

2ND THREE MONTH REPORT OF ACTIVITIES

(APRIL – MAY – JUNE)

Date: 05.07.2010

Partner: CYPRUS – University of Cyprus (Applicant)

Leader: Mary Koutselini

Months: April – May – June 2010

Project with the Research Title:

An indirect harmful effect of violence: Victimizing the child and Re-victimizing the woman-mother through her child's exposure to violence against herself.

Sensitizing and creating awareness through research-product material, both transnational and differential according to the partner-context.

Instruction: *Please, for each month below fill in the subheadings accordingly:*

April 2010

According to the work plan the following activities conducted or/ are in progress:

1. Continuing the Collection of available research literature related to the subject of the research (Please write the references so far):

Arnot, M. (2009). A global conscience collective? Incorporating gender injustices into global citizenship education, *Education, Citizenship and Social Justice*, 4 (2), pp. 117-132.

Baker, L.L., Cunningham, A. (2005). *Learning to Listen, Learning to Help: Understanding Woman Abuse and its Effects on Children*. London, ON: Centre for Children & Families in the Justice System.

Baker L. L., Jaffe P. G. (2007). *Woman abuse affects our children. An educator's guide*, Ontario Institute for Studies in Education/University of Toronto, Ontario, Queen's Printer.

Hall Smith, H., Murray, Ch. E. & Coker, A. L. (2010). The Coping Window: A Contextual Understanding of the Methods Women Use to Cope With Battering, *Violence and Victims*, 25, 1, pp. 18-28.

Hatch, A. J. (2002). *Doing Qualitative Research in Education Settings*, State University of New York Press.

Holden, C. (2006). concerned citizens, *Education, Citizenship and Social Justice*, 1 (3), pp. 231-247.

Huth-Bocks, A. C., Levendosky, A. A and Semel, M. A. (2001). The Direct and Indirect Effects of Domestic Violence on Young Children's Intellectual Functioning, *Journal of Family Violence*, 16 (3), pp. 269-290.

Jaffe P. G., Baker L. L., Cunningham, A. J. (Eds). (2004). *Protecting Children from domestic violence Strategies for community intervention*, New York, NY, Guilford Press.

Maitles, H. and Deuchar, R. (2006). “We don’t learn democracy, we live it!” , *Education, Citizenship and Social Justice*, 1(3), pp. 249-266.

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2. Delivering the Report of Data (Women’s written testimonies and Reports) Analysis’ Results:

The quality of data collected stand on a common axis. We are referring to Police Reports which are specific and quote the woman’s words directly, as they are legally-binding documents and can be used in court.

The specific numbers of the testimonies/police reports collected and studied were 28 for women and 8 for children – children aged from 6 to 12 (Total = 36).

Two Reports of Data Analysis’ Results, one for the Women’s Testimonies and one for the Children’s Testimonies, 42 and 10 pages respectively, have been prepared.

The steps of the Discourse Analysis conducted were: a) Numbering the Testimony (Number in each testimony is just a coded number - codification used only for the analysis’ purposes), b) Reading the whole testimony carefully, c) Providing the context emerging from each testimony, d) Selecting the parts of the text-testimony important for recording, e) Numbering the lines – macrolines of the selected text, f) Dividing the selected text into stanzas (thematic units - paragraphs of content) and giving titles to them, g) Quoting the information given, underlining the important words/phrases of Syntactic-Semantic Categories (Verbs and Actions indicating forms of violence, Adjectives describing the perpetrator’s profile, Phrases indicating the woman’s/child’s feelings/emotions/perceptions, Verbs indicating the reaction of the children being witnessed, Phrases indicating mother’s conscience and awareness on the indirect impact of violence against herself on her children, logical contradictions, correlations, Included and excluded words), h) Analysing the meaning of the quoted – underlined information in parenthesis (in blue) and i) Writing the general analysis’ conclusions emphasizing to the woman’s narrative style.

Also, a Document with General Results (comments and conclusions), 3 pages long, is prepared. So, through the Analysis of the Women’s and Children’s Testimonies, **the General Results arising are:**

1. *Both for the women sustaining violence and for the male perpetrators, age, education and financial wellbeing vary.* There are both Cypriot and foreign women sustaining violence, but according to the violent incidents reported, the percentage of victims is higher for Cypriot women. The perpetrators are either Cypriot or foreigners tending to be either the current husband or an ex husband.

2. *Most of the testimonies analysed referred to examples of physical violence and psychological violence.*

3. *Four categories of women are identified regarding the reasons they testify to the Police:*

- a. They testify because they themselves suffer violence and cannot stand it any more. They do not mention anything about the indirect effect of violence to their children even if they indicate in their testimony that their children are present; they do not seem to have any conscience on the indirect effect caused.
- b. They testify because they want to protect their children from being exposed to violent scenes and sustain psychological violence.
- c. They testify because they are afraid and they want to protect both themselves and their children from suffering violence directly and indirectly respectively.
- d. They testify, just to inform the Police about the violent incidents; they do not want though any intervention from the Police because they are afraid for themselves and for their children – they want to protect their children by keeping violence hidden. These women do not seem to have the courage or the determination which are often required to escape from these violent incidents.

4. *Women's feelings vary:* a) Others feel confused because even if they suffered violence, they do not want to visit the doctor or/and they do not wish their family in general (including their husband) to have problems with the Police, b) others say that they just feel complained from their husband's behavior and they seem to be willing to tolerate violence in order to protect their children – wrong;, c) others feel scared from their husband's possible reaction declaring that they do not want the Police to intervene, d) others are turning up to be determined to solve their problem and impeach their husband, to come in front of the Law and e) others seem to feel revengeful and want their husband "to pay" for all the pain he caused to them and their children.

5. *Women narrate their story in different ways:* a) they narrate their story coldly just describing what happened without any expressions of feelings; b) others seem to be very emotional in their narration stressing the effect that the violence they suffer have on them and to their children and c) others narrate their story desperately emphasizing the fact that they need help and solution to their problem.

6. *Children exposed to violence against their mother react in different ways.* It is significant to underline that through the testimonies' analysis, what comes to light is that young children (up to 7) exposed to violence against their mothers just cry, unable to react in a different way. Older children (up to 10 and teenagers) react more dynamically. Daughters react against their father and are trying to protect their mother whereas sons are trying to stop their father from attacking their mother either verbally or physically but simultaneously do not let their mother to call the Police, trying somehow to "protect" their father.

7. *Regarding the quoted information given in the women's testimonies indicating mother's conscience and awareness on the indirect impact of violence against herself on her children, four levels of mother's conscience can be detected:*

- a) Zero level: Mothers do not mention at all their children, their possible presence to violent incidents and/or reaction towards violence
- b) Low level: Mothers mention that their children are present to the violent incidents without expressing their feelings on that though (e.g. "...my son was present...")
- c) Mid level: Mothers mention that their children are present to the violent incidents and describe their reactions (e.g. "...my daughter was crying and shouting to his father to stop..")
- d) High level: Mothers both mention and describe their children presence and reaction to violence, expressing their feelings and thoughts directly about the indirect effects of violence to their children (e.g. "...I want all this violence to finally stop in order to protect my son's sanity...")

3. Preparation of the Semi-structured Interviews with women (questions-themes included, translation of the questions-themes in the native language):

According to the literature and the Reports of Data Analysis' Results for the Women's Testimonies and for the Children's Testimonies, a Model of Structure & Content of the Women's Semi-structured interviews was prepared. This Model includes five interrelated themes with the appropriate questions. These themes are:

- a) Background information,
- b) Children's aggressive behaviour,
- c) Violent behaviour against her,
- d) Mother and Child and
- e) Child and School

This Model was sent to the partners as an example whereas partners had the chance to give feedback and propose their own themes-questions according to their data analysis' results. As soon as the exchange of themes-questions among partners ended, the translation of the Final Model of Structure & Content of the Women's Semi-structured interviews in Greek followed.

4. Communication with GOs and NGOs associated in the project for identification of women – mothers victims of violence willing to participate in the interviews:

The Associate Partners that could help in the identification of women – mothers victims of violence willing to participate in the interviews were:

- a) The Police Criminal Investigation – Domestic Violence and Child Abuse Office
- b) The Association for the Prevention and Handling of Violence

The first formal communication with them was done on 20th of April 2010 through email where a letter with explanations and a short to the point text to be used in the communication with women, was attached.

Further clarifications regarding this activity were given through email and by telephone communication. After that, the process of identification of women – mothers victims of violence willing to participate in the interviews, started.

5. Construction of a researchers' common web-page (*applicable only for Applicant*):

The construction of the researchers' Common web-page has started. The work is in progress. The URL is <http://www.ucy.ac.cy/victims> .

6. Others: Please specify

- a) Preparation of various helpful documents needed to be sent to the partners:

- A 2nd Discourse Analysis Notes and Guidelines doc
- Letter to the local Associate Partners (for identifying and communicating with women for the interviews)

- b) Emailing – Communication with the Partners

- on 10/4/2010 – Sending a memo regarding the Project's activities for March/April/May 2010
- on 14/4/2010 – Sending clarifications regarding the Discourse Analysis of the Testimonies with a helpful document for Discourse Analysis (simpler than the one already sent on 27th of March - Discourse Analysis Notes and Guidelines doc)
- on 16/4/2010 – Sending clarifications regarding the Project's Budget – query for travelling and subsistence costs for women participants

- on 20/4/2010 – Sending a memo asking for their reflections on the attached Model of Structure and Content of the Mothers’ Semi-structured Interviews
- on 25/4/2010 – Sending clarifications regarding the Project’s Discussion Forum for Women

May 2010

According to the work plan the following activities conducted or/ are in progress:

1. Harter’s Self-Perception Profile Test for Children First Step of Validation - Field Study:

Field Study of the Harter’s Instrument took place on 28th of May 2010 in a central Primary School in Nicosia. The test’s greek translation of Evi Makri Mpotsari (2001) was used. The test was given to **38 children** (23 children of fifth grade and 15 children of fourth grade). In each classroom, there were the researcher and the class teacher and it took about 40 minutes in each class. Firstly, the instructions were explained to the children with examples in the blackboard, then they had the chance to read them themselves and afterwards they proceeded to filling in the test. If a child wanted to ask something, he/she was raising his/her hand and the researcher was approaching him/her for help and guidance.

During May and before the actual administration of the test, the backward translation of the Self-Perception Profile Test for teachers was done. No big differences were found. This test was filled in for every child after the Test’s administration to the children only by the teacher of the 5th grade (she teaches in both classes), who happens to be the researcher herself (Floria Valanidou).

A Report indicating difficulties/things to have in mind according to the test’s administration experience, 1 page long, is prepared. These in short are:

- a. Some children were confused with the question format and didn’t realize that they had to check one of the four boxes in each item. So, they needed more clarifications individually.
- b. Some children were having queries regarding the vocabulary and they kept asking questions for some words, especially the 4th graders. Some words weren’t really known to them [e.g. disappointed = δυσαρεστημένα_in Greek, physical appearance = εξωτερική εμφάνιση_in Greek, famous= δημοφιλή_in Greek, outdoor games = υπαίθρια παιχνίδια_in Greek].
- c. Some children found a certain sentence/question ambiguous and didn’t know how to answer on that. This question is included in the physical appearance’s domain: “Some kids are happy with their height and weight BUT Other kids wish their height and weight were different” = Μερικά παιδιά πιστεύουν ότι έχουν καλό ύψος και βάρος ΟΜΩΣ Άλλα παιδιά πιστεύουν ότι δεν έχουν και τόσο καλό ύψος ή βάρος_in Greek. Some children for example felt happy with their weight but not with their height so they didn’t know how to answer on this item.
- d. The majority of the children didn’t know their parents’ level of education, so they couldn’t complete it.
- e. The majority of children didn’t know their grades’ average in Math and Greek due to the fact that in the primary school in Cyprus, teachers avoid to give marks to their pupils.

The data analysis is in progress.

2. Interviews with mothers – victims of violence (Please also specify the procedures preceding the interviews - *communication with women-mothers participants for arranging the interviews, calling and informing them accordingly, editing a letter-consent assuring that the data will be treated confidentially*):

Before the interviews, the responsible Associate Partners (The Police Criminal Investigation – Domestic Violence and Child Abuse Office & The Association for the Prevention and Handling of Violence) made the first contact with women telephonically, informing them about the Project and asking if they wanted to participate in the interviews.

Both of the Associates had to prepare a list with the women willing to participate. The Association for the Prevention and Handling of Violence sent a first list with 8 women participants on 11th of May 2010. Police's work on that is still in progress.

But, due to the fact that the Coordinator travelled abroad for several days for professional reasons, the actual interviewing part was postponed for June 2010.

3. Others: Please specify

- a) Preparing various helpful documents needed to be sent to the partners:

- External Evaluation Report – still in progress
- Material for being uploaded in the VICTIMS portal (Partners' data & List of partners' email addresses)

- b) Emailing – Communication with the Partners

- on 5/5/2010 – Sending clarifications regarding the women - participants' compensation/payment

June 2010

According to the work plan the following activities conducted or/ are in progress:

1. Recording of data from the interviews with women-mothers:

On 8th of June 2010, the Police Criminal Investigation – Domestic Violence and Child Abuse Office delivered to the research group a list with 14 women willing to participate in the Project. So, along with the Association's list of 8 women, the research group had a sample of 22 participants – women-mothers victims of violence.

The next step was to communicate with all these women participants in order to arrange the day and the place of the interviews. This procedure of the interviews' organization took a lot of time and needed a lot of calls while simultaneously all the necessary documents for the interviews were prepared: a) written consent with explanations regarding Project's aims, women's voluntary participation and the scientific, anonymous and confidential use of data, b) a receipt document, c) a document regarding mother's will to give her approval in order for her child/children to participate in the forthcoming research.

So far, 12 interviews took place, 8 interviews in an office in the Department of Education (the 15th, 18th, 19th and 22nd of June 2010) and 4 interviews in the lobby of a hotel in Limassol (24th and 28th of June 2010). It is notable that there was a loss of 10 women from the initial sample but this is very well justified: four (4) women denied participating after the researcher's call while some others, 4 women specifically couldn't make it and had to cancel the fixed date due to personal reasons. But, on July 2010, some other interviews will follow in order to further enrich our database. *Table A* shows some details for the women already participated in the interviews.

Table A: Women Participants' Information

Woman (coded number)	City/Town she lives	Nationality	Family Situation	Number of Children	Ages of Children/ Gender (s=son, d=daughter)
1	Nicosia	Greek Cypriot	Divorced	5	16(d),15(d),14(s),11(d), 8(s)
2	Limassol	Greek Cypriot	Married	2	29(s), 27(d)
3	Nicosia	Cuban	Divorced	2	21(s), 15(d)
4	Larnaca	Russian	Married	3	15(d), 9(s), 8(s)
5	Nicosia	Greek Cypriot	Married	1	4(s)
6	Nicosia	Greek Cypriot	Separated	2	6(d),6(d) (twins)
7	Nicosia	Greek Cypriot	Divorced	2	10(d), 7(s)
8	Nicosia	Greek Cypriot	Divorced	2	10(d),8(s)
9	Limassol	Greek	Divorced	2	16d),12(d)
10	Limassol	Greek Cypriot	Married	2	12(d), 9(s)
11	Limassol	Greek Cypriot	Separated	2	19(s), 13(d)
12	Limassol	Greek Cypriot	Separated	3	27(s), 20(s),11(d)

The qualitative data recording and analysis is in progress.

2. Starting the Content and Discourse Analysis of the Interviews:

The qualitative data analysis of the recorded interviews is in progress.

3. Analysing the Data from the Harter's Self-Perception Profile Test for Children Field Study:

The data analysis is in progress.

4. Researchers' common web-page enrichment with material (***applicable only for Applicant***):

All the necessary material needed to enrich the researchers' common web-page was prepared both in Greek and in English and delivered to the person in charge of the web-page, the web-page expert, Marios Savvides. This material concerned:

- a. VI.C.T.I.MS Project_General Information
- b. VI.C.T.I.MS Project_Information about the partners' first meeting
- c. VI.C.T.I.MS Project_Coordinator's and Leaders' short Cvs
- d. VI.C.T.I.MS Project_Partner's Members Short Descriptions

The two three-months Reports that each partner prepared or is still preparing will be soon uploaded in the Portal. Work on that is in progress.

5. Others: Please specify:

a) Preparing various helpful documents needed:

- VI.C.T.I.MS Project_General Information Doc
- VI.C.T.I.MS Project_Information about the partners' first meeting Doc
- VI.C.T.I.MS Project_Coordinator's and Leaders' short Cvs Doc
- VI.C.T.I.MS Project_Partner's Members Short Descriptions Doc
- A written consent with explanations regarding Project's aims, women's voluntary participation and the confidentiality of data Doc (for the interviews)
- A receipt Doc (for the interviews)
- A document regarding mother's will to give her approval in order for her child/children to participate in the research (for the interviews)
- The External Evaluation Report – finished

b) Emailing – Communication with the Partners

- on 7/6/2010 – Sending clarifications regarding the instruments to be used in the research
- on 7/6/2010 – Sending the 1st Part of the External Evaluation Report (for Phases 1 & 2) along with clarifications
- on 30/6/2010 – Sending th 2nd Three-months Report of Activities in order the partners to fill it in and send back