



Co-funded by  
the Rights, Equality and Citizenship Programme of  
the European Union

 *fermata d'autobus*



*Nuovo Comitato  
II. NOBEL PER I DISABILI  
ONLUS*



**Rights, Equality and Citizenship Programme – Project N.881583**

**DEEP ACTS**  
**Developing Emotional Education Pathways and**  
**Art Centered Therapy Services against gender violence**

**Deliverable D2.1**

**RESEARCH IN**  
**EMOTIONAL EDUCATION AND**  
**GENDER-BASED VIOLENCE**

**Emotional Education Practices and Methodologies**  
**used in the treatment of victims of abuse and violence**

**Curated by:**

**Samuel Chaves Diaz, Irene Rodríguez Garcia, María del Mar Garcia Candau.**

**Work group:**

**Giulia Botti, Eugenio Criscuolo, Irene Rodríguez Garcia, María del Mar Garcia Candau, Giulia Martini, Vera Pereira.**

**Mairena del Aljarafe, 31 October 2020**

*This publication was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020).  
The content of this publication, represents the views of the authors only and is their sole responsibility.  
The European Commission does not accept any responsibility for use that may be made of the information it contains.*



# SUMMARY

<b>1 - INTRODUCTION .....</b>	<b>1</b>
1.1 Hypothesis and objectives .....	1
<b>2. THEORETICAL FRAMEWORK.....</b>	<b>3</b>
2.1 Gender-based violence. Definition and types. ....	3
2.2 Gender-based violence in Spain. ....	4
2.3 Psychosocial situation of women who have experienced gender-based violence. ....	5
2.3.1 Family situation .....	5
2.3.2 Socio-economic situation. ....	6
2.3.3 Emotional situation. ....	6
2.3.4 Needs .....	8
2.4 Analysis of interventions and good practices with women who have experienced gender-based violence. ....	8
2.5 Emotional education and psychoeducation. Contributions. ....	10
2.5.1 Concept of emotional education. ....	10
2.5.2 Conceptual perspectives. ....	10
2.5.3 Applied emotional education. ....	11
<b>3 - RESEARCH .....</b>	<b>13</b>
3.1 Objective and method of the survey. ....	13
3.2 Profile of survey participants. ....	13
3.3 Results. ....	13
3.4 Conclusions. ....	15
<b>REFERENCES .....</b>	<b>17</b>
BIBLIOGRAPHY .....	17
WEBOGRAPHY .....	19



# 1 - INTRODUCTION

## 1.1 HYPOTHESIS AND OBJECTIVES

The hypothesis of this work, is that **an intervention program based on emotional regulation through body movement, can improve the well-being and process of social and labour reintegration of women who have been victims of gender-based violence.**

To corroborate this, a program is proposed that aims to create **a resource that promotes psychological and emotional well-being, thus facilitating a better socio-labour inclusion of women who have been victims of gender-based violence.**

The specific objectives to be developed during the project are:

- Know the status and characteristics of the women who have experienced gender-based violence and will participate in the program.
- Provide psychoeducation tools.
- Work on self-care both cognitively and somatically.
- Improve user self-esteem.
- Facilitate a safe space to create a community of support and personal growth among the women.
- Strengthen the bond between women who participate and are in the same situations.
- Establish commitments and agreements between the users and the tutors of the project, based on the itinerary to follow, so that after reaching a consensus between the two the woman is the protagonist of this process.



## 2. THEORETICAL FRAMEWORK

### 2.1 GENDER-BASED VIOLENCE: DEFINITION AND TYPES.

Gender-based violence has been present in our society for decades and has long become an invisible phenomenon. It shows clear manifestations of inequality, subordination and power over women by men (Ministry of Equality, s.f.). It is a violence that is exercised frequently and in different cultures, allowing the male role to have taken control and power over the female role (Pratto and Walker, 2004; in Akl, Pilar and Aponte, 2016).

There are certain characteristics that differentiate gender-based violence from other violence (Junta de Andalucía s.f.).

- Ideological. Traditions, beliefs and customs that maintain a patriarchal structure.
- It's instrumental. It aims to maintain a sexist model and retain certain privileges.
- It is received from a person from whom respect, love and support are expected.
- Any woman can suffer.
- It usually appears in the private sphere. It makes testing difficult.
- It appears discontinuously and with increasing intensity.
- The public image of the aggressor is usually "normal".
- Physical aggression is visible, making the rest invisible.
- It generates physical, psychological, social and pecuniary damage.
- It causes the victim's personality to be annulled.
- It causes damage to the family, its environment and society.
- Imitation plays an essential role in its learning.
- There is a social rejection that encourages this situation to be maintained.

Gender-based violence is like an iceberg. It is common to talk about fatalities, but there are many more women who are affected, as they are not killed or who do not report, and therefore their cases are unknown. (Executioner, 2017).

In addition, the violence suffered by the victim has two parts. On the one hand, physical and on the other psychological damage. The latter is not always evident and is rarely denounced (Akl, Pilar and Aponte, 2016). Psychological damage is often minimized by the complexity of proving its evidence, despite this it is known to have important implications in human development (Akl, Pilar and Aponte, 2016).

Therefore, international organizations have classified the different types of violence that can be exercised on women (De Miguel, 2015).

- **Physical violence.** Hit, push, bite and even kill.
- **Verbal violence.** Denigrating comments, insults, blackmail, threats...
- **Sexual violence.** Undesired relations, violations, STD transmission...
- **Psychological control violence.** Control of calls, correspondence, tasks...
- **Emotional psychological violence.** Belittling, continued jealousy, blame, deny help...
- **Social violence.** Control of external relationships, not caring for children or mistreating in front of third parties.
- **Economic violence.** Controlling economic resources, preventing you from making decisions about the home economy.

## 2.2 GENDER-BASED VIOLENCE IN SPAIN.

Gender-based violence is a problem that concerns the whole of society, since it affects not only women but also their family, environment and society. Despite increased awareness it remains insufficient, as data show how victims of gender-based violence continue to rise and remain present in most cultures and countries.

According to data collected by the Government's Delegation against Gender-Based Violence and the Ministry of Equality, from 2003 to July 2020 there were 1053 women who had lost their lives because of gender-based violence. During 2020, as of July, 25 fatalities have occurred, leaving 12 children under the age of 18 orphaned. In Spain, between 8.1% and 25.4% of women 16 years and older have suffered at least one act of physical, sexual, psychological or economic violence by a partner or ex-partner at some point in their lives (Fernández-González, Calvete and Orue, 2017).

As noted above, not all gender-based violence ends up being deadly. This can be seen in the data, also collected by the Ministry of Equality, on the number of calls they have received as of 016, from the time the service was launched in September 2007 to 31 July 2020. 917,830 calls have been made to the Telephone Information and Legal Advice Service on Gender Violence - 016 (Government Delegation against Gender Violence. Ministry of Equality, 2020). Despite this data, it is known that there are other cases that are not known, since it is estimated that on average a woman has a violent relationship an average of ten years before reporting (González and Gimeno, 2009).

As for the law, having accepted the existence of this type of violence, there has been marked a before and after in the legal and social consideration of the rights and freedoms of women (Ministry of Equality, s.f. a.). According to the Spanish Government's Ministry of Equality, reference was made to international reflections on gender-based violence for the unanimous adoption of Organic Law 1/2004 of 28 December on Comprehensive Protection Measures against Gender-Based Violence. In this same law, in Article 1.1. gender-based violence is defined as "*manifestation of discrimination, the situation of inequality and the power relations of men over women, exercised by those who are or have been their spouses or those who are or have been bound to them by similar relationships of affectivity, even without coexistence*" and "*includes any act of physical and psychological violence, including assaults on sexual freedom, threats, coercions or arbitrary deprivation of liberty.*" This law includes the right of women victims of gender-based violence to comprehensive social assistance, i.e. social services of care, emergency, support, reception and recovery (Fernández-González, Calvete and Orue, 2017). It was approved with the need to fight from all social, political, economic and cultural spheres in mind. From this law there have been several more laws and decrees that have been passed aimed at the protection and promotion of women and their families suffering from gender-based violence.

One example is Organic Law 3/2007 of 22 March, for the effective equality of women and men. It aims to "make effective the right of equal treatment and opportunity between women and men, eliminating discrimination against women in any vital area and particularly in political, civil, labour, economic, social and cultural spheres. To this end, it establishes principles of action of the public authorities, regulates the rights and duties of natural and legal persons (public or private) to eliminate and correct any discrimination on the basis of sex".

According to statistical data and bibliographic sources, gender-based violence



is a situation that affects the victim at the social and public health level and directly affects the victim (Verdugo, 2017). In these cases, it not only affects the attacked person, but their family and environment also suffer. That is why Royal Decree-Law 9/2018 of 3 August of urgent measures for the development of the State Pact against gender-based violence appears. This is an amendment to Organic Law 1/2004, aiming to ensure that "psychological care and assistance is outside the catalogue of acts requiring a common decision in the exercise of parental authority, when any parent is in criminal proceedings initiated for attacking the life, physical integrity, freedom, moral integrity or sexual freedom and indemnity of the other parent or their sons and daughters."

Despite the amendments, there are many cases that are not yet reflected in Spanish law, so the need to continue studying and developing a legal framework that protects and helps women and family members victims of gender-based violence is clear.

### **2.3 PSYCHOSOCIAL SITUATION OF WOMEN WHO HAVE EXPERIENCED GENDER-BASED VIOLENCE.**

One of the reasons why women stay longer with their abusive partner and take time to report him, is the situation of abandonment in which they often find themselves. Normally, they often present distrust of the judicial system, economic and affective dependence, fear of accepting the failure of the relationship, feelings of guilt and shame and social isolation, among others (Watts and Zimmerman, 2002; in González and Gimeno, 2009). All this is because this violence usually promotes consequences such as job losses, poor personal performance and consequences on a psychological, physical and social level that affect their day-to-day life (Executioner, 2017).

In this program, you will work with women who have already reported and are in the process of reintegration, however, it is important to understand what their situation often is when they make the decision to start a life without their partners.

#### **2.3.1 Family situation**

When talking about gender-based violence, it is important to consider two main aspects of the family situation. On the one hand, it is essential to know if you have a relationship and if you have support from other family figures outside of the couple, such as parents, siblings or others. As social isolation of victims by the aggressor is a common feature, it is common to find cases in which this isolation has also been carried out with their families. It usually also happens to foreign women, as they do not usually have continuous contact with their family, thus hindering their relationship and protection.

On the other hand, the presence of children is a very important factor for these cases. In Spain, it is estimated that of all women who have experienced some form of violence on the part of their partner, in about 63.6% of cases there were children witnessing or listening, of which 58.8% were minors (Perez and Estévez, 2018). According to the Macroencuesta (De Miguel, 2015), of those cases in which there were minors in the home in violence 64.2% of them were directly abused psychologically, physically or sexually.

The presence of children often delays the decision to denounce the situation, as female victims bet on silence to seek the well-being of the family. They have the

thought that the preservation of the family bond can justify any damage (Akl, Pilar and Aponte, 2016). Moreover, by linking it to the possible consequences that have been named before, the fear of not being able to give sufficient resources to your children also increases the difficulty of getting out of this situation.

Minors in homes where violence is exercised are often used as instruments against women, even after separation, so that they can continue to coerce and threaten them (Perez and Estévez, 2018). As for this, more and more studies confirm that both the fact that they are witnesses and that they are direct victims has negative physical and psychological repercussions for their emotional and social development (Hernández y Gras, 2005).

Despite all this data, it was not until 2005 that the Comprehensive Law came in that first mentioned the children of women victims of gender-based violence with the aim of providing them with care, without considering them victims. Younger children and underage women were later seen as vulnerable to these situations of violence (Perez and Estévez, 2018).

Although in this work, we will not focus on interventions with children, it is important to point out their presence and the importance it must have when working with women, as they are also victims of situations of gender-based violence.

### **2.3.2 Socio-economic situation.**

The risk factor for being a victim of gender-based violence is simply being a woman, however, there are certain profiles that can make them more vulnerable. These are, for example, having a physical or mental disability, being overprotected and dependent women, immigrants, educated in very traditional and conservative values where patriarchal ideas stand out, of sacrifice and dedication to others, with excess responsibilities (Piedra, Rosa-Martín, and Muñoz-Domínguez, 2018). There can also be risk factors that are women in need of appearing happy or normal or teenagers and young people who feel frustration and want a better life (De Miguel, 2015). According to care services for abused women, the percentage of women in socially disadvantaged sectors (Fernández-González, Calvete and Orue, 2017) is higher.

Some women experience economic or pecuniary violence, such as their partner does not let them work, controls their expenses, or hides their belongings. These facts are sometimes considered "the obligations of man" and that they are not part of the violence, making it difficult to detect the event (Lopez, 2017). The victim's economic control affects their self-esteem as they feel devalued, humiliated and their right to subsistence is transgressed. It also affects women's autonomy in making decisions, making her vulnerable to other types of violence (Lopez, 2017).

These circumstances are more common than is thought and are often present in most cases of gender-based violence, so, as another of the common characteristics to be found in these women, it will be the lack of control of their economy and the perception of inability to deal with these issues for themselves.

### **2.3.3 Emotional situation.**

Another important aspect to consider when working with women victims of gender-based violence is knowing their emotional state. It is true that each woman will have different circumstances, which may vary depending on her support network, experiences, coping strategies etc, but studies that have been clarifying which emotional patterns are often more present in these profiles are different.

These studies confirm that there are significant damages to the integrity of women suffering violence by their partners (Aiquipa, 2015).

Labrador and Alonso (2007) claim that women victims of their partners present complications in the processes of attribution, confrontation, suicidal ideation, personal identity and psychopathology (PTSD) unlike women who have not suffered it. Emotional dependence, low self-esteem, anger management problems, guilt and other depressive symptoms are also common.

Emotional dependence is usually present during the time of the relationship, being able to explain the justification of the infidelities and aggressions of their partner. Once they have made the decision to separate, this dependence makes it so that sometimes it is the women themselves who fail to comply with court orders or withdraw their complaints. In certain cases, women end up making the decision to return to their aggressor, thinking that they will change their attitude. If they do not return, this emotional dependence makes them vulnerable to return to a relationship of ill-treatment (Aiquipa, 2015). The characteristics of this affective dependence are the perception of rupture as a catastrophe, fear of loneliness, anxiety about separation and modification of plans to maintain the partner or have a new one.

The same goes for self-esteem. Having low pre-partner self-esteem can be a trigger for exclusion, neglect, and abuse. After a relationship of violence, self-esteem suffers negative consequences (Carneiro, Teodor and Chicone, 2006). Everyone needs affection, protection and security, and they also need self-confidence, recognition and admiration. In the case of women who have been mistreated, the dissatisfaction they generate of inferiority causes them to lose those feelings towards themselves (Villamarín, Del Rosario, García, Angelica, 2019).

Another emotion that frequently appears in cases of gender-based violence is anger. Generally, these women express anger internally, that is, they experience the feeling of anger, but they don't usually express it. In these cases, the suppression of the expression is usually explained by the presence of other cognitive processes such as shame and guilt (Santandreu and Ferrer, 2014).

There are several studies that affirm the relationship between gender-based violence and the emergence of problems of negative affection, depression or others of the same nature (Murillo, Vives and Rubio, 2004). In terms of guilt and depressive symptomatology, studies found that these appeared 62% and 86% respectively, in the case of women who had been victims of their partners. Both have been significantly correlated with negative affection, thus there is a clear expression of anxious-depressive symptoms in these cases (Santandreu and Ferrer, 2014). Guilt, closely linked to depressive symptomatology, appears when the person thinks that a situation is morally reprehensible, with tension and remorse appearing that prompts them to apologize or confess (Lewis and Haviland, 1993; in Santandreu and Ferrer, 2014). This causes these women who feel guilt and shame to have difficulty telling what happens to them for fear of the opinion of others, or to apologize for what happened, because they have the feeling that they have provoked or allowed it.

As you can see, gender-based violence has many emotional consequences. These are often overflowing, causing women to need support and tools to cope. How women manage the situation depends in part on their coping strategies, since, depending on these, they will generate some behaviors or other ways with which to manage what happened (Akl, Pilar and Aponte, 2016). Also, the support that comes from the support that they feel they can trust and have available to deal with the situation and be able to be strengthened, that is, people on which

they can rely who will become sources of resilience, will be a fundamental factor (Lamb and Teyes, 2016). This supports the objective of this work, which aims to provide women with coping strategies and a network of support and trust.

### **2.3.4 Needs**

After this analysis, you can see how these women present different needs to be able to cope with their situation and be able to find a state of well-being.

In the face of these needs, the coping styles that these women have become very important, understanding the confrontation as the mechanism that the victim has to deal with the conflict situation (Akl, Pilar and Aponte, 2016). There are different types of coping strategies, adaptive strategies (that help improve a person's quality of life) and detachments (Sabina and Tindale, 2008). Among the latter are the avoidance, passivity, justification of the aggressor, guilt and negative beliefs (Akl, Pilar and Aponte, 2016). In the case of women who have experienced gender-based violence, their strategies are usually internal in type, i.e. they prefer to seek help and support in their reference circles (friends and/or family), so that this is not usually enough and so they can continue with their partners. One of the reasons that it is difficult for you to use external strategies, is the fear of economic loss, family structure or social status (Akl, Pilar and Aponte, 2016). This is a great indicator of their need to trust in themselves, in their environment and in the system and support networks in order to continue their lives.

In conclusion, they need to feel supported, have a support group and also have a safe space in which to work on factors such as self-esteem, guilt, fear of loss, grief, shame etc. As a result of all these needs, the objectives of this programme arise.

## **2.4 ANALYSIS OF INTERVENTIONS AND GOOD PRACTICES WITH WOMEN WHO HAVE EXPERIENCED GENDER-BASED VIOLENCE.**

Many intervention and support programmes are being carried out for women who have experienced gender-based violence. When carrying it out, it is important to take into account the characteristics of the women participating in the program, the phase in which they are in their process, the degree of awareness and the strategies already used (Romero, 2010). It is important to create an adequate therapeutic context including, but not least, strategies to detect abusive behaviors and to be able to act before the situation worsens, thus avoiding the return to a situation of abuse (Fernández-González, Calvete, and Orue, 2017). It is also important that emotional dependence is worked on in interventions, reinforcing autonomy and self-esteem to regain mental health (Aiquipa, 2015). To improve this mental health, we must not forget the anxious-depressive symptomatology, the feeling of guilt, strategies for conflict resolution, assertiveness skills, expression and control of anger and the relationship with their relatives and attachment figure (Santandreu and Ferrer, 2014). In conclusion, it is necessary to have a global vision, to pay attention to the characteristics of users and to keep in mind the different aspects of their system.

Group therapies have become a key alternative to meeting the need for reconstruction, empowerment and self-esteem in women. This is because group therapies shift the problem from an individual paradigm to a group paradigm. This arises through the interaction and dialogue of the members of the group, as it allows them to check that there are other people who have experienced similar

situations and allows them to feel from a different social vision to their family and individual space (Serebrinsky,2012). A study by Plana, Amell, and Alberti (2008) concluded that group therapy in groups of women who have been victims of gender-based violence is highly effective. One of the programs to serve women in a group program was That of Hernandez (2013), which designed a protocol that has worked well to meet the specific needs of women, called "Back to Be Me". Lafuente's workshop "Growing Together" (2015), a group workshop aimed at strengthening the self-esteem and safety of users with an open and participatory methodology and group dynamics, managed to create supportive ties between women and increase their safety and assertiveness. In short, group therapies have been shown to have great benefits when working with women who have experienced gender-based violence, helping, in addition to all the above, to maintain new healthy relationships in couples and family members, improving their interpersonal relationships and breaking the cycle of violence (Villamarín, Mayra and García, 2019). It is for all this that, in our program, the main structure will be group therapy.

In addition to group therapy, the program is characterized by unifying different artistic therapies, since, according to the bibliography, the benefits that these may have are known. We can categorize them into music therapy, dance and movement and art therapy. Art, music, dance, theatre, writing and play are used from a therapeutic vision, that is, they unite the arts and psychology (Jerez Luna, 2017). For a long time, people have used art as a means of expression, even before the emergence of verbal language. For example, shamans of ancient cultures used it for healing rituals and today, many psychotherapists see in art a way of expressing internal feelings and conflicts (Jerez Luna, 2017).

An example of a dance therapy intervention program was Lago (2013), which used movements, body, and gestures in space to release tensions, communicate without words, share experiences etc. Removing women's fears and shames raises self-esteem and the development of coping strategies for the situation. Another program which used art as a therapeutic medium was that made by De Juan (2011), which through music therapy helped to integrate self-care, the management of anxiety through music, understand the benefits of body contact, create new perceptions about healthy relationships and the reconstruction of identity. In addition to these, other programs and workshops have included artistic therapies for the work of women who have experienced gender-based violence. They all concluded that these interventions improve their emotional situation and interpersonal relationships, creating a new communication with themselves and with others (Lago,2013).

In addition to programs developed by private associations or institutions, the Government of Spain offers resources with different objectives which try to meet the needs of these women (Government of Spain, s.f.). These can be divided into "*business collaboration programs*" which seek to raise awareness of the issue of gender-based violence and encourage the integration of women who have experienced it; territorial programmes which are the "Programa Clear" and the "Programa Aurora", both focused on the social integration of women, the former offers training to be able to access the labour market and the second puts the focus mainly on those women living in rural areas and finally; "Sectoral Programmes (SARA)", these programmes are grouped according to which women are targeted, being migrants, belonging to ethnic minorities etc.

## **2.5 EMOTIONAL EDUCATION AND PSYCHOEDUCATION, CONTRIBUTIONS.**

### **2.5.1 Concept of emotional education.**

To talk about the concept of emotional education, it is important to note that it was not until the 1990s that this expression began to be known. It is from that moment that we start talking about it and put it into practice (Bisquerra and Pérez, 2012).

Since then, concepts such as emotions, moods, affection etc. began to take importance in society and the scientific paradigm and ceased to be conceived as "negative" but to be elements that help to act and make decisions (Zaccagnini, 2004).

The first time the concept of emotional education was published was in 1973, in the journal "Journal of Emotional Education", however, until 1996, it did not become more relevant, due to the UNESCO Delors report (Ledesma, 2017).

Later, other definitions appeared such as Collel and Escudé (2003), which argued that emotional education has its main objective in the academic age, to prevent emotional control problems and provide tools that allow better adapting to different stages. According to these authors, the skills developed through this tool would be personal awareness, self-regulation, motivation and empathy. In 2003 Bisquerra published a new and extensive definition, in which he emphasizes the importance of this education not only in the school period, but throughout life, "educational process, continuous and permanent, which aims to enhance emotional development as an indispensable complement to cognitive development, both constituting the essential elements of the development of the integral personality". From this definition, awareness began to be made of the importance of emotions in many personal and interpersonal conflicts and how such education should be continuous and permanent throughout the life cycle (Ledesma, 2017).

With the latter definition in mind, it can be considered that emotional education can be a form of primary prevention, as it can be used in numerous circumstances such as drug use prevention, stress, depression, violence etc (Bisquerra and Pérez, 2012). It can also be used as an intervention to minimize certain vulnerabilities and help manage certain situations that can be harmful. It is in this perspective that we will move to carry out our intervention, because emotional education tools will be used to intervene with women who have experienced gender-based violence.

When developing an emotional education program, there are certain objectives that must be present for it to be effective (Lopez, 2005).

- Encourage comprehensive development.
- Acquire emotional skills that allow balance and improvement of self-esteem.
- Foster respect and social skills.
- Create strategies for self-knowledge and knowledge of others.
- Learn to control impulsivity.

### **2.5.2 Conceptual perspectives.**

To understand the goals of emotional education, it is important to know certain aspects very present and influential in the emotional management of each individual.

A very important concept is attachment. This concept was theorized by Bowlby (1979), defining it as the early relationships and affection in parenting that will constitute the relational structure of each person later. This means that it is the

family which, through attachment, will generate a mental health scenario for each individual. When the family meets the biological, primary, affective, assertive contact needs, among others, affection, satisfaction and joy are more likely to appear (González-Ospina and Paredes-Núñez, 2017). Being mindful of attachment when working with emotions is important for its high relationship. Depending on each person's attachment, their emotional management, their self-concept, their fears... can be lived out one way or another. There are two different types of attachments: secure and insecure. Within the unsafe attachment, you can find the anxious attachment, the avoidant and the disorganized (Gago, 2014).

- **Secure attachment.** You know there is availability, understanding and help from your caregivers. You are encouraged to get to know the surroundings. These people often present numerous emotions both pleasant and unpleasant and provoke feelings of self-acceptance and self-confidence.
- **Insecure attachment, anxious.** You do not know if caregivers are available to meet your needs. There is often an ambivalence between desire to approach and reject the mother. Venturing out to know the world often causes anxiety. In these cases, manifestations of anger, fear and discomfort are usually present.
- **Insecure attachment, avoidant.** The child feels that the caregivers avoid them, so they end up avoiding the caregivers as well. They often seem to feel indifference or seem cold. They tend to try to manage their emotions without help, trying to feel self-sufficient, with few emotional expressions.
- **Insecure attachment, disorganized.** It is often characterized by being chaotic and changing. Their bonding relationships often have a utilitarian purpose, in order to protect themselves from suffering when it comes to separating. This can be caused by previous ruptures. Their relationships are often confusing and disorganized, between search and avoidance.

In conclusion, the bond established with caregivers will influence socio-emotional development, as attachment will mark how to relate to others and to himself later (Garrido-Rojas, 2006).

Another important theory to consider is that of MacLean (1998), of the **triune brain**. He proposed that the brain consists of three subsystems, which are reptilian, limbic and neocortex. These areas continuously interact, so that they produce the different human behaviors (Suarez and Barrio, 2012). This theory has a holistic vision, which is part of the idea that every human behaviour should not be analyzed by its separate processes, but by all processes. In this system, each subarea handles different activities. The first allows food, rest, sex, desire etc. In the second, which is also called "emotional", values and memory are found and the third part, also known as "rational", takes care of logic. It is important to know these areas and their functions, to know what happens when activating one or the other area and how they are all interconnected, so you should not forget any when working from the perspective of emotions.

### **2.5.3 Applied emotional education.**

So far, most of the work done through emotional education has been directed to minors, due to the great importance of these early stages in the consolidation of social and emotional functioning (Bellamy, Gore and Sturgis, 2005). However, as mentioned above, in adulthood it is also important to work with these programs,

as they can bring numerous benefits either in general situations or in specific and conflicting situations (López-Pérez, Fernández-Pinto, and Márquez-González, 2008). At this stage, it is essential to work on promoting emotional regulation strategies.

Today, despite recognizing emotional education as an important and necessary tool in our society, there is still no great progress in this field or in its establishment. Although there are various programs in both formal and non-formal education, Spain has not yet established a way for this area of knowledge to work in all centres nor does it appear as a cross-cutting theme in training and education (Marrero, 2019). One of the programs that does exist in Spain, is the program EMO-ACTION, (Serrano, Seville, and Hawrylak, 2017). This program was born because of the needs of students to acquire emotional skills and abilities in their day-to-day life and with the aim of giving them tools not only for the school stage but that they can serve them for their whole life. Another program of the Autonomous Community of the Canary Islands is the EMOCREA program of 2014 (Serrano, Seville, and Hawrylak, 2017). This program of Emotional And Creativity Education, has a purely educational objective, by which students feel the school to be a safe space and time in which to develop all their skills, both cognitive and emotional.

Like these programs, there are other programs created by communities and boards but they are generally always focused on students, so few programs allow adults to acquire these tools, which they could not acquire earlier and can become so necessary. It is true that more and more professionals privately try to bring emotional education closer to all ages and use it as tools for personal growth, prevention and intervention.

A program based on emotional education should have a practical methodology in which there are group dynamics, self-management, dialogues, games, relaxations etc., bearing in mind that "knowing" is not enough but it is necessary to know how to do, know how to be, know how to be together and know how to live together (Bisquerra and Pérez, 2012). It is important to keep in mind that it is not enough to carry out one-off activities, but that they must be constantly accompanied by support and a "way of being". The best way to achieve the different goals that are set when working with emotional education is to keep it in mind in a cross-cutting way, that is, know how to accompany in the management and emotions of the different needs that may arise in daily life.



### 3 - RESEARCH

#### 3.1 OBJECTIVE AND METHOD OF THE SURVEY.

Prior to the development of the program, a survey was carried out with the aim of knowing the previous opinion of those who act as agents of intervention in different educational socio contexts.

The survey consists of 2 open questions about personal information regarding your job and 16 questions with Lickert scale answers, with 1 "not at all agree" and 5 "totally agree". The response was administered anonymously online. The survey is divided into three blocks; the issues of the first concern the perceived need to create such a program, the second block on the relationship that must exist between emotional education and work with women who have experienced gender-based violence, and the last block refers to some important characteristics that need to be taken into account for development.

#### 3.2 PROFILE OF SURVEY PARTICIPANTS.

The survey has been answered by 37 people of which, 45.9% are educators, 24.3% psychologists, 8.10% social workers and other related professions. They work in different schools, psychological cabinets, town halls and associations.

#### 3.3 RESULTS.

The different questions assess the need that participants perceive in creating such programs, the importance of emotional education in relation to intervention with women who have experienced gender-based violence, and some issues regarding the format and characteristic of the program.

The first block, on the need to create a program like the one raised in the project, consisted of 3 questions. They all show how the participants fully agree with this. 78.4% responded "totally agree" to the question that new tools need to be created to work with women *who have experienced gender violence* and 75.7% agreed with the need to create resources for people working with women of this profile. In addition, 67.6% totally agreed with the *claim that emotional resources to offer women were lacking*.

En general, faltan recursos emocionales para ofrecerles a las mujeres.  
37 respuestas

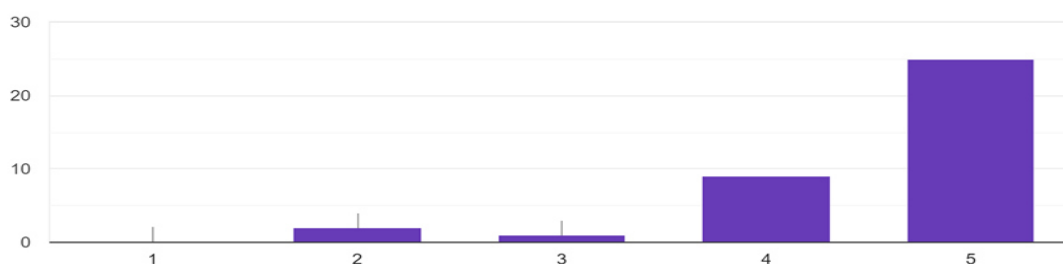


Figure 1. Block 1. Need to create resources.

## DEEP ACTS

The second block focuses on the relationship of emotional education with programs for women who have experienced gender-based violence. The three questions that assess *the benefits that emotional education can offer these women* clearly shows how participants fully agree. In the following graphs you can see this relationship.

Un programa fundamentado en la educación emocional puede ofrecer nuevas oportunidades a las mujeres que han vivido situaciones de violencia de género.  
37 respuestas

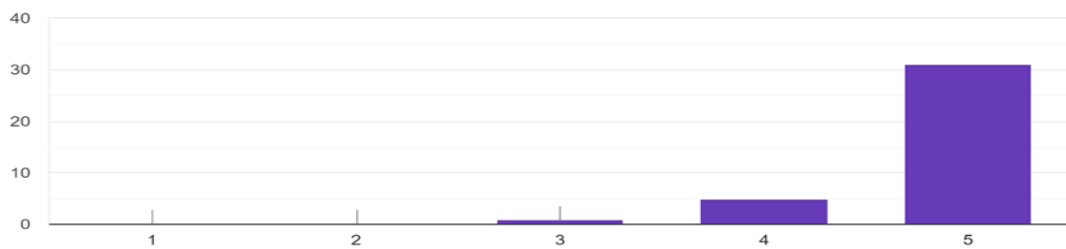


Figure 2. Block 2. Emotional education program.

Crear programas que tengan presente la educación emocional es importante para la reinserción de las mujeres.  
37 respuestas

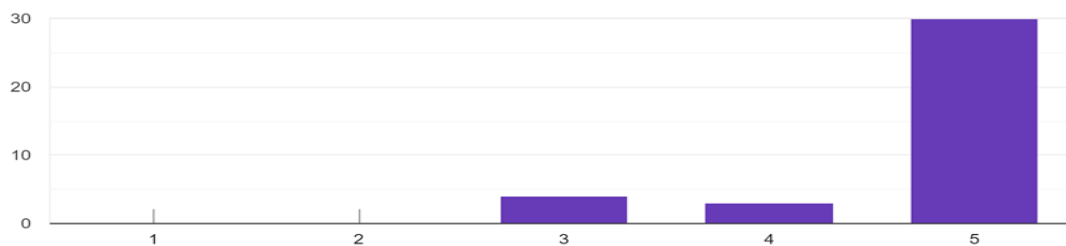


Figure 3. Block 2. Emotional education program.

Dar recursos emocionales permitirá que las usuarias alcancen una mejor situación psicosocial.  
37 respuestas

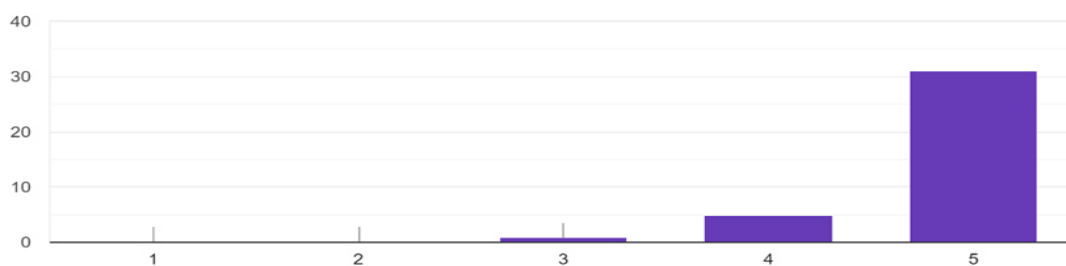


Figure 4. Block 2. Emotional education program.

In addition, participants have also seen it important to work on the self-esteem of users (91.7%) and self-management and motivation through emotional education (75.5%). Another resource that will be taken into account and with which participants agreed on its benefit, is work through the body. In the statement *Working through the body will allow the development and empowerment of new attitudes that help them achieve greater self-confidence*, 59.5% scored 5 on the scale and 29.7% on 4. Only 5.4% of participants responded below 3. For the statement that *working with the body helps them build self-confidence and empower themselves as a person*, the results were similar to the previous one, with 87.2% of responses

above 3 and 5.4% below. This confirms that participants agree on the importance and benefits these resources can offer women.

Finally, the third block mentions some aspects to keep in mind such as considering the relatives and in particular the children of the users. 72.9% responded between 4 and 5 on the scale in the question of if it is important to keep family members in mind in intervention programmes and 86.5% answered highly when asked about the *importance* of considering their sons and daughters. Bearing these issues in mind, it is proposed that when conducting the sessions of the program, a service is offered where children can be simultaneously so that they can participate without having problems on how to attend them. The program has a group profile, so an opinion was asked on it. 97.3% showed their support and decision, stating that group work can help promote trust between them and each other.

One of the difficulties that may occur when carrying out the program is the commitment of users, as women with this profile often have difficulty committing to long-term activities. The answers to this are as follows.

Las mujeres en esta situación, suelen comprometerse a los programas de más de 5 sesiones.  
36 respuestas

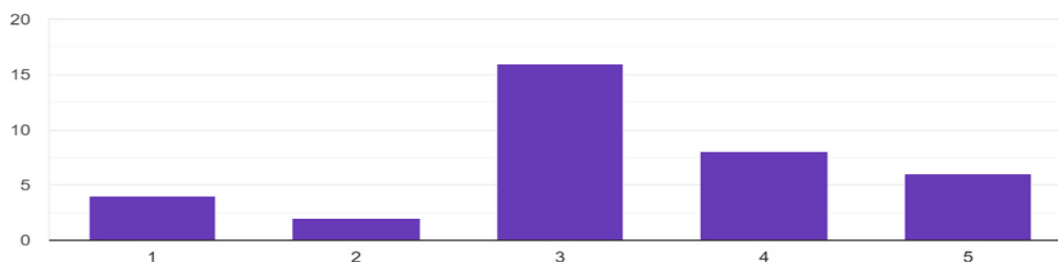


Figure 5. Block 3. Features to keep in mind.

### 3.4 CONCLUSIONS.

In conclusion, taking into account the literature found and the views of survey participants, more tools and resources need to be created to provide women with gender-based violence. Basing them on emotional education and body movement can also bring great benefits to users, as it has been possible to see the absence of such programs so far.

To do this it is necessary to take into account some aspects such as support networks, responsibilities and opportunities to join and therefore commit to the program. All this will be included in the programming, in addition to keeping in mind the group work which has been seen to be proportional to so many benefits.



**REFERENCES****BIBLIOGRAPHY**

- Aiquipa Tello, J.J. (2015). Emotional dependence on women victims of intimate partner violence. *Journal of Psychology (PUCP)*, 33(2), 411-437.
- Akl, P., Pilar, E. and Aponte, F. (2016). Coping strategies in women victims of domestic violence. *Culture Education and Society* 7(2), 105-121
- Bellamy, A., Gore, D., y Sturgis, J. (2005). Examining the relevance of emotional intelligence within educational programs for the gifted and talented. *Electronic Journal of Research in Educational Psychology*, 3(2), 53-78.
- Bisquerra, R. (2003). Emotional education and basic competencies for life. *Journal of Educational Research*, 21(1), 7-43.
- Bisquerra, R., and Pérez, N. (2012). Emotional education: strategies for its implementation. *Advances in educational supervision*, (16).
- Bowlby, J. (1979). *The making and breaking of affectional bonds*. London: Tavistock.
- Carneiro, L., Teodor, G. and Chicone, G. (2006). Self-esteem of women who experienced violence. *Latino-American Journal of Enfermagem* 14(5), 695-701. <https://doi.org/10.1590/S0104-11692006000500009>
- Collel, J., y Escudé, C. (2003). Emotional education. *Stroke. Magazine of the masters of la Garrotxa*, 37(8), 8-10.
- Lamb, V., and Teyes, R. (2016). Resilience of women in domestic violence. *Omnia*, 22(2), 107-118.
- From John, T.F. (2011). Music therapy in Cuba: implementation of a pilot program with women victims of domestic violence. *Teaching and Research in Psychology*, 16(1), 183-205.
- By Miguel Luken, V. (2015). *Macro-violence against women 2015*. Ministry of Health, Social Services and Equality, Publications Center.
- Delegation of the Government against Gender-Based Violence. Ministry of Equality. (2020). *Monthly statistical bulletin*. 680-15-012-6.
- Fernández-González, L., Calvete, E., and Orue, I. (2017). Women victims of gender-based violence in reception centres: sociodemographic characteristics and abuse. *Psychosocial Intervention*, 26(1), 9-17.
- Gago, J. (2014). Attachment theory. *The link*. Basque-Navarra School of Family Therapy.
- Garrido-Rojas, L. (2006). Attachment, emotion and emotional regulation. Health implications. *Latin American Journal of Psychology*, 38(3), 493-507.
- González Sala, F., and Gimeno Collado, A. (2009). Gender-based violence: profile of women with social assistance. *Psychosocial Intervention*, 18(2), 165-175.
- González-Ospina, L.M., Y Paredes-Núñez, L. S. (2017). Attachment and resilience. *Scientology*, 6(3), 102-105.
- Hernandez, R. P. y Gras, R.M. L. (2005). Victims of family violence: Psychological consequences on children of abused women. *Annals of Psychology*, 21(1), 11-17.
- Hernandez, X. (2013). Proposal for group psychological care for women suffering from gender-based violence 2-5. Recovered from <http://repositorio.iberopuebla.mx/handle/20.500.11777/193>

## DEEP ACTS

- Jerez Luna, M.D. (2017). Art-therapy: A case study on domestic violence overcome through artistic practice (Bachelor's thesis, Quito: UCE).
- Junta de Andalucía, s.f. a.  
<https://www.juntadeandalucia.es/organismos/turismoregeneracionjusticiayadministracionlocal/areas/violencia-genero/que-es.html>
- Junta de Andalucía, s.f.B.  
[https://www.juntadeandalucia.es/export/drupaljda/Violencia\\_Genero\\_Documentacion\\_Red\\_Ciudadana\\_folleto.pdf](https://www.juntadeandalucia.es/export/drupaljda/Violencia_Genero_Documentacion_Red_Ciudadana_folleto.pdf)
- Labrador, F. J., and Alonso, E. (2007). Short-term effectiveness of an intervention program for post-traumatic stress disorder in Mexican women who are victims of domestic violence. *Journal of Psychopathology and Clinical Psychology*, 12(2), 117-130.
- Lafuente, E. (2015). Women victims of gender-based violence: workshop "growing together. Jaume I University of Castellón. Recovered from [http://repositori.uji.es/xmlui/bitstream/handle/10234/161071/TFM\\_Lafuente](http://repositori.uji.es/xmlui/bitstream/handle/10234/161071/TFM_Lafuente)
- Lake, A.C. (2013). Effects of a Sufi dance intervention program and kinetic hypnosis techniques on women affected by post-traumatic stress: victims of gender-based violence. In I International Congress of Psychosocial Intervention, Social Art and Art Therapy.
- Ledesma Illada, E. (2017). Emotional Education in Spain since its curriculum implantation.
- Organic Law 1/2004, of December 28, on Comprehensive Protection Measures against Gender Violence. Official Gazette of the State, 313, 29 November 2004, 42166 to 42196. Recovered from [https://violenciagenero.igualdad.gob.es/definicion/pdf/LEY\\_ORGANICA\\_1\\_2004contraviolencia.pdf](https://violenciagenero.igualdad.gob.es/definicion/pdf/LEY_ORGANICA_1_2004contraviolencia.pdf)
- Organic Law 3/2007, of 22 March, for the effective equality of women and men. Official Gazette of the State, 71, 23 March 2007, 12611-12645. Recovered from <https://www.boe.es/buscar/pdf/2007/BOE-A-2007-6115-consolidado.pdf>
- López, O.C. (2017). Economic and/or economic violence against women in the family sphere. *Person and Family*, 1(6), 39-58.
- López-Pérez, B., Fernández-Pinto, I., & Márquez-González, M. (2008). Emotional competency education in adults and seniors. *Electronic Journal of research in educational psychology*.
- Maclean, P. (1998). *Evolution of the Triune Brain*. New York: Pleumpress.
- Marrero González, C. (2019). Emotional education in Spain.
- Murillo, F. H., Vives, C.C., and Rubio, M. (2004). Partner conflict as a variable associated with gender-based violence against women: consequences on sexual and mental health. *Journal of Psychopathology and Clinical Psychology*, 9(1), 49-64.
- Pérez Jiménez, M. F., and Estévez Marín, I. (2018). "Invisible Victims". Minor victims of gender-based violence. Empirical analysis of visits with the victim.
- Piedra, J., Rosa-Martín, J. J., and Muñoz-Domínguez, M. (2018). Intervention and prevention of gender-based violence: an approach from social work.
- Plana, M. A., Amell, R.C., and Alberti, J.M. S. (2008). Therapy groups for women victims of gender-based violence. *Biological Psychiatry*, 15(2), 29-34.
- Royal Decree-Law 9/2018, of 3 August, of urgent measures for the development of the State Pact against gender-based violence. Official Gazette of the

State, 188, 4 August 2018, 78281- 78288. Recovered [from https://www.boe.es/boe/dias/2018/08/04/pdfs/BOE-A-2018-11135.pdf](https://www.boe.es/boe/dias/2018/08/04/pdfs/BOE-A-2018-11135.pdf)

- Romero, I. (2010). Intervention in gender-based violence: treatment considerations. *Psychosocial intervention*, 19(2), 191-199.
- Sabina, C., y Tindale, R. S. (2008). Abuse characteristics and coping resources as predictors of problem-focused coping strategies among battered women. *Violence against women*, 14(4), 437-456.
- Santandreu, M., and Ferrer, V.A. (2014). Analysis of negative emotion in women victims of intimate partner violence: guilt and anger. *Journal of Psychopathology and Clinical Psychology*, 19(2).
- Serebrinsky, H. (2012). Group Psychotherapy. *AJAYU* 10(2), 132-135. Recovered [from http://www.redalyc.org/pdf/4615/461545462001.pdf](http://www.redalyc.org/pdf/4615/461545462001.pdf)
- Serrano, A.C., Seville, D.H., and Hawrylak, M.F. (2017). Emotional education in childhood: an inclusive strategy. *Open classroom*, 46, 73-82.
- Suarez, C. S., and Barrios, L. (2012). The triune brain and ethical intelligence: fundamental matrix of multifocal intelligence. *Praxis*, 8(1), 147-165.
- Verdugo Castro, S. (2017). (R) Evolve. Socio-labor project for women victims of gender-based violence in Valladolid. Research in the third sector and proposal.
- Villamarín Rodríguez, Mayra del Rosario and García Pazmiño, Mercedes Angélica. (2019). Self-esteem and domestic violence: psychotherapeutic intervention. *Challenges of Science*, 3(2), pp. 48-55.
- Zaccagnini Sancho, J. L. (2004). What is emotional intelligence: the relationship between thoughts and feelings in everyday life (No. 152.4 Z13q). Madrid, ES: New Library.

## **WEBOGRAPHY**

[https://www.inmujer.gob.es/servRecursos/formacion/Pymes/docs/Introduccion/02\\_Definicion\\_de\\_violencia\\_de\\_genero.pdf](https://www.inmujer.gob.es/servRecursos/formacion/Pymes/docs/Introduccion/02_Definicion_de_violencia_de_genero.pdf)

<https://violenciagenero.igualdad.gob.es/definicion/home.htm>

[https://www.juntadeandalucia.es/export/drupaljda/Violencia\\_Genero\\_Documentacion\\_Red\\_Ciudadana\\_folleto.pdf](https://www.juntadeandalucia.es/export/drupaljda/Violencia_Genero_Documentacion_Red_Ciudadana_folleto.pdf)