



CAPTIVE Project

SENIOR EXPERT NOTE

Purpose of this note : *(Captive course for professionals-open Learning)*

Contents project :

Topic	Lecture	Reading	Lecturer
Istanbul Convention	1	1	Malta
National law- Local support services	1	1	Malta
Different types of violence prevalence	1	1	Malta
Impact of violence and trauma/Unresolved trauma	1	2	England
Instruments of psychological reframing and resilience	1	2	England
Understanding contexts	1	0,5	France
Routes of migration	1	0,5	France
How to approach cases of migrant women victims of S/GBV	2	1	France
Elements of ethno psychoanalysis	1	2	Italy
Strengthening (STRENGTFINIG)empathy in cultural competence	1	2	Italy
Coping with competences narratives	1	2	Spain
Understanding the women and perpetrator	1	2	Spain
	13	17	
total		30	



Contents of the Captive Course

The expert has followed the training like any student.

▶ Types of violence and their prevalence	Completed: 2 / 2	✓
▶ Understanding women and perpetrators	Completed: 2 / 2	✓
▶ Coping with competing narratives	Completed: 2 / 2	✓
▶ Impact of violence and trauma	Completed: 2 / 2	✓
▶ How to approach cases involving migrant women victims of S/GBV	Completed: 2 / 2	✓
▶ Instruments of reframing and resilience	Completed: 3 / 3	✓
▶ Legislation	Completed: 2 / 2	✓
▶ Migrant journeys	Completed: 2 / 2	✓
▶ Understanding cultural differences	Completed: 1 / 1	✓
▶ Elements of ethno-psychoanalysis	Completed: 3 / 3	✓
▶ Legislation and services	Completed:	Online

- **Introduction**
- ✓ clear and interesting
- ✓ The contents has been remove in 11 modules with coherence.
- ✓ The board with the modules :



Structure of the course

MODULE	LECTURER/S
Types of violence & prevalence	S.F. & J.F.P.
Women & perpetrators	M.G.J., J.M., E.T. & M.J.C.C.
Coping with competing narratives	M.G.J., J.M., E.T. & M.J.C.C.
Impact of violence/ trauma	E.B.
How to approach cases involving migrant women victims of S/GBV	S.D. & I.R.
Supporting migrant victims of GBV / working with migrant perpetrators	E.B.
Istanbul Convention	S.S.
Migration routes	S.D. & I.R.
Cultural differences	I.R. et al.
Elements of ethno-psychoanalysis	R.R. & M.D. + R.S
Services/ legislation	Readings only

The second column is not clear for the reader. It would be more interesting to have the timing of the video(s), or the audio presentation and the number of readings for each module.

Types of violence and prevalence

- **Criminal Domains**
 - +++ :Contents clear and specific
 - +++ : rythm

Readings



3 articles :

- Prevalence of Violence against Immigrant Women: A Systematic Review of the Literature, by Mariana Gonçalves & Marlene Matos, 2016
- Sexual and gender-based violence against refugee women: a hidden aspect of the refugee "crisis" by Jane Freedman, 2016
- Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons. Guidelines for Prevention and Response. By UNHCR, 2003

The choice of the article give a very interesting manel, from the review of litterrature, to the qualitativ methodology, and finally the practical dimension with a guidelines for prevention and response. Very relevant choice. With the guidelines from 2003 and for all the refugees, we can see that the subject need to be treated with attention.

Knowing the women and perpetrators

- ✓ ++++: the presentation of the autors
- ✓ ++++ : the alternance of speaking with visual support and videos. Impact clear and direct. Perfect.
- ✓ ++++ :Tone and ryhtm of voice
- ✓ Contents : ++++
- ✓ - : why didn't you give more indications about the sexual mutilations. The OMS did a very clear definition, with 4 categorys, and a list of consequence.
- ✓ I hope the solutions with Law are in a next topic.

Readings :

- Rivista quadrimestrale fondata a Bologna nel 2007 : Forced marriage in Europe: from a migration problem in a global world to the old phenomenon of gender violence. *Result og a qualitative research*
- Preventing and addressing intimate partner violence against migrant and ethnic minority women: the role of the health sector *Policy Brief from th WHO*
- Understanding and addressing violence against women. Intimate partner violence. *WHO*
- International Journal of Human Rights in Healthcare Belief systems enforcing female genital mutilation in Europe *Qualitative research about the belief systems enforcing female genital mutliation*

The article are a good support for the different topics. Just concerning the sexual mutliations, the focus is on the representations. This



subject need to be completed by different topics : - the classifications of sexual mutilations from the WHO, the different consequence (more details), the law, the chirurgical intervention with the Dr Feltes, the possibilibys of actions.

There is a very interesting document, with a synthisis of this element, but in frensh. Isn't it possible to translate it ? There is an english version but not so complete and interesting.

http://stop-violences-femmes.gouv.fr/IMG/pdf/Lettre_ONVF_11_-_MSF_-_fev_17.pdf

Competing narratives in migrant women

Video :

- ✓ ++++: presentation of the authors
- ✓ - :contents : the word „story „on the first line is cut by the flat.
- ✓ ++++ Full contents
- ✓ ++++ Voice, tone and rythme
- ✓ ++++ Quality, precision of the contents
- ✓ ++++ Giving a new vision of the contact, work against prejudice
- ✓ Maybe add a summary of the contents at the end. It can be done for all the videos. The contents are very complete and complexe, so a summary at the end of this video, to remember all the topics they did discovered, would be perfect.

Impact of violence and trauma

++++ : quality of the contents

++++ : precision of the contents

++++ : choice of illustrations

++++ : rythm, tone and voice

- : technical acces to the contents.
 - The form is different than the others presentations.
 - Not so ergonomic for the work (coming back, listing again, etc.)



- : „Click [here](#) to access the lecturer's list of publications ». It would be more logical to find the bibliographic references of the Learning

If you want to present the publications of the lecturers, add an special access in the course : presentation of the lecturers and their publication. It would be very interesting for the student (kowing who are the teachers)

Readings

- ✓ Global and regional estimates of violence against women : prevalence and health effects of intimate partner violence and non partner sexual violence : article
WHO report
- ✓ Health of men, women and children : **URL not available**
- ✓ Violence against women: global picture, health response : Guidelines WHO
- ✓ Trauma-informed mental healthcare in the UK: what is it and how can we further its development? : *conceptual paper*

++++ : choice and variety of the papers

- : technical problem with one paper

How to approach cases involving migrant women victims of S/GBV

- : there is a little technical problem at 6:12 (picture from the video is coming twice
- : 10' there is ont diapositiv visible a few second without comentary and impossible to read it
- No references for the importance of interpretariat (they are many. I don't know in english. In frensh yes.)
- Part about the transcultural approach : references? No more in the bibliography...
- ++++: choises of videos

Reading :

- ✓ Coercision, fetishes and suffering in the daily lives of young nigerian women in italy
Anthropologic analyse
- ✓ Politics of Healing and Politics of Culture: Ethnopsychiatry, Identities and Migration
History and anlyses of ethnopsychiatry
- ✓ The Process of Cultural Competence in the Delivery of Healthcare Services: A Model of Care
Presentation of health care and multi cultural



- ✓ Sexual and gender-based violence against refugee women: a hidden aspect of the refugee "crisis" *Not at the good place. It could be on the Criminal Domains part.*
- ✓ PROTECTING REFUGEE WOMEN AND GIRLS FROM VIOLENCE A Collection of Good Practices *Information and guidelines*

++++ the choice

- one wrong reference
- no reference for the translator work and importance,

How to approach of reframing and resilience

++++ : quality of the contents

++++ : precision of the content

++++ : practical way of the course

++++ : rythm, tone and voice

++++: lecture transcription

Reading :

- ✓ Resources for supporting victims :
Integrate and give a direct acces to the orginial document : safetotalk
Where is the document « Discovering Strengths and Competencies in Female Domestic Violence Survivors: An Application of Roberts' Continuum of the Duration and Severity of Woman Battering » coming from ? there is no indication of the revue or access. Give this reference separated from the first guide.

It will give two different link. It is not a problem, and the contents are very interesting.

- ✓ EMPOWERING VICTIMS OF DOMESTIC VIOLENCE : *social issu report*
- ✓ Best Practice Toolkit for Working with Domestic Violence Survivors with Criminal Histories *a very complete document with presentation of a project, analysis and tools(172p)*
- ✓ Goal Planning: A Strengths-Based Approach to Working with Women : *tool*



Very interesting choice of readings. It give strong elements for thinking and for working.

Working with migrant perpetrators of GBV ++++

Legislation :

- The Istanbul convention

.++++ Very clear and good introduction of the situation with the presentation of cases before the articles of the convention

.++++ presentation of the contents of the convention

.++++ tone, rhythm of voice

Readings :

- ✓ -Council of Europe Convention on preventing and combating violence against women and domestic violence Contents of the Istanbul convention
- ✓ violence against women: an EU-wide survey : report based on interviews with 42,000 women across the 28 Member States of the European Union (EU).
- ✓ Violence against women: an EU-wide survey. Helping to make fundamental rights a reality for everyone in the European Union. Synthesis
- ✓ Domestic Violence as a Human Rights Issue: *Rumor v. Italy*. *This article focuses on the recent developments concerning domestic violence within the context of the Council of Europe. The article analyses a special case in the context of the Court's previous jurisprudence on domestic violence.*
- ✓ Factsheet, domestic violence ; Press Unit, 2018. *Presentation and analysis of European Court of human rights decisions.*
- ✓ Istanbul convention Booklet *?It is not an English document ? What is the objective of this document ?*

++++ very rich and useful choice of readings. Just a problem with the last one (language)



Migrant Journeys

Migration routes

- ✓ The third diapositiv has no contents written of what is said by the speaker. We can read the sources, but not the content. The informations are very important and could be written (number of migrants, ..., factors of migrations,)
- ✓ The same in the next diapositiv
- ✓ Diapositiv 5 : sources no indicated
- ✓ Diapositiv 6 and 7 : is it possible to make a presentation more appropriate for power point? And indicate the sources?
- ✓ +++next diapositive and choice of illustrations
- ✓ ++++ video with commentaries
- ✓ ++++ video from Vice News
- ✓ 1:14:41 : bugg in the video and diapositiv
- ✓ Diapo 38-39, we need to have some sources about the context of jungle de Calais
- ✓ ++++: global contents
- ✓ ++++ rythm, construction, tone of voice
- ✓ ++++ : to add the video from aljezeera

Reading

- ✓ No Safety for Refugee Women on the European Route: Report from the Balkans. *Report from the Women's refugee Commission.*
- ✓ Sexual Violence and Migration. The hidden reality of Sub-Saharan women trapped in Morocco en route to Europe. *By Médecins sans Frontière*
- ✓ Refugees and the Rashaida: human smuggling and trafficking from Eritrea to Sudan and Egypt. *UNHCR, 2013*
- ✓ "DETAINED AND DEHUMANISED" REPORT ON HUMAN RIGHTS ABUSES AGAINST MIGRANTS IN LIBYA , *UNHCR 2016*

++++ choice with the different area represented and the evolution in the time.

Cultural differences

- ✓ Discussing cultural differences with a group of ladies from different countries. (Romania, Spain, Palestine, Somalia)
- ✓ In the transcription, is it possible to add after the first presentation of their original countrie, the letter of their countrie. Exemple : I'm from Palestine (P)



It is easier for the reading after.

- ++++ food stories and practical, relations ships, marriages, clothes, health system, gyneacologist,
- ++++ the form of the discussion. It is really a good timing for this part, it give some positiv dynamic after the precedent informations
- ++++ audio document and transcription

Country profiles

Please refer to the Note d'Expert n.4

Organisation : For the new step of the courses, it is laborious to read all the countrys profiles. It takes a lot of time and the professionnals need to know first the context of the countries of the migrations they meet. So it would be better to impose to read for exemple 8 profiles and let go to the next step. If they want to read all of them, it is possible but not impose.

- Elements of ethno-pshychoanalysis

o Home, Economy and violence

- ✓ +++++ : contents
- ✓ +++++ : logic of the demonstration, of how to think the situations
- ✓ +++++ the presentation of the methods
- ✓ +++++ the illustration and demonstration
- ✓ +++++ the ryhtm and tone of voice

o Ethnography

- ✓ There is no presentation of the researchers, the title of the course, the name of the professors
- ✓ The captation is very long with only one still image... It is too monotone. Isn't it possible to include some power point as support of the content? synthesis of the contents... to give a rythm to the movie and to help the student for the concentration. The rythm is slaw, the picture fix, the framing not professionnal. The presentation does not catch the listener. Consequently, the concentration is very difficult.
- ✓ The second point is that, it is at the end of the formation, and the precedent presentations are dynamic, It is important to maintain this dynamic. And it is important to finish with a strong video. A solution could be to introduce power



point, illustrations with pictures of the ethnographic place, people, etc... and speak with energy. This is the course with the possibility to be captivating with the field work.

- ✓ The students are from different countries with different level of english, so the writing support is very important with the voice. Like you did in all the other courses.
- ✓ I would propose to complete this course.
- ✓ +++ the idea to introduce the anthropology in this context and the contents. It give an important vision of how to apprehend people, situations,..
- ✓ ++++ the conclusion
- ✓ --- No transcription.

○ Readings

- ✓ Multiple Meanings of Homes: A Changing Social and Political Domain across Cultures

Questions :

- ✓ the place of the translator? It is a very important point in the ethnographic a ethnopschoanalysis.
- ✓ Home cultures
- ✓ Exploring the practice of patient centered care: The role of ethnography and reflexivity
- ✓ Review of Ernesto De Martino, The Land of Remorse: a study of Southern Italian Tarantism
- ✓ Understanding traditional African healing

It would be interesting to see if it is not possible to have this article in english. It introduce some point wich are not in the course and very important. The quality of redaction and contents is important and it have the practical dimension, reflexion of what have to be thinking, what have to be better,... I really recommand to intergrate this document. http://www.ch-le-vinatier.fr/documents/Publications/Rapports_RECHERCHE_Orspere_Samdarra/Sante_mentale_et_Demandeurs_d_asile_en_Region_Rhone-Alpes_V_Colin-C_Laval_Mars_2005.pdf



- **Legislation and services**

contents : form : please, justify the form of the text

What about the law and sexual mutilation? It have to be including. And It would be interesting to be more precis : article of the law, condemnation (time, money)
This point is also for the other countries.

It would be important to have the articles, the contents, the sanctions. (like Malta did)

- ✓ The proposition is very interesting and important
- ✓ The contents have to be completed with the contents of the law, the sanctions,
...
- ✓ There is no mention of the Convention and reglementation of Dublin. It is one of the very important point. Please add a part about that. It is important for the comprehension of the context of the migrant in the countries.

For all the courses:

The global program is very well done and the contents very qualitativ and complete. Just some point can be introduce for completing the quality.

One important question : the cours is in english. The profesionnals are not all abble to speak english. For exemple in France, it is a minority. So it would be important to introduce a new project, the second step: the translation of all this programm.

It would be also important that the migrants and all public can have access to this programm. But if they can, it would be difficult for them to read everythink. So isn't it possible to imagine a second version without validation, but just for an access to everybody ?



The program need more than 30 hours to be done, with the readings, because of his extrem wealth. It is a very complete contents.

Some details :

- Add a link **(like the link „Click [here](#) to access the lecturer's list of publications ».** but with « to access to the list of publications „
- Qualification of junior anthropologist : *This qualification is applicated by young doctor in anthropology. Sarah Daniel was a master Student, or actor of Mana association.*