gender inequality is a root cause of VAWG, which has no place in our society; it damages health and wellbeing, limits freedom and potential, and has a profound effect on the whole of society. In Scottish society today, there continues to be an urgent need to take steps to advance gender equality, and we have a collective responsibility to both prevent and adequately respond to the violence and abuse that impacts disproportionately on the lives of women, children and young people.

It is central to the framework that all learners begin by building a comprehensive understanding of gender. The core learning on gender forms the foundation of all other modules, and aligns with Scottish Government strategy and definition by recognising the causal relationship between gender inequality and violence against women and girls.



WHAT DO WE MEAN BY GENDER COMPETENCE?

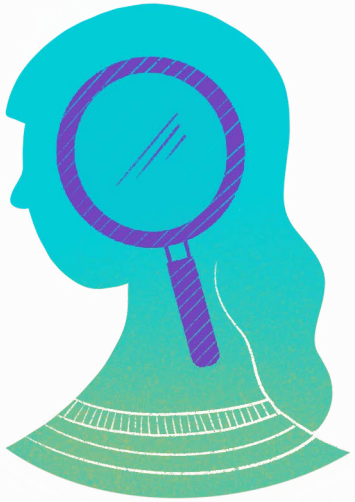
To be competent refers to the ability to interpret a situation in context, to know what is the most appropriate action or choice of actions to respond, to be trained in those actions, and confident in acting. Being competent is not simply a matter of being trained, but of developing through experience, individual reflection, ongoing learning and good teamwork.

Gender competence refers to the knowledge, skill and understanding of the socially constructed differences between the lives and experiences of men and women – the significance of gender. Building gender competence relates to a process of acquiring and developing knowledge, skills, attitudes and experiences to better understand the way our society is structured, how power is shared, and the different implications for people of all genders.

To see that the aims of the Equally Safe strategy are achieved, a gender lens should be applied systematically within all decision-making processes, as well as service design and delivery, to ensure that planning, budgeting and policy development are gendered and seek to minimise discrimination and inequality.



Applying a gender lens will look different across sectors, roles and responsibilities, but will begin with individuals/staff:



Reconising socially constructed gender roles, and am aware of the complex structures of gender relations within our society



Acknowledge there is a continuum of VAWG which takes many forms, is pervasive, and is linked to wider gender inequalities in society



Being aware of national and organisational commitment to increase women's safety and wellbeing, of policies on gender equality and how to use them



Accepting shared responsibility – it's everyone's business, and that includes 'me'.

LEARNING MODULES

HOW WERE THE MODULES DEVELOPED?

Equally Safe in Practice project worked collaboratively with partners in the violence against women and women's sector – including the Women's Aid and Rape Crisis networks in Scotland - to create three e-modules, **Together for Gender Equality**, **Understanding DomesticAbuse** and **Understanding Sexual Violence** (Appendix A). These learning modules form the basis, and make up 'Group 1', the foundation level of the workforce development framework, and are aimed at workers across any level, sector, department or role.

E-MODULES FOR GROUP 1

The e-modules last for approximately 60 -90 minutes, and will save automatically – meaning staff can log on to complete some parts of the e-learning and return to it later on. The e-modules contain a variety of learning methods, including interactive quizzes, videos and a portfolio for personal reflections. This portfolio is for learners personal notes and reflections, it is downloadable and private so it cannot be viewed by anyone else, or tracked by the learning management system. The portfolio can be a useful tool for reflection in the future to consider if and how attitudes and practice may have changed.

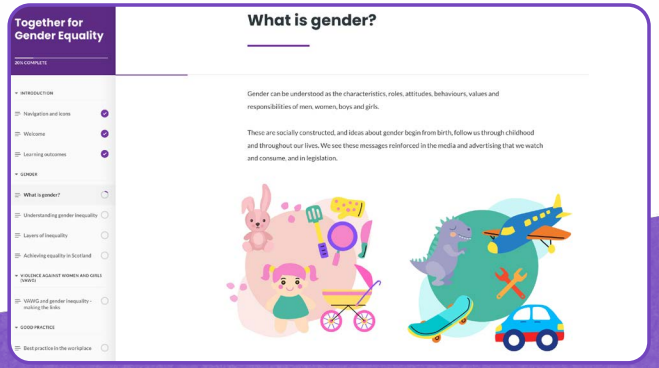


TOGETHER FOR GENDER EQUALITY – GATEWAY E-LEARNING MODULE (SEE APPENDIX A1.)

The module Together for Gender Equality is the core foundation module within the framework, and is a gateway module that staff should complete before progressing to other learning.

This module will help to unlock a deeper understanding of the causes and consequences of the violence and abuse that women and girls experience in Scotland today.

The learning is most effective when completion of the e-learning module is followed by a reflective discussion session to further embed learning.



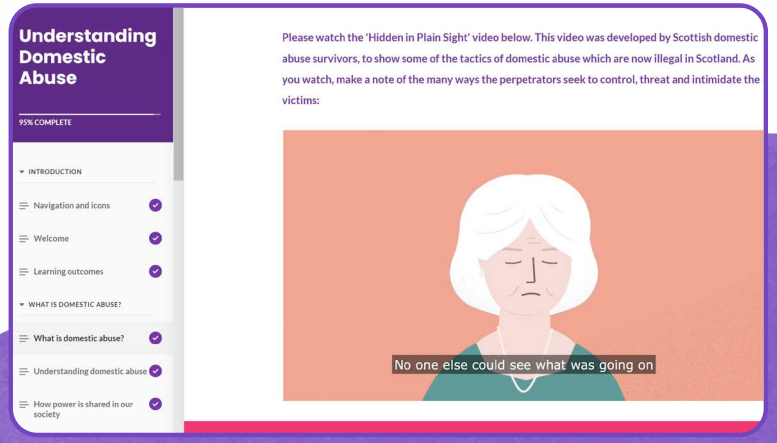
ANIMATION

To further support learning, ESiP developed a 5-minute animation '**Out of the Box – Together for Gender Equality**' which demonstrates concisely the link between gender inequality and violence against women and girls, within a Scottish context. The animation was launched towards the end of 2021, and is now embedded into all three e-modules.



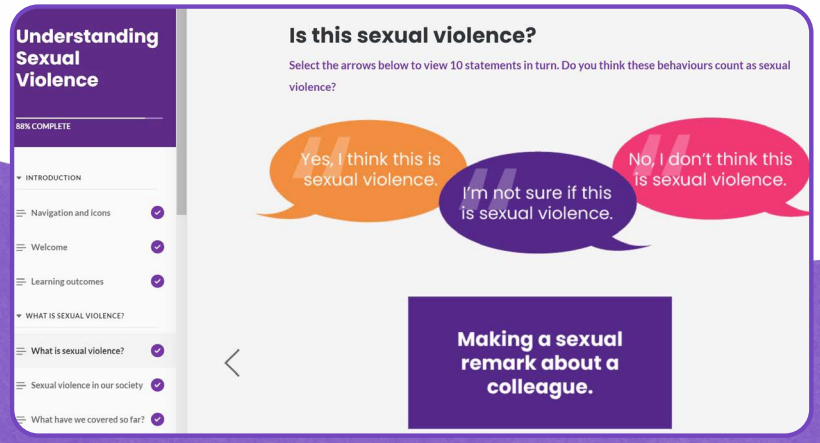
UNDERSTANDING DOMESTIC ABUSE (SEE APPENDIX A2.)

Domestic abuse is far more common that people think and evidence shows it is reaching epidemic proportions in Scotland, and across the UK. The module Understanding Domestic Abuse recognises that there may be people in within families, communities and work places who have experienced domestic abuse. The purpose of this module is to develop a deeper understanding of what domestic abuse is; how it impacts adult and child survivors; and how you – as a person who may come into contact with survivors in the course of your work - can effectively respond to survivors and signpost them to the best support.



UNDERSTANDING SEXUAL VIOLENCE (SEE APPENDIX A3.)

The module Understanding Sexual Violence will enable learners to build an understanding of what sexual violence is; the impact of sexual violence; the attitudes that survivors face. The learning will increase awareness of our own values, attitudes and prejudices and how to respond safely and effectively to survivors, and signpost them to the best support.



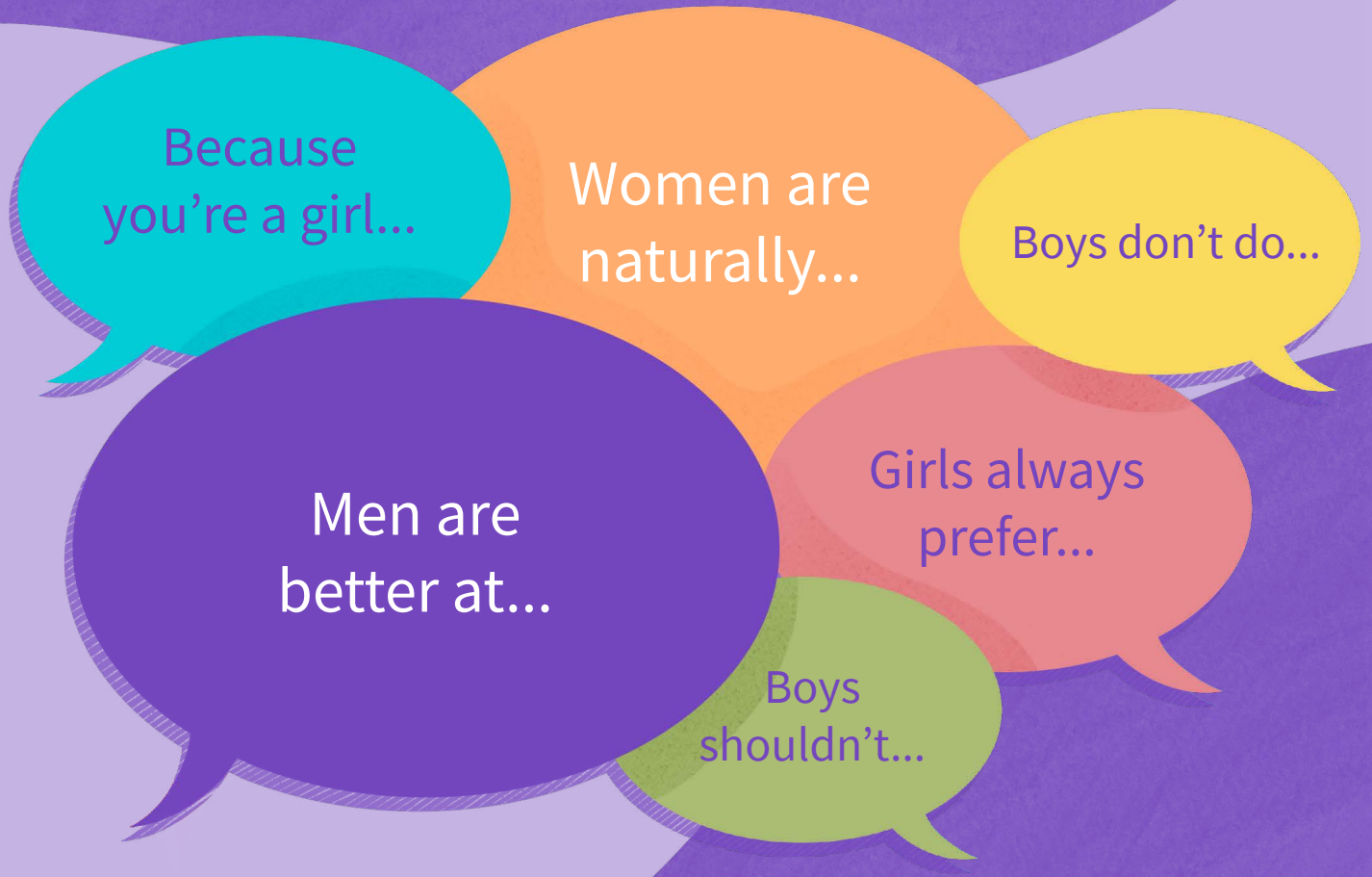
HOW CAN THE FRAMEWORK AND THE MODULES BE USED?

This framework offers an overarching structure for training and development that is tailored to the responsibility levels of the workforce. The framework outlines the relevant knowledge and skills for each level. This toolkit outlines the knowledge and skills for modules within Group 1 of the framework.

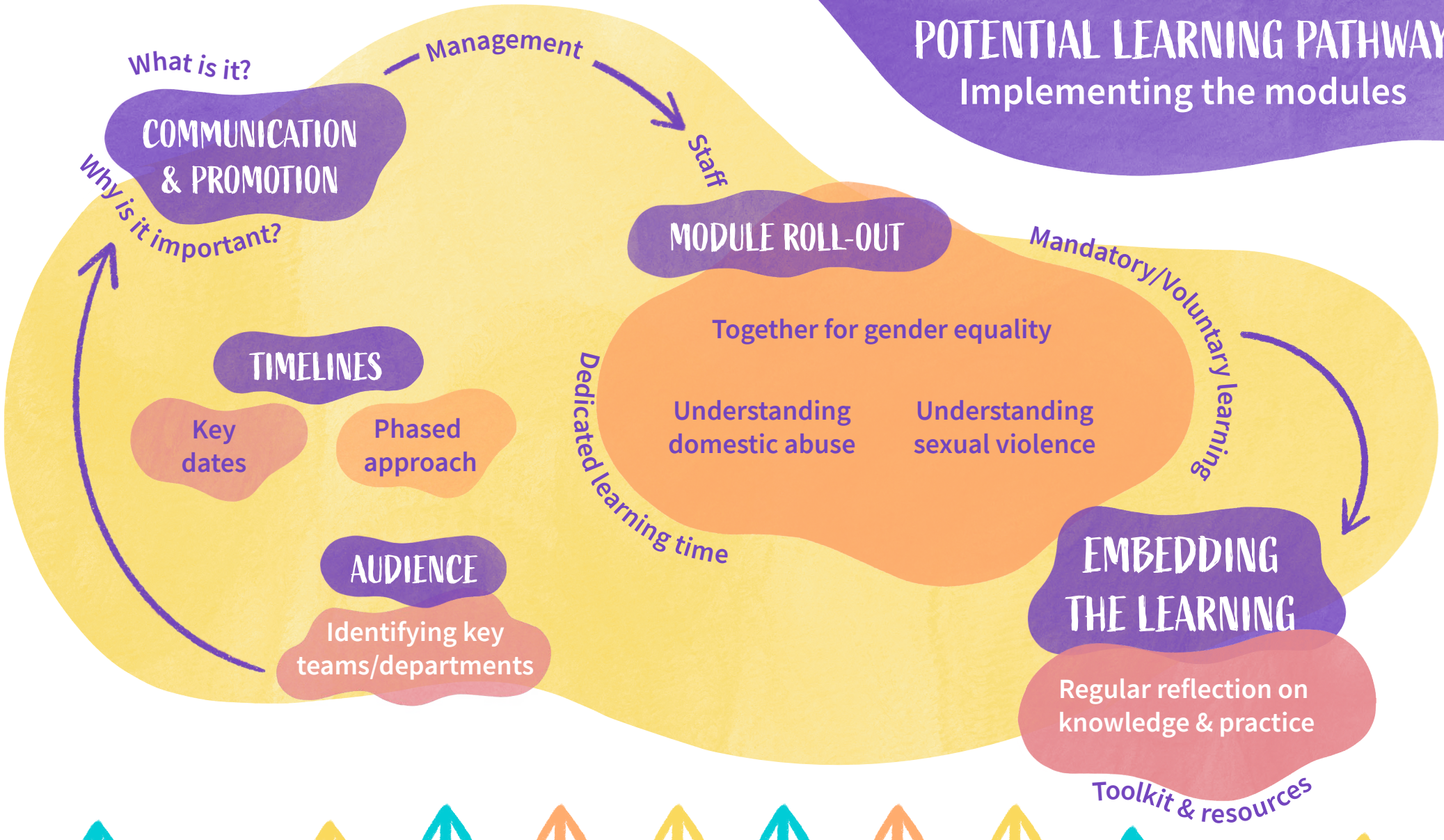
These e-modules are relevant for staff of any level and role within their organisation, as they support basic understanding and awareness of the topics. The learning modules in this toolkit are e-modules that can be embedded in different ways, they could be:

- INCORPORATED INTO LEARNING AND DEVELOPMENT PROGRAMMES
- INCORPORATED INTO EQUALITY AND DIVERSITY TRAINING PROGRAMMES
- ADDED TO ANY RELEVANT TRAINING OFFERINGS USED WITHIN INDUCTION TRAINING
- OR EMBEDDED IN ANY OTHER EXISTING ORGANISATIONAL AND LEARNING STRUCTURES AS MANDATORY OR OPTIONAL LEARNING.

The learning for Group 1 is composed of two parts; an e-learning module that is usually paired with a reflective discussion session. The discussion expands on some of the key learning areas, and allows learners to reflect on how to take this forward into every-day practice, individually and as part of the wider workplace. The approach that you take to coordinate or facilitate the discussion sessions will depend on a number of different factors specific to your organisation and learner group. (See Implementation & Long-term Impact, below for different approaches).



POTENTIAL LEARNING PATHWAY
Implementing the modules



LEADERSHIP & MANAGEMENT ENGAGEMENT

ENGAGED | INFORMED | COMMITTED

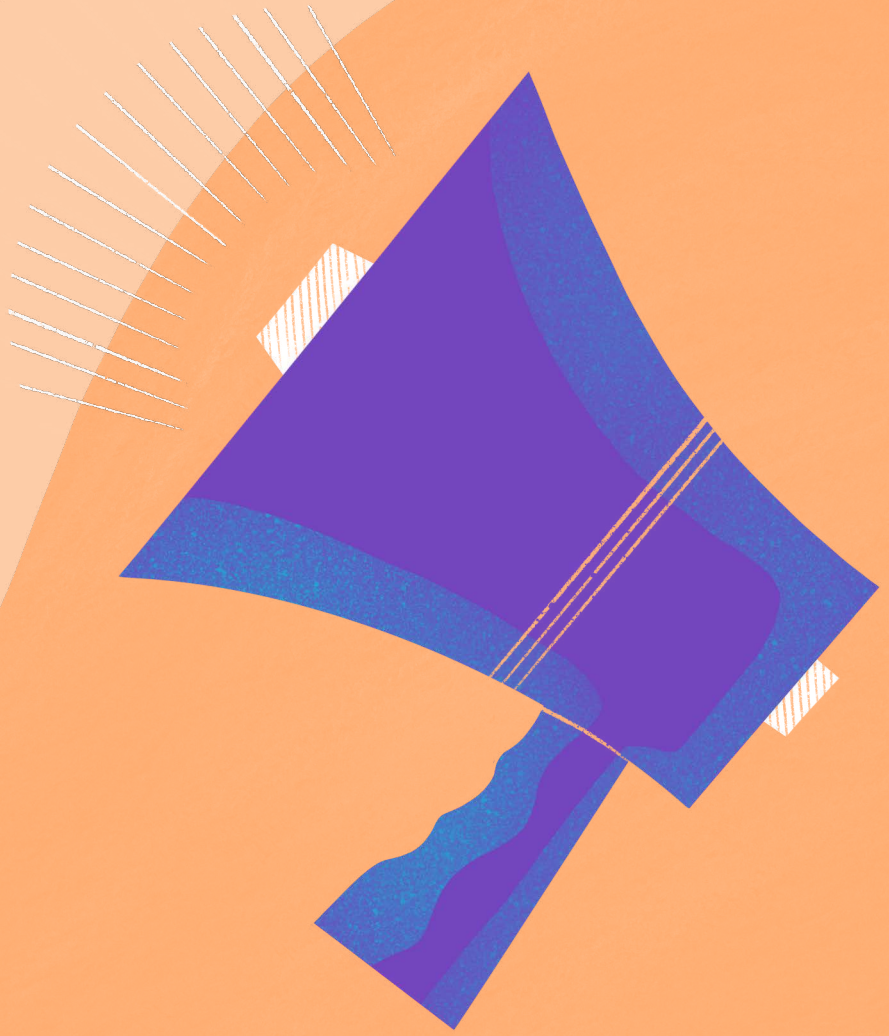
IMPLEMENTATION AND LONG-TERM IMPACT

TRANSFORMING KNOWLEDGE INTO PRACTICE

This is the call to action. The aim is to deepen an understanding that ending VAWG is everyone's business, and these issues are relevant to us all. A key part of that is to consider what values and attitudes we need to bring to our everyday work, and what might be some of the practical ways we can make a difference.

It is important to consider our own role, place of work, colleagues, clients or team members. How can we actively demonstrate our commitment to equality? How can we make that clear to our teams and our community?

It is vital that our teams, workplaces and organisational culture create an environment which normalises inclusion, equality and respect, and encourages and rewards good practice. Safe disclosure for employees and availability of appropriate support, are essential.



To see that learning transforms practice, we must strive to take a ‘whole organisation approach’ where possible, so that confident, informed leadership can drive change, and a commitment can be made to ensure regular professional development and opportunities to reflect on practice. In order to increase the safety, wellbeing and equality of women and girls, and to demonstrate competence in line with the ESiP Framework, we should start by asking ourselves these two simple questions:

- AS AN EMPLOYEE, HOW CAN I MAKE A DIFFERENCE?
- HOW CAN MY UNIT/SERVICE/DEPARTMENT/ AGENCY MAKE A DIFFERENCE?



EMBEDDING THE KNOWLEDGE

Research and learning from the ESiP pilot phase have underlined for us that building capacity in our workforces means seeing learning as not just one-off training but a process of obtaining, improving and retaining skills and knowledge. A key part of that learning process is through peer discussion, reflective practice and the opportunity to consider, query or unpick assumptions and ideas.

Reflective practice should be focused on working definitions and meanings of gender, personal values and attitudes, building understanding of the gendered analysis of VAWG, recognising practical relevance to the requirements of the job, and necessary skills and confidence to apply in practice.

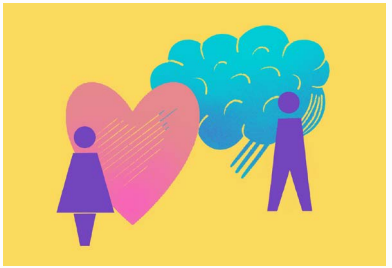
KEY TOPICS FOR REFLECTION:



Gender – clarifying concepts, terminology and meanings



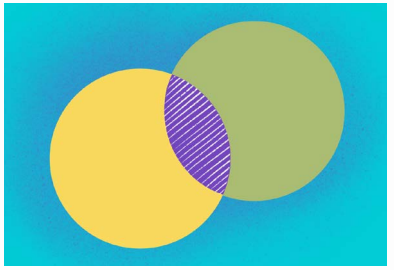
Early messages – learning to be a boy/girl, man/woman



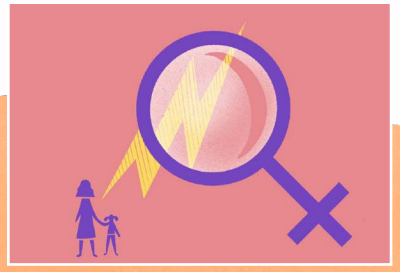
Stereotypes and expectations



Gender, power and violence



Intersectionality – what is it and why it is important



Understanding patterns and tactics of abuse



Preventing VAWG – equality and respect through a gender lens



Believing survivors, avoiding victim blaming - responsibility for violence is always on the perpetrator



Making a difference - my role through a gender lens - what can I do?

These are complex topics, and they inevitably touch on (in fact are rooted in) participants' embodied everyday realities. The challenge is to create a safe and productive learning environment, and to pitch the training at a level which will be clear, understandable and relevant to attendees.

It is important for all involved to be aware of the possible triggering content and what to do if they need to support someone or themselves if they have been impacted by any of the topics.



Sensitivity and compassion is important in every work place scenario - and particularly when discussing these topics. Even if you are not aware of anyone who is affected by violence or abuse, it is best to work on the basis that there is at least one person who may have experienced this. No-one should feel under any pressure to discuss their own circumstances or experiences. Always ensure that helplines and support information, as well as any local or organisational policies and support pathways are made accessible and available to all staff learners. (See Support & Signposting for more information)

REFLECTIVE PRACTICE APPROACHES

The ESiP pilot evaluation suggests participants recognise the valuable role that reflective discussions had in increasing their knowledge and understanding of key messages and concepts. Local council teams who participated in the pilot had an opportunity to build their own approaches to reflective discussions, as appropriate for their learning and development programmes, organisational priorities and target audience. Many commented that the reflective sessions were ‘where the learning happened’.

Lessons learned from the pilot have informed this section of the toolkit, as ESiP recognise the importance of adapting these sessions to suit the needs of the teams, and realities of time schedules and competing everyday demands. Below we detail a list of models for how reflective discussions can be facilitated within different contexts - any of these approaches can be adapted and used in different settings and circumstances such as inductions, support and supervision, team meetings or organisational forums. Links will take you to relevant workshop resources which will support you to deliver these sessions, and will offer helpful suggestions or activities.



FACILITATING DISCUSSIONS

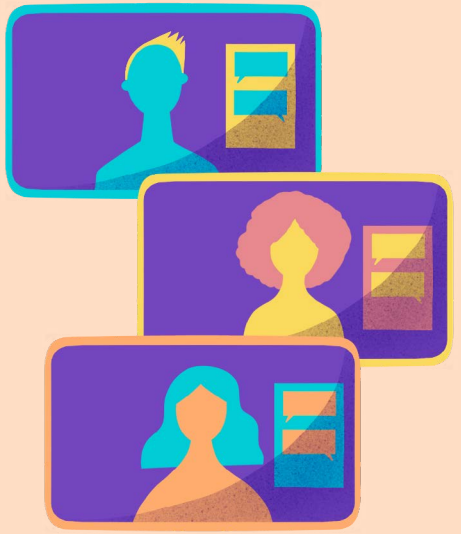
Facilitators play an important role in guiding peers or colleagues through a deep dive into the core topics. They could be recruited from within the staff body (perhaps HR, Organisational Development, Learning & Development, VAW Partnerships) or any other willing individuals, team leads or managers. Recruiting in-house volunteer facilitators, with a gender-mix - to support conversations around men's role in what can often be seen as 'women's issues' - is a great way to build more understanding and knowledge of gender, and VAWG, across different services and staff teams. Experience from the pilot phase suggests that recruiting volunteers from within a specific department to lead discussions within those teams, enables learners to benefit from expertise, insights and practice- based examples. Taking on the role of facilitator, and championing the learning, is also an opportunity for professional development, and a chance to take an active role in ensuring your team, department, service or organisation are striving to achieve gender equality, and prevent and respond to VAWG.

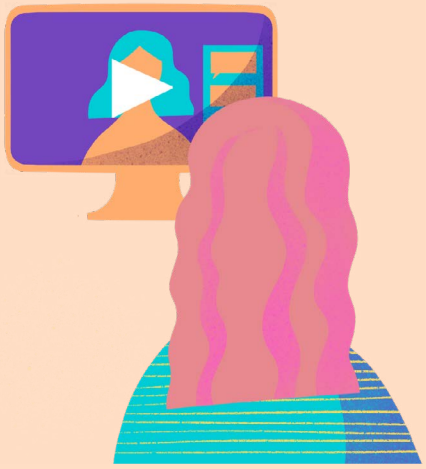
To be equipped with the knowledge, skill and confidence to facilitate these reflective spaces, facilitators should complete the e-modules and familiarise themselves with the supportive resources – workshop activities, frequently asked questions, their own organisational policies and local signposting information. There is a list of resources available for staff and managers who are going to take on the facilitation of these sessions, including a Facilitation Guide, and additional resources and activities that can be adapted and used for different settings, formats and discussions.

POSSIBLE MODELS FOR REFLECTIVE DISCUSSION

- GROUP DISCUSSION SESSION
- WEBINAR STYLE DISCUSSION
- PRE-RECORDED WEBINAR
- ONE-TO-ONES
- LUNCHTIME TALKS











GROUP DISCUSSION SESSION

An in person or virtual discussion session, that takes a closer look at key topics and opens them out for discussion with a group. This would be facilitated by volunteer facilitators supported by a Facilitation Guide. These sessions could be coordinated to align with team meetings, or similar existing meeting spaces, so that staff are not being released for additional time slots.

The number of sessions needed, and facilitators required would depend on the number of staff the sessions are for. Ideally the number of staff per session would be no more than 12-15 to ensure space for everyone to contribute.

Please follow the Supportive Resources link to access the relevant documents. All documents are numbered so you can easily locate them on our website.



Supportive resources

1. **Workshop Facilitation Guide**
2. **Together for Gender Equality – Reflective Discussion & Workshop Guide**
3. **Together for Gender Equality – Discussion Workshop Slides**
4. **Understanding Domestic Abuse – Reflective Discussion Guide**
5. **Understanding Sexual Violence – Reflective Discussion Guide**
9. **FAQs – Frequently Asked and Difficult Questions**
10. **Extra Resources**

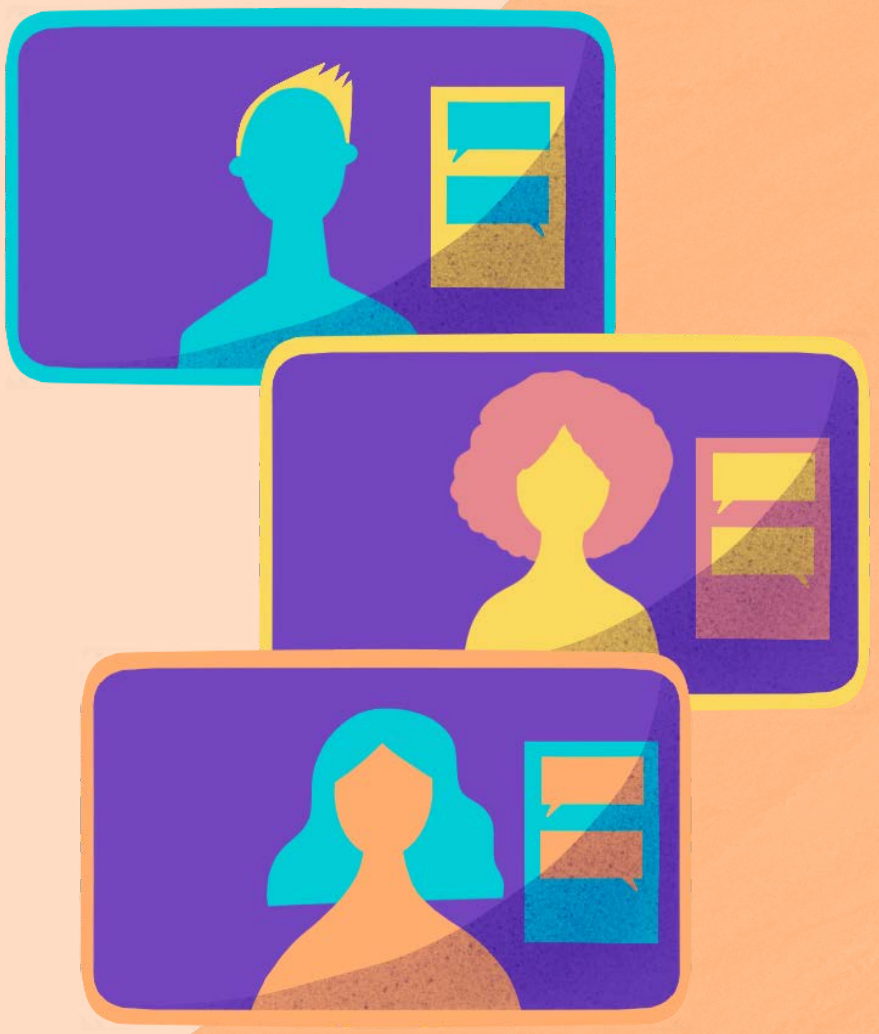
WEBINAR STYLE DISCUSSION

If it is more appropriate or the number of staff to attend far exceeds the number of facilitators available to cover sessions, then larger webinar-style meeting is another possible approach. This would cover some topics in more detail through an online presentation, allow for interaction via chat function, and include some breakout space. Depending on the number of attendees the session would require more facilitators to be able to support the break-out sessions.

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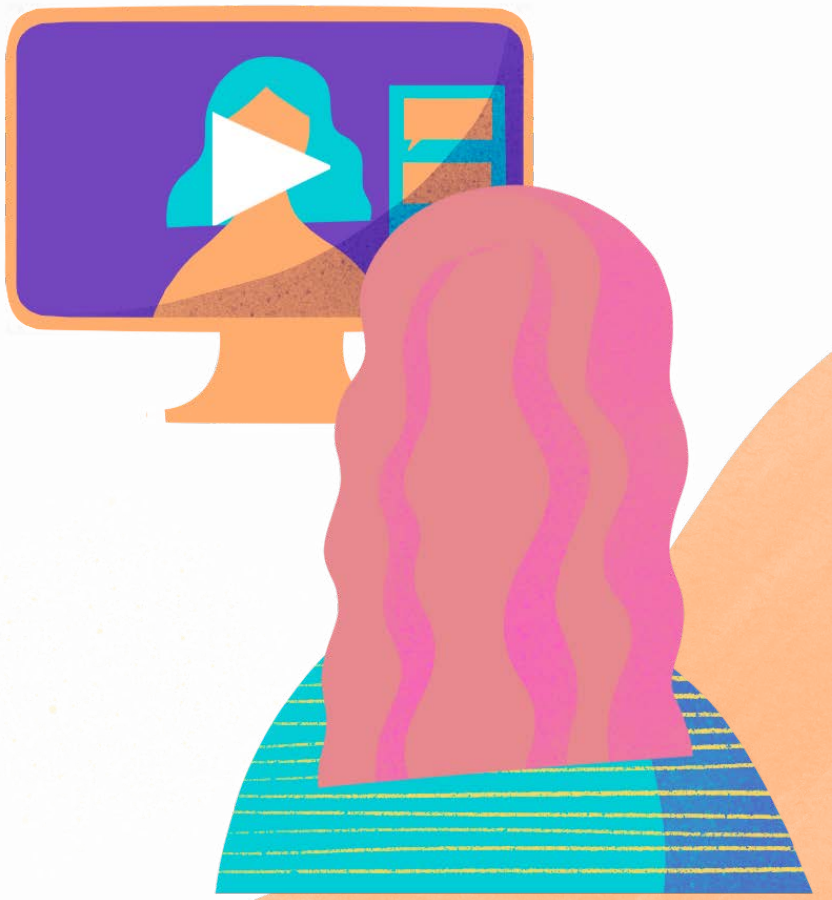
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PRE-RECORDED WEBINAR

This webinar session would cover a deeper dive into the topics covered in the e-module but would require some preparation to record the video either on a Zoom or Microsoft Teams call or in person. This could be either a presentation with some discussion between presenters, and some commonly asked questions, or a mock-up of a discussion session that covers some of the more challenging concepts and explores them with different perspectives. This option doesn't have the advantage of an interactive discussion but it does allow for staff who cannot be released for a group session to hear from other perspectives, and consider some of their own questions. To track views, the recording could screened on semi-regular dates, with sign-ups.

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Supportive resources

2. Together for Gender Equality – Reflective Discussion & Workshop Guide
4. Understanding Domestic Abuse – Reflective Discussion Guide (Reflective Questions on page 1)
5. Understanding Sexual Violence – Reflective Discussion Guide (Reflective Questions on page 1)
10. Extra Resources

ONE-TO-ONES

One-to-one meetings can be a useful space for reflection and reiterating key messages and learning points with a line manager, while making sure these are incorporated in individual work plans and team plans.

The main aim of the session is to discuss how to make a difference in your work and everyday practice. What are the values and attitudes I need to bring to my everyday work? What are some of the practical ways I can identify that would make a difference?

It could be good to develop a series of case studies, based on situations in a wide range of public sector work environments, which would enable trainees to apply the learning in scenarios which are relevant and make sense in relation to their roles and responsibilities.

Please follow the Supportive Resources link to access the relevant documents. All documents are numbered so you can easily locate them on our website.



Supportive resources

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4. Understanding Domestic Abuse – Reflective Discussion Guide (Reflective Questions on page 1)
5. Understanding Sexual Violence – Reflective Discussion Guide (Reflective Questions on page 1)
9. FAQs – Frequently Asked and Difficult Questions
10. Extra Resources

LUNCHTIME TALKS



A shorter version of the discussion session could be an option where teams are not regularly brought together for team meetings, or rarely operate from a desk or office space. Similar to a 'Toolbox Talk' this would be a brief discussion of key topics, with space for one or two activities. The aim here would be to engage workers in considering the content of the module, after they have completed it and to consider a few key reflective questions. This format will not allow for deeper discussion, debate or sharing of case studies.

Please follow the Supportive Resources link to access the relevant documents. All documents are numbered so you can easily locate them on our website.

Supportive resources

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6. Additional Activities:

- **What is Gender**
- **Learning to be a man/woman**
- **Gender and Power**
- **Continuum of VAWG**

TRAINING ON VAWG

STRENGTHENING PRACTICE FOR LONG-TERM CHANGE

The training and workforce development approaches, content and activities outlined in the ESiP Framework will always align with the core principles and key values of the Equally Safe strategy.

Reflection and reflective practice are essential to embed knowledge and implement learning. Reflection can be about questioning what we do and why, being open to new learning and perspectives and exploring different ways of thinking and doing.

To support workers to implement their learning, it is essential that we prioritise and protect time for learning and for reflection, and that we create supportive environments in which workers can put new learning into practice with the support of leadership. These key elements can strengthen practice, improve service delivery and help us all to achieve the vision of safe and equal outcomes that our national strategy strives for.

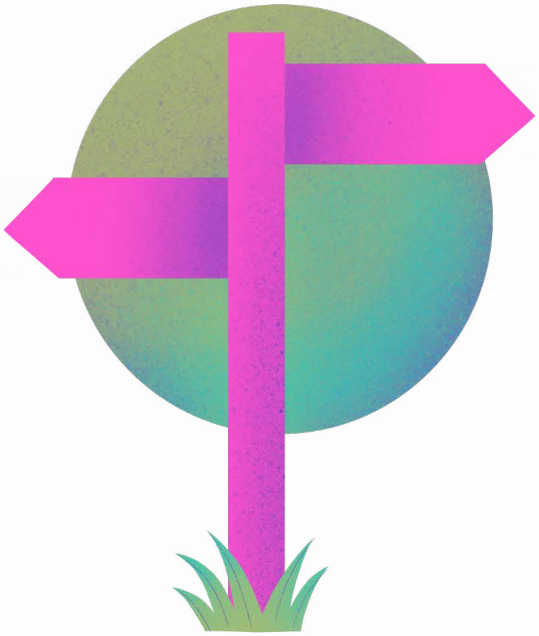
EVERYONE SHOULD BE AWARE OF THIS,
EVERYONE CAN HELP

IF EVERYONE JUST MAKES SMALL CHANGES AND TAKE TIME TO REFLECT ON WHAT OTHERS ARE GOING THROUGH THEN WE WILL ALL BE BETTER FOR IT

I LEARNED MANY THINGS, MOST OF ALL,
THE COURSE MAKES YOU THINK DIFFERENTLY



SUPPORT AND SIGNPOSTING



Below is a list of local and national organisations providing support for victim survivors of domestic abuse and sexual violence. You can contact these services if you, or someone you know, is being affected by domestic abuse or sexual violence. **A list with additional support services is available on our website**.

Scotland's Domestic Abuse and Forced Marriage Helpline
sdafmh.org.uk

Local Women's Aid services
womensaid.scot/find-nearest-wa-group

ASSIST (Advocacy, Support, Safety, Information Services Together)
Call: **0141 276 7710** | Visit: **assistscotland.org.uk**

Archway
archway.sandyford.org

CEDAR (Children Experiencing Domestic Abuse Recovery)
cedarnetwork.org.uk

Rape Crisis
rapecrisisscotland.org.uk

Respect
Call: **0808 802 4040**

Respect Men's Advice Line
mensadviceline.org.uk

White Ribbon
whiteribbon.org.uk

FearFree
fearfree.scot

LGBT Domestic Abuse Scotland
lgbtdomesticabuse.org.uk

Samaritans
samaritans.org

Scottish Women's Rights Centre
scottishwomensrightscentre.org.uk/helpline

Victim Support Scotland
victimsupport.scot

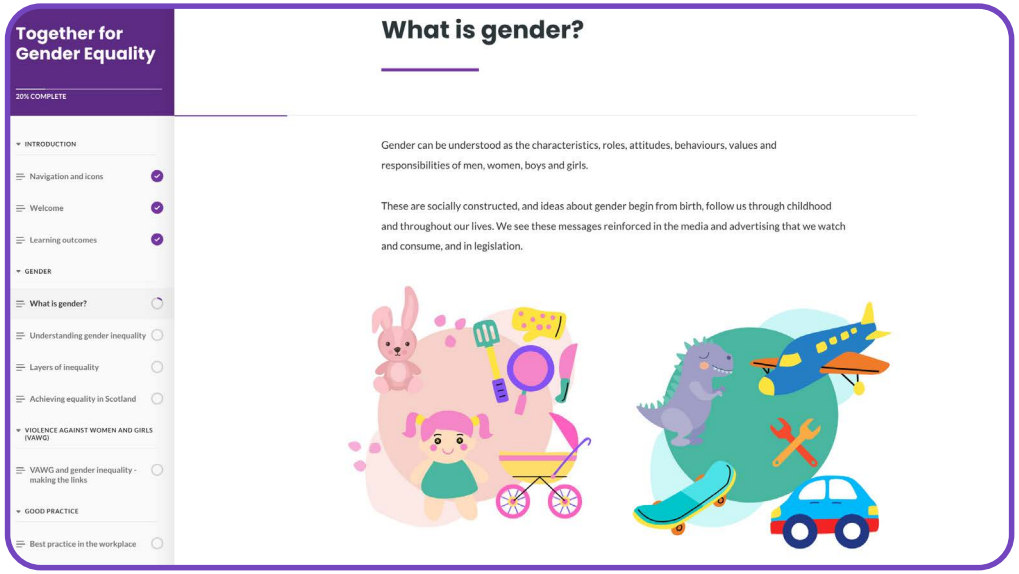
APPENDIX A. KNOWLEDGE AND SKILLS FRAMEWORK GROUP 1



A1. TOGETHER FOR GENDER EQUALITY

It is central to this framework that all learners begin by building a comprehensive understanding of gender. The core learning on gender forms the foundation of all other modules, and aligns with Scottish Government strategy and definition by recognising the causal relationship between gender inequality and violence against women and girls.

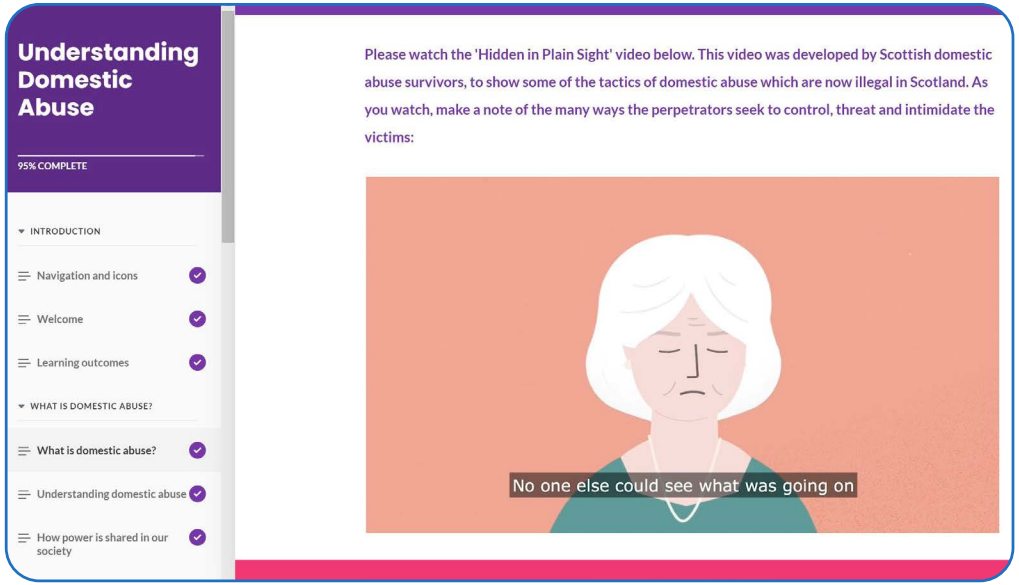
Workers will have an understanding of what gender is, what it might mean for our daily lives and can give examples of the impact that gender norms and stereotypes might have on individuals, communities and wider society – and can explain where progress still needs to be made to achieve equality. They will understand the ways in which gender inequality and VAWG are linked, have an idea of the prevalence and the impact within Scottish society today. Workers can also reflect on their own role and workplace to consider where inequality may exist, how that might impact colleagues and clients, and the actions they can take as an individual and wider team to make a positive difference.



KNOWLEDGE, UNDERSTANDING – WHAT WORKERS NEED TO KNOW	SKILLS – WHAT WORKERS CAN DO
Basic understanding of key concepts; Gender/sex distinction, Gender norms and stereotypes	Able to use terminology and give a general definition of sex, gender and what we mean when we talk about gender
Understand how societal expectations of men and women are associated with power/ privilege, disadvantage	Give examples of some of the implications of gender norms for different groups of people
Basic understanding of the ways that gender stereotypes play out in society and the impact (e.g. The gender pay gap, occupational segregation, discrimination, harassment)	Recognise and define the consequences and impact of gender stereotypes and roles, in workplace and wider society
Basic understanding of the history of gender equality in Scotland – what has changed and what still needs to change	Give examples of benefits if power were shared more equally across people of all genders
Knowledge and understanding that gender inequality is linked to other forms of inequality, people face layers of inequality & discrimination.	Give some examples of progress made, and challenges ahead for achieving equality (e.g women getting the vote >> diverse representation in decision making roles)
Understanding of what gender-based violence is, that VAWG is rooted in gender inequality in our society	Explain how different forms of inequality, discrimination might impact on an individual – can identify some situations that may
Understanding and recognition that violence and abuse happens across Scotland at high levels and women & girls are disproportionately impacted	Can give of examples within their own practice or service, where gender stereotyping, or inequality may be an issue, and can appreciate how this may impact on individuals and the wider organisation
Understanding of the impact that VAWG can have on individuals, communities, society	Can explain the causes of VAWG, recognising gender inequality and imbalance of power between men and women to be key
Understanding that tackling VAWG and addressing women's inequality is everyone's business, and that we all have a role to play	Can list some practice based actions or changes they can take that would lead to improved outcomes for colleagues and clients
Understanding of unconscious bias, harmful language, attitudes and 'jokes' and how these can reinforce bias, discrimination and inequality	Recognise the role of individual practice in addressing gender inequality and VAWG, and how their role is part of the wider organisational culture
Understanding of the ways in which attitudes/values can perpetuate or challenge gender inequality	Prioritises the safety and rights of women and girls in everyday practice
Knowledge and understanding of the actions they can take within their role, no matter how small to change things for the better	Can reflect on own values, attitudes, language and practice and recognise where changes can be made
Increased awareness of existing organisational policies/commitments on wellbeing, safety, equality and inclusion	Has increased confidence to challenge negative attitudes andunconscious biases, within themselves and their practice, and that of their colleagues/organisation

A2. UNDERSTANDING DOMESTIC ABUSE

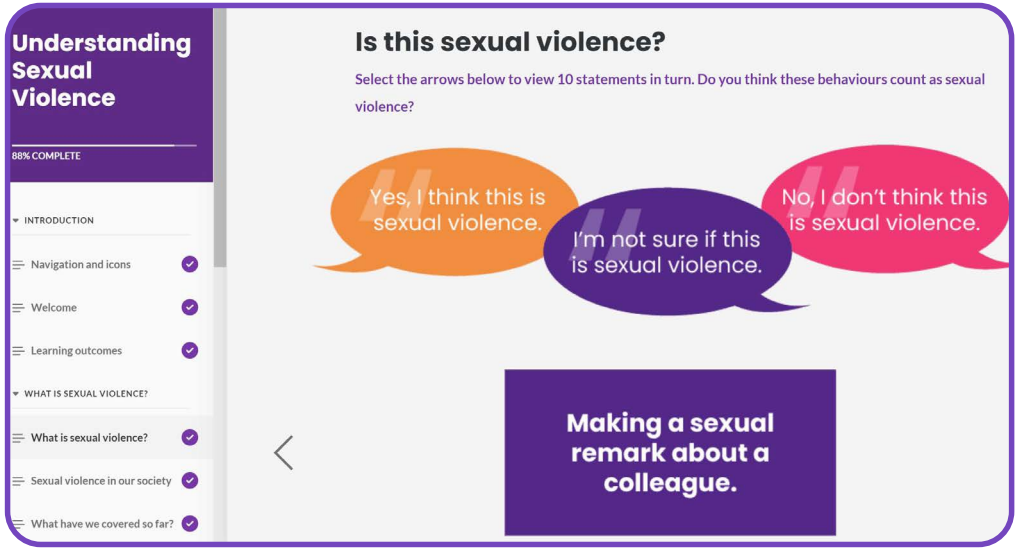
Workers will be equipped with knowledge and understanding of domestic abuse as a pattern of behaviour; definition, dynamics and legal context, and an understanding of the prevalence and impact on women, children and young people (WCYP), and wider society. They will understand the gendered nature of domestic abuse, and how it is linked to wider inequality in society. Workers will be able to consider social attitudes, victim blaming and harmful language and the impact that this has on victim survivors and the barriers to them accessing support. They will be able to consider their own role, and how they might actively challenge or counter these views, and be equipped to identify and respond effectively and appropriately to someone experiencing domestic abuse – recognising that they do not need to be experts, but need to have knowledge of the pathways to support.



KNOWLEDGE, UNDERSTANDING – WHAT WORKERS NEED TO KNOW	SKILLS – WHAT WORKERS CAN DO
An understanding of domestic abuse as a pattern of behaviour, and an understanding of some of the tactics and tools of power and control	Can define and recognise domestic abuse and coercive control, and can recognise and define some of the dynamics and tactics associated with this behaviour
Understanding that domestic abuse is a criminal offence	Recognises that VAWG is gendered, and that the reason women experience domestic abuse in higher numbers is due to gender inequality in society, and unequal sharing of power
Awareness that although domestic abuse can affect anyone, women are disproportionately affected and impacted	Can recognise and understand the ways in which individuals might be impacted, the different ways their lives might be affected
Understanding of the consequences and the impact on women, children and young people – the risks they face and the long-term impact	Recognises that they are likely to know people who are both victims and perpetrators of domestic abuse, and that they will likely encounter people affected at work (colleagues, service users, clients, public)
Basic understanding of power imbalance in society, why a gendered analysis and approach is necessary, and the links with women's inequality	Able to recognise signs that someone may be experiencing domestic abuse, and acknowledge that these may look very different for everyone, there is no fixed set of signs
Awareness and understanding of some of the barriers that women and children face in leaving a relationship, and accessing support	Can recognise some of the barriers women and children face in leaving a relationship, and also in accessing support
Understanding of additional barriers, experiences and intersections with other forms of inequality and discrimination – such as disability, age, being from LGBTQ+ community, from a BME community or living rurally	Can identify and recognise intersecting experiences discrimination and oppression that individuals might experience
Understanding that children also experience domestic abuse, are impacted by it in many ways, and are not just witnesses	Recognises the role that they can play in challenging harmful attitudes
Understanding that the focus must be on the perpetrators behaviour, and that they have sole responsibility	Knows how to avoid or counter negative attitudes, unconscious biases and language that reinforces victim blaming attitudes
Understanding of victim blaming culture and attitudes, and the ways that they can be challenged	Can respond to someone sharing an experience of domestic abuse by asking, listening, validating and signposting to specialist services or support pathways
Has knowledge and understanding of the ways that a service, or professional might contribute to, or perpetuate gender stereotypes, or harmful expectations about what a man/woman, mother/father should do	Can respond to a child or young person sharing an experience of domestic abuse by asking questions relevant and appropriate, listening, validating and signposting to specialist services or support pathways
Awareness of existing organisational policies/commitments on wellbeing, safety, equality and inclusion	
Understanding of how to support a colleague or client who shares an experience of domestic abuse – understanding of best practice principles, the importance of letting the victim/survivor take the lead and of signposting to specialist services	

A3. UNDERSTANDING SEXUAL VIOLENCE

Workers will be equipped with knowledge and understanding of what sexual violence is, the legal context, the various forms it can take and the impacts it can have. They will recognise the gendered nature of sexual violence, and how it is linked to wider inequality and power imbalance within society, and between genders. They will understand the relationship between trauma and sexual violence, and be able to respond sensitively, appropriately and in line with best practice principles when they encounter sexual violence – as appropriate to their role. Workers will understand of the role of social attitudes and victim-blaming attitudes, and be able to considering implications for individuals making disclosures. They will recognise the ways that they can counter these attitudes, and take an active role in creating more compassionate and just workplace and society.



KNOWLEDGE, UNDERSTANDING – WHAT WORKERS NEED TO KNOW	SKILLS – WHAT WORKERS CAN DO
Understanding of what sexual violence is, the forms it can take	Able to name and recognise sexual violence - in general and key forms. (rape & sexual assault, sexual harassment, child sexual abuse, child sexual exploitation, commercial sexual exploitation, image-based abuse, stalking, female genital mutilation if appropriate)
Basic knowledge of the law on sexual offences, and has an understands consent	Can define consent, and the legal context around sexual offences
Understanding that sexual violence can 'overlap' with other forms of discrimination and sexual violence (racism, sexism, homophobia)	Can recognise where multiple forms of discrimination, violence and inequality might occur, and the impact that could have on an individual
Increased understanding of who perpetrates and against whom, with knowledge of info about prevalence, victimisation, groups disproportionately affected	Can recognise some of the contexts and relationships where sexual violence happens, including the workplace
Understanding of the gendered nature of sexual violence, and how it is linked to wider societal inequality	Can recognise how trauma may shape individuals' actions and behaviours
Understands how sexual violence can impact, and has the ability to describe the nature, range of impacts	Can recognise victim blaming and rape myths in wider public attitudes, media coverage, opinions proliferated on social media
Understanding of what trauma is, how it can manifest	Has increased awareness of own values and attitudes and has willingness to learn, reflect and change
Understanding of choices around police reporting and criminal justice journey	Has greater empathy towards individuals and how these attitudes may impact
Understanding of attitudes that survivors encounter – rape myths, victim blaming – and the impact this has on survivors and developing empathy with impacts of this	Ability to recognise that they can play a role in challenging harmful attitudes, language, and know ways to counter
Understanding of an inclusive and non-judgemental approach, not making assumptions that men/boys not victims, recognising how LGBTQ+ people and communities might be impacted etc.	Recognition of barriers to challenging these attitudes (safety, peer group and power dynamics, uncertainty about how to challenge)
Understanding of harmful attitudes, and how we can counteract them when we encounter them	Can appreciate and acknowledge that many people they encounter may be affected (colleagues, clients, service user, the public) and can use awareness, sensitivity, and compassion when responding to disclosures
Knowledge of options for challenging and reporting	Can reflect on and make moves to change language or attitudes that may discriminate or be harmful
Increased understanding of the barriers to disclosure	Can give the right messages when responding to disclosures/communicating with survivors
Understanding of what constitutes a disclosure, and what key principles for responding are	Can access or direct/signpost others to internal, local, national support services, for further information or advice
Understanding of confidentiality and boundaries around information sharing	Can demonstrate care and compassion, and a willingness to take an empowering approach to supporting survivors – listening, validating, ensuring they can make choices, avoiding victim blaming attitudes
Understands and appreciates the importance of survivors making own choices	
Knowledge of relevant workplace processes, policies & support pathways	
Understanding of relevance to role, that they may encounter people affected through their role, and that they don't necessarily need to be an expert, other people can help	

scottish women's aid

Equally Safe in practice

knowledge, skills, change

EQUALLY SAFE IN PRACTICE FOCUSES ON DEVELOPING A FRAMEWORK FOR WORKFORCE DEVELOPMENT THAT WILL STRENGTHEN AND SCALE-UP HIGH-QUALITY GENDER COMPETENT VIOLENCE AGAINST WOMEN AND GIRLS TRAINING AT ALL LEVELS. THE EQUALLY SAFE IN PRACTICE FRAMEWORK SEES WORKFORCE DEVELOPMENT AS AN ONGOING PROCESS OF OBTAINING, IMPROVING AND RETAINING SKILLS AND KNOWLEDGE, TO BE ABLE TO ACHIEVE A LONG TERM POSITIVE IMPACT ON PRACTICE AND CULTURE CHANGE.
GET IN TOUCH OR VISIT OUR WEBSITE TO FIND OUT MORE.

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Equally Safe in Practice

www.womensaid.scot/equally-safe-in-practice

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