



PREVENTING GENDER BASED VIOLENCE GUIDELINES

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Project Log In (Laboratories On Gender violence In New media)

Project coordinator:

City of Modena: www.comune.modena.it

Project partners:

- Centro documentazione donna: www.cddonna.it
- The Mediterranean Institute of Gender Studies: www.medinstgenderstudies.org
- Women's Issues Information Centre: www.lygus.lt/mic
- Association for Liberty and Equality of Gender: www.aleg-romania.eu



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(LABORATORIES ON GENDER VIOLENCE IN NEW MEDIA)**

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PREAMBLE

This manual is the outcome of workshops on prevention of gender violence run during the school year 2013-2014 in four European cities (Modena, Vilnius, Nicosia and Sibiu), with the participation of around 1000 middle and high school students, as part of the Log In project, financed by the European Commission.

The objective is to share the results of and methodologies proposed during the workshops, to enable anyone to reproduce the experiment (even only in part) as a way of combating gender violence among young people.

We have chosen to describe the principle activities developed in the context of the project and share some of the theoretical foundation of the fight against gender violence, by providing a tool which is easy to use by anyone (especially teachers and educators) who wishes to promote the discussion of these issues as a way of preventing the said violence in the medium term.

THE "LOG IN" PROJECT

The *Log-in project (Laboratories On Gender violence In New media)* is financed by the European Commission's DAPHNE programme, and was launched in January 2013 with a term

of 24 months. The project is sponsored by a partnership of Modena City (the principle partner), the Modena Women's Documentation Centre (Italy), the Mediterranean Institute of Gender Studies (Cyprus), the Women's Issues Information Centre (Lithuania), and the Association for Liberty and Equality of Gender (Romania).

The principle objective of the project is to prevent and combat **gender violence** by promoting responsible use among young people of *social networks* and *new media*, and making them aware of the role that new technologies can play in promoting and spreading gender stereotypes.

The project proposes a series of **gender difference training** workshops, to enable participants to recognise and deconstruct sexist stereotypes and promote inter-gender relationship models based on **mutual respect**. Participants are provided with space for critical, constructive discussion and reflection, in which they can express themselves and feel actively engaged with the problem (by means of peer education) and propose positive ways of using new technologies.

A series of seminars for adults was also held (parents, teachers, educators, etc.) to promote awareness about gender violence and the responsible use of *social networks* and *new media* by young people. This latter aspect can be considered the ideal complement to the workshops run with young people.

WHO ARE WE?

The City of Modena

The leading partner in the project is the City of Modena (<http://www.comune.modena.it/pariopportunita>), the local administration of the northern Italian city, with a population of around 185,000.

The project has involved the Equal Opportunities Department, which is engaged in promoting gender culture with initiatives and projects in a variety of areas including management of women's time, prevention of violence against women, etc.. The Progetto Europa department (<http://www.comune.modena.it/progettoeuropa/english/>), which handles EU policy and international promotion for the city, and supports the city administration in putting forward projects for European funding, is also involved.

Modena Women's Documentation Centre (Centro Documentazione Donna di Modena)

The Modena Women's Documentation Centre (<http://www.cddonna.it>) (CDD) was established in September 1996 by a group of women to create a place for the conservation and public exploitation of contemporary women's history. The Centre works to promote the participation of women in public life, the full equality of opportunity between men and women, and the rights of local and immigrant women to full citizenship.

The Centre runs numerous activities, falling under a variety of categories: cultural initiatives; relations and networking; historical and social research and analysis; training/education; archiving and librarianship; didactics; communications and IT systems; counselling and care.

Mediterranean Institute of Gender Studies

The Mediterranean Institute of Gender Studies (<http://www.medinstgenderstudies.org>) (MIGS) is a not for profit organisation with head offices in Cyprus, whose mission is to eliminate all forms of discrimination against women by means of research, policy making and online networking, as well as training courses, seminars, conferences and many other activities.

MIGS promotes the participation of women in all areas of social and civil life, with a special focus on decision making.

MIGS is principally active in the areas of: violence against women, trafficking and prostitution, women's participation in public institutions, social and economic gender equality, and the rights of women at the international level.

Women's Issues Information Centre

The Women's Issues Information Centre (<http://lygus.lt/mic>) (WIIC) is a gender policy NGO founded in Lithuania in 1996, and is one of the most important Lithuanian online organisations.

WIIC promotes equality of rights and opportunity for men and women, and works to improve the social standing of women and aid other women's associations and private individuals with information, consultancy and training.

WIIC is principally active in: gender mainstreaming; violence against women, trafficking and prostitution; management of private and work time, and promotion of women's participation in policy making.

Association for Liberty and Equality of Gender

The Association for Liberty and Equa-

lity of Gender (<http://www.aleg-romania.eu/en>) (A.L.E.G.) is an NGO established in Sibiu (Romania) in 2004 to promote gender equality and combat violence against women including domestic violence, sexual abuse, trafficking and prostitution.

In Romanian, A.L.E.G mean "I Choose", and thus expresses one of the association's core values: men and women should be able to choose their roles in the family and society, unconstrained by prejudice of any kind.

The organisation provides social services (it is accredited by the Ministry of Labour and Social Policy): counselling and support for victims of gender violence and promotion of political and social action to prevent violence.

At the international level, A.L.E.G. is a member of WAVE (Women Against Violence Europe), AWID (Association for Women's Rights in Development) and ASTRA (Central and Eastern Europe Women's Network).

Associate partners

- The San Filippo Neri Foundation - Modena (Italy)
- The Province of Modena - Modena (Italy)
- The Modena Province Schools Department - Modena (Italy)
- The University of Genoa - Genoa (Italy)
- The Emilia-Romagna Regional Government - Bologna (Italy)
- The Sibiu Red Cross - Sibiu (Romania)
- The Sibiu Schools Inspectorate - Sibiu (Romania)
- The Sibiu Local Police - Sibiu (Romania)
- The Women's House - La Louviere (Belgium)
- The Reves Network - Brussels (Belgium)
- The Walloon Federal Government - Equal Opportunities Department - Brussels (Belgium)



MODENA



NICOSIA



SIBIU



VILNIUS

PARTNER
AT WORKS

ISTANBUL CONVENTION

Convention on preventing and combating violence against women and domestic violence is a convention of the Council of Europe which defines violence against women as a manifestation of the historically unequal power relationships between the sexes, which have led to the domination and discrimination against women by men. The Convention recognises the structural nature of violence against women inasmuch as it is gender-based. To affirm that violence against women is one of the key social mechanisms used to subordinate them to men is to recognise that *de jure* and *de facto* achievement of gender equality is key to preventing violence against women. With these premises, the Convention has the primary objective of preventing, prosecuting and eliminating violence against women by doing away with all forms of discrimination and promoting concrete equality between the sexes, by reinforcing the autonomy and self-determination of women.

From signature to ratification

The Council of Europe has undertaken

a series of initiatives to promote the protection of women from violence since the Nineties. The Parliamentary Assembly of the Council of Europe has adopted a series of resolutions and recommendations requiring the enactment of legislation covering the prevention of, protection against and repression of the most serious and widespread forms of gender violence.

The Council of Europe has determined that it is necessary to establish global standards for preventing and combating violence against women and domestic violence. In December 2008, the Committee of Ministers established an expert group to prepare a draft convention regarding the issues in question. In little more than two years, the group - called CAHVIO (Ad Hoc Committee on Preventing and Combating Violence against Women and Domestic Violence) - drew up a draft text. The final draft was produced in December 2010.

The Convention was adopted by the Committee of Ministers of the Council of Europe on 7 April 2011 and was opened for signature on 11 May 2011, on the occasion of the 121st Session of the Committee of Ministers at Istanbul. It will be enacted after being ratified by 10 signatory

ISTANBUL CONVENTION & PARTNERS

	Signature	Ratification	Enactment
CYPRUS	/	/	/
ITALY	27/09/12	10/09/13	01/08/14
LITHUANIA	07/06/13	/	/
ROMANIA	27/06/14	/	/

states; for it to be applicable, 8 of the above must be Member States of the Council of Europe. States which ratify the Convention are legally bound by its terms once it is enacted. The Convention was enacted on 1 August 2014, following the tenth ratification by the State of Andorra on 22 April 2014.

Principal definitions

- **Violence against women** is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.
- **Domestic violence** shall mean all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim.
- **Gender** shall mean the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men.
- **Gender based violence against women** shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately.
- **Victim** shall mean any natural person who is subject to the conduct specified in points a and b.
- **Women** includes girls under the age of 18.
- **Psychological violence (art. 33):** the intentional conduct of seriously impairing a person's psychological integrity through coercion or threats.
- **Stalking (art. 34):** the intentional conduct of repeatedly engaging in threatening conduct directed at another person, causing her or him to fear for her or his safety.
- **Physical violence (art. 35):** the intentional conduct of committing acts of physical violence against another person.
- **Sexual violence, including rape (art. 36):** intentional conduct including: engaging in non consensual vaginal, anal or oral penetration of a sexual nature of the body of another person with any bodily part or object; engaging in other non-consensual acts of a sexual nature with a person; causing another person to engage in non consensual acts of a sexual nature with a third person.
- **Forced marriage (art. 37):** the intentional conduct of forcing an adult or a child to enter into a marriage.
- **Female genital mutilation (art. 38):** intentional conduct including: excising, infibulating or performing any other mutilation to the whole or any part of a woman's labia majora, labia minora or clitoris; coercing or procuring a woman to undergo any such acts.

- **Forced abortion and forced sterilisation (art. 39):** intentional acts including: performing an abortion on a woman without her prior and informed consent; performing surgery which has the purpose or effect of terminating a woman's capacity to naturally reproduce without her prior and informed consent or understanding of the procedure.
- **Sexual harassment (art. 40):** any form of unwanted verbal, non verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.

The importance of prevention

The Convention contains 81 Articles divided into 12 Chapters. It is structured according to the Four P's: Prevention; Protection and support for victims; Prosecution of offenders; integrated Policy. Each area includes a series of specific measures.

The importance of the Convention is due to the fact that, for the first time, it considers gender violence to be a structural problem: it is not merely a matter of prosecuting offenders and protecting victims, but of preventing all forms of discrimination, with the aim of realising true equality between men and women. Equality is not to be understood solely in terms of identity and identification, but as equal respect for all persons, based on their characteristic differences. All persons must be equal, regardless of their sex.

It is therefore necessary to educate people in respect for the other. This is why education plays a central role in the chapter regarding prevention.

In detail, Article 14 states that steps must be taken to include teaching material on issues such as equality between women and men, non stereotyped gender roles, mutual respect, non violent conflict resolution in interpersonal relationships, gender based violence against women and the right to personal integrity, adapted to the evolving capacity of learners, in formal curricula and at all levels of education; it adds that steps must be taken to promote the main principles of the Convention in informal educational facilities, as well as in sports, cultural and leisure facilities and the media. In such awareness initiatives, as in the enactment of integrated policies, measures and programmes for the prevention and combating of gender violence, the Convention states that co-operation with NGO's and associations active in these areas (especially women's associations) must be supported and facilitated by funding and human resources.

For Further Information

http://www.coe.int/t/dghl/standardsetting/convention-violence/default_en.asp

NUMBERS ABOUT VIOLENCE

Violence against women continues to be a major problem throughout Europe.

As a significant percentage of women experience violence, there is still a shortage of available women's services, as well as lack of awareness among women survivors of violence

of services and other support options available to them.

On 5 March 2014, the European Union Agency for Fundamental Rights (FRA) launched the results of the first European Union-wide survey on violence against women.

The survey is based on 42,000 face-to-face interviews conducted with women (aged 18-74) by trained female interviewers, between April and September 2012, in 28 EU member states. About 1,500 interviews (random samples) were conducted per country.

The survey focused on women's personal experiences of physical, sexual, psychological and economic violence (partner violence), sexual harassment and stalking.

The survey focused on women's experience since the age of 15 and in the last 12 months, but it also included questions on experience of violence before the age of 15.

Key findings show that one in three women has experienced some form of physical and/or sexual assault since the age of 15.

This amounts to 62 million women in Europe. One in 10 women has experienced some form of sexual violence since the age of 15, and one in 20 women has been raped since the age of 15.

The survey also uncovered a significant percentage of intimate partner violence: 22% of women have experienced physical and/or sexual violence by a partner, and 43% have experienced some form of psychological violence by a current or former partner.

Approximately 5% of women have experienced economic violence in their current relationship, and 13% of women have experienced some form of economic violence in past relationships.

The findings show a disparity among the 28 EU member states; these differences between the member states must be interpreted in the context of the respective contexts: for instance, different levels of gender equality, or of cultural acceptability to talk about experiences of violence may be some of the factors explaining the differences, and that need to be explored further.

The survey also measured women's experience with reaching out for help to support organizations:

- only 6% of women contacted a women's shelter, only 4% contacted a victim support organization, but on the other hand, one-third of women contacted a doctor, a health center or a hospital.
- 36% of women are not aware of specific laws or political initiatives for preventing domestic violence against women and 28% of women are not aware of laws or initiatives for protecting women in cases of domestic violence.
- on average, almost one in five women in the EU (19%) is not aware of any of the support services for survivors of violence against women that were listed in the questionnaire.
- reporting rates to the police and other services are low: 67% of women did not report the most serious incident of partner violence to the police or another organization.

From

http://www.wave-network.org/sites/default/files/WAVE%20Country%20Report%202013_0.pdf

The project's theoretical foundation lies in thinking about diversity and the educational activities are based on the valorisation of gender. Our culture and society only too often fail to pay attention to these issues, and perpetuate sexist stereotypes and rigid sexual roles in the name of a false neutrality. Talking about gender differences and recognising diversity promotes a culture of self-acceptance and valorisation of diversity and complexity.

THE CONSTRUCTION OF THE PROJECT

The project has the ambitious objective of initiating a transformational process involving all active parties (teachers, parents, associations, public authorities, etc.); it is therefore essential that the objectives and methods be agreed and shared by all stakeholders. It is therefore necessary to dedicate sufficient time to the construction of the project, which means creating together the conditions required to understand, realise and evaluate the activities.

WHY ARE SCHOOLS INVOLVED?

The decision to insert such activities in schools recognises that schools play a fundamental role in the growth of young people and valorises their socialising potential, especially during adolescence, the period of their lives in which young people start to establish their own values within their social relationships. Focussing on gender violence means actuating a series of mea-

asures to prevent and avoid violence. The boys and girls involved in the project must reflect if they are to develop positive attitudes to their interpersonal relationships, with the objective of recognising and rejecting the attitudes and values underlying violent behaviours.

LEARNING BY DOING

For many years, European authorities have been giving priority to gender equality and the prevention of violence, and have also set up and financed specific programmes on the theme of prevention for young people. In order to achieve this aim, the LOG-IN project (Laboratories On Gender violence In New media) has run a series of workshops in formal and informal educational settings.

The underlying method is that of peer education and, more generally, employs interaction and involvement of the participants. It is well known that issues like gender stereotypes, sexism and the various forms of violence, which are strongly linked to their cultural context, rather than being explained in theoretical terms to a passive audience, benefit best from activities which enable the participants to develop their own positions and compare them with those of others. Learning is achieved in an active process, in which the young people participate and in which they are able to exchange ideas and discuss issues as they affect their lives.

For young people, being actively involved in the process enables them to understand that they can be active citizens and hence are responsible for the issue and the enactment of change.

The Peer Charter (Unesco, 2003)

1. Peer education is participation
Young people feel useful in producing common goods, interaction and exchange inside the group creates a shared culture among peers. In all these contexts, young people actuate the forms of a new political representation.
2. The peer educator is not a teacher
The peer is not a teacher, he does not teach lessons nor does he judge; he talks while remaining part of the group.
3. Peer education is not delegation not manipulation
4. Peer education brings established roles into question
Adults (trainers, teachers, experts) are not the protagonists of the projects. None of them take part in the projects themselves. The sense of peer education lies in making young people protagonists, themselves responsible for the process and its outcomes
5. Peer education is supported by a network
6. Peer education is research
7. Peer education is contagious
8. Prevention is a shared experience
9. Peer education brings life into school
10. The peer creates culture in the group

WHAT IS PEER EDUCATION?

Peer education is an approach to education in which members of a group are trained to act as educators and tutors for their peer group. In this way it promotes improved relations within the group and mutual education and learning.

Peer education is a set of methods whose objective is prevention and training, based on participation as

equals within a group, and promotes education for citizenship by means of free and constructive dialogue.

This is of fundamental importance not only as a way of encouraging the full development of the person's identity and life skills, but also as a way of reinforcing the social fabric of the communities in which we live.

In the peer group, communications and relationships are fully participatory and equally shared among its members.

Clearly, even within the group there

are differences between individuals, but the status accorded to the voice of each member remains profoundly egalitarian.

Education should promote the development of participants' emotional intelligence and empathy by means of participation in a space for exchange under the guidance of the adult.

The group is the locus for discussion and exchange (even employing games), for recognising standard social and cultural models, expressing emotions, constructing healthy relationships and recognising conflict as an opportunity for change.

In a first phase, then, peer education recognises the importance of the role of adults, although the adult-adolescent relationship is viewed in terms of interaction and active and constructive participation. The adult must develop the life skills of

young people as the basis for their ability to play an active role in social life, as well as imparting basic information about the subject matter of the intervention (in our case, gender violence). In this phase too, the activities are an opportunity for the participants to discuss the subject matter, and aim to valorise the egalitarian nature and potential of the peer group itself. The peer group is essential to socialisation; there are differences in experience which permit transfer of knowledge, but horizontally, between peers, in a context of cooperation and solidarity.

In the second phase of the workshop, those young people who have volunteered to act as peer educators are able to experience for themselves what it is to transmit experiences and knowledge to others and process their contents in discussions, confrontations and exchanges with their peers.

In the early Nineties, the WHO introduced the term "Life Skills", "all those skills which enable a person to effectively face the requirements and challenges of daily life" to indicate the skills required to interrelate with other people and to handle the problems, pressures and stresses of daily life.

These include:

- ▶ decision making
- ▶ problem solving
- ▶ creativity
- ▶ critical sense
- ▶ effective communications
- ▶ interpersonal relations
- ▶ self-awareness
- ▶ empathy
- ▶ management of emotions
- ▶ stress management

Expert's qualifications

The expert responsible for running the workshops must have deep familiarity with the following issues:

- Gender difference, gender roles (understand culturally rooted gender differences, recognise sexual stereotypes, recognise their consequences including discrimination and violence)
- The various types of gender violence (understand the various types of gender violence: psychological, physical and sexual, and their impact on young people and adults)
- Young people and new media (familiarity with the major channels used by adolescents –social networks, video streaming, etc.)

If possible, it would be preferable to have a couple (man/woman; different generations, etc.) of experts to conduct the workshops, to testify to the potential for mutual enrichment in concrete terms.

Furthermore, the expert must have experience in running groups using dialogue and interaction, with models of intervention which are engaging and inclusive of the entire group.

Structure, duration and frequency

We propose below a schedule for the workshops, consisting of four **weekly** or fortnightly sessions, to enable the participants to maintain their level of learning and enthusiasm. The sessions have been designed to be

consecutive, each session exploits the knowledge and skills acquired in the preceding one.

Each session lasts for around two hours.

At the end of these first four sessions, aimed at the entire group, the participants will be prompted to volunteer as peer educators.

They will be the protagonists of the fifth session, which also lasts two hours.

Over the next 15 days, the peer educators will develop their activities.

This is followed by the sixth session, attended by the expert, which will present the results of the peer education and discuss the experience.

Age

Boys and girls from 14 to 18 years of age. This age group is already part of school and sufficiently mature to have had their first relationships, and thus able to understand the issues discussed in the workshops.

If younger boys and girls take part (15-17 years of age) they will have the opportunity to continue the peer education experience for several years of school, thus extending it beyond the term of the project itself.

Numbers

The workshops should be attended by classes of 20- 25 students.

Due to the interactive nature of the workshops, smaller groups promote better participation and involvement.

QUALITIES OF THE EXPERT

Balanced	Empathic	Flexible	Impartial
Focussed on the process	Inclusive	Creative	Humorous

Mixed groups of boys and girls are preferable, but single-sex groups can also work.

Proposed programme

We include below a programme of activities for each session. This is merely a proposal, each expert will adapt the time and activities in a flexible manner, also in consideration of the degree of participation and discussion of each group.

Specific objectives have been identified for each subject matter.

Each expert will choose for himself the specific activities he wishes to

conduct, giving preference to interactive games which favour two-way communications (alternation of talking and listening), large participation and a climate in which everyone can freely give voice to their ideas, emotions and experiences.

For certain sessions, we have included optional activities intended not only to promote awareness, but to motivate the young people and make them responsible for taking action against gender violence and discrimination in general.



SUBJECT MATTERS

	GENERAL THEME	OBJECTIVES
First meeting	Expert introduces himself and the project Participants fill out the pre-test	To agree aims and methods To find out whether and how much participants use FB and internet
	Definition of “gender violence” by participants	To start dialogue – determine level of awareness and opinions To promote the socialisation of the peer group
	Under the historical, cultural and legislative roots of gender violence as a manifestation of the disparity in power between men and women	To start the learning process intended to lead to a correct definition of gender violence
	Stereotypes and prejudice	To unmask preconceived ideas
	The ABC theory: how we perceive reality	To understand how stereotypes and prejudices arise
	Nature and culture	To focus on what is natural and what is culturally determined
	Gender	Gender identity and social roles

	GENERAL THEME	OBJECTIVES
Second meeting	Sexual stereotypes: <i>Superman and Cinderella</i>	To unmask the sexist culture transmitted by stereotypes
	Power in relationships (hierarchical, positional, juridical, economic, relational)	To introduce the theme of distribution of power in society and relationships
	Relationships between men and women (autonomy and liberty)	To focus attention on the distribution of power with the couple and the management of affection (jealousy, control)
	Definition of gender violence	To share the correct definition as set out in the Istanbul Convention
	The delegitimisation of women	To explore the continuum of delegitimisation of women, from relationships to society
	From collaboration to sharing	To understand how to break the vicious circle of stereotypes (trust, cooperation, etc.)

Third meeting

GENERAL THEME	OBJECTIVES
Understand the meaning of active citizenship ("it's my business")	To ensure that all participants are involved
Communication	To understand two simple rules of effective communications
What to communicate? How to communicate?	To understand the connection between the message and the medium
Facebook never forgets	To reflect on the responsible use of Facebook
Cyber bullying	To better understand the concept of the right to privacy
Learning from conflict	To facilitate relations based on dialogue
Assertiveness	To understand and learn assertive modes of interaction (I win - you win)

Fourth meeting

GENERAL THEME	OBJECTIVES
Introduction to peer education	To present peer education and its effectiveness
Self-selection of participants	To understand the characteristics of a peer educator
The right and obligation to privacy	To reflect on how to use internet
Participants fill out the post-test	



GENERAL THEME	OBJECTIVES
Qualities and skills of the peer educator	To train pairs of peer educators (man woman)
Planning a peer education session Or: producing materials for online peer education	To design sessions which the peer educator will submit to their peers if they choose to do classroom activities To design the tools which the peer educators will propose via their FB profiles if they choose to do online activities
How do we face difficulties?	Make simple suggestions (What do I do if I freeze up? What do I do if someone tells me about an incident of violence? What do I do if the group refuses to participate or participates too vociferously?)

The fifth session may involve other persons, such as video or multimedia artists capable of providing technical support in the creation of online content.

PEER EDUCATOR: AT WORK

At this point one must give the peer educators the opportunity to put theory into practice and propose their activities.

There are two possibilities:

Taught lessons

To select the participants in the Peer Education Sessions, the simplest approach from an organisational point of view is to have the schools and teachers themselves identify groups or classes of young people. In general, such groups should be composed

of people of the same age as or not much younger than the peer educators themselves, and should be able to commit at least two hours to the activity.

Another way of selecting the participants is to help the peer educators themselves to recruit them. One could draw up posters or make 5 minute presentations in class to encourage the students to take part in the Sessions.

Via Facebook

The peer educators will be asked to post one of the messages or videos created during the fifth session, to sustain a positive discussion among their contacts and monitor the results.

To launch this phase of the project, we initially studied and analysed which social tools are most commonly used by young people, and also which of these provide opportunities for genuine online peer education.

GENERAL THEME	OBJECTIVES
Classroom presentation of their work in classroom groups or on their profiles by the peer educators	To launch autonomous peer education activities to make the messages go viral. To review the experience
Gender representations on the internet: male and female stereotypes, sexist language, negative emancipation.	Final reflections on the issues To promote tolerance and respect between the sexes To valorise active citizenship and conflict mediation

Recommendations

The following recommendations should be borne in mind when running the sessions:

1. Check whether permits or authorisations for the workshops are required from the school or parents
2. Make sure that all materials (photocopies, paper, posters, marker pens, etc.) required to run the activities are available

For the expert

1. Be familiar with the methods employed by the school for dealing with violence and bullying
2. Be familiar with the local services and organisations providing support for victims of violence

MONITORING AND VERIFICATION

Monitoring and verification are critical to the project and are implemented in such a way as to measure the effectiveness, efficiency, relevance of and participants' satisfaction with the project itself.

The system developed for the Log-in project is both quantitatively and qualitatively complicated, with a variety of pre-project, during and post-project controls, along with statistical processing of all questionnaires collected in the four locations, for a total of 3,500 questionnaires.

The pre-project questionnaire checks the awareness and attitudes of the group in relation to gender stereotypes and violence.

The same questionnaire is completed at the end of the project to all groups, to check what they have le-

arned and how their attitudes and convictions have changed.

Their satisfaction with the project is tested with an assessment questionnaire.

Finally, a self-evaluation questionnaire is used to aid the experts in evaluating the level of achievement during the project itself, and to provide structured observations of the groups.

Further valuable materials for evaluating the qualitative effectiveness of the project are the videos, posters, cards, messages, slogans and so on produced directly and independently by the participants; analysing them enables one to understand their degree of learning, and the consolidation and sharing of the contents of the project.

For example, the appendix includes the questionnaires (pre- and post-project), the evaluation questionnaire and the experts' self-assessment questionnaire.



PRE TEST/POST TEST

School Class

Age

Female Male

What communications tools do you use habitually:

(more than one answer may be given)

- | | |
|----------------|--------------------------|
| [1] Facebook | [4] Instagram |
| [2] Twitter | [5] Whatsapp |
| [3] Foursquare | [6] Other (Specify |

Which communications tool do you use most frequently:

(1 answer only)

- | | |
|----------------|--------------------------|
| [1] Facebook | [4] Instagram |
| [2] Twitter | [5] whatsapp |
| [3] Foursquare | [6] Other (Specify |

In the following sections, please indicate your agreement/disagreement with the opinions given in the table

1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree

Circle the answer which best represents **your opinion** about the subjects listed in the tablea

		Strongly disagree	Disagree	Agree	Strongly agree	Not sure
1	Violence mainly occurs in relationships between adults, rarely in relationships between adolescents.	1	2	3	4	0
2	Women should be primarily responsible for bringing up children.	1	2	3	4	0
3	A man is responsible for supporting his wife and children economically.	1	2	3	4	0
4	If a relationship causes pain, then you are truly in love.	1	2	3	4	0
5	There's nothing strange in checking your partner's cellphone.	1	2	3	4	0
6	There is nothing wrong with talking badly about people if they behave badly, especially on new media.	1	2	3	4	0

PRE TEST/POST TEST

Indicate whether you think the following assertions are true or false by circling your answer.

1. Only physical abuse is real violence.

- True False

2. Shouting at one's partner continually is a form of violence.

- True False

3. Insults and humiliations are a form of violence.

- True False

4. Girls can also be violent towards their partners.

- True False

5. I run a greater risk of sexual violence from someone I know than from a stranger.

- True False

6. Violence is a loss of control.

- True False

7. A girl cannot change the violent conduct of her partner with tenderness and patience.

- True False

8. If you love someone, you must tell them everything and not hide anything. There's nothing wrong with spying on another person's cellphone.

- True False

9. Teasing someone does them no harm.

- True False

10. Violence is characteristic of certain social classes only.

- True False

ASSESSMENT QUESTIONNAIRE

School Class.....

Age

Female Male

Circle your feelings during this training activity
(up to 3)

Curiosity	Stimulating	Involvement	Relaxation	Happiness
Surprise	Independence and responsibility	Fun	Enthusiasm	Interest
Lack of interest	Disappointment	Dissatisfaction	Boredom	Tiredness
Stress	I re-evaluated by previous opinions	Under pressure	Lack of energy	None of the above

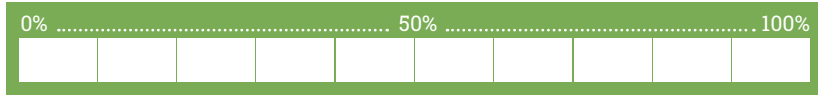
Express your degree of satisfaction with the course, and indicate whether you agree/disagree with the assertions in the following table. Note that 1 means TOTAL DISAGREEMENT while 5 means FULL AGREEMENT.

		TOTAL DISAGREEMENT				FULL AGREEMENT
1	The course satisfied my expectations.	1	2	3	4	5
2	The subjects it covered were very interesting.	1	2	3	4	5
3	The discussions dealt with issues which affect my everyday life.	1	2	3	4	5
4	The activities stimulated my wish to learn.	1	2	3	4	5
5	The activities encouraged active participation and expression.	1	2	3	4	5
6	I enjoyed the activities in which I took part.	1	2	3	4	5
7	The experts were very well prepared.	1	2	3	4	5
8	Sufficient time was taken for each session.	1	2	3	4	5
9	The expert was open to my questions and took time to answer questions in full.	1	2	3	4	5
10	The theoretical side of the course was covered in detail.	1	2	3	4	5

ASSESSMENT QUESTIONNAIRE

How did the workshop reinforce your knowledge and help you to understand gender violence?

Cross the segment of the assessment table to express your opinion.



1. What did you like most about the course?

.....
.....

2. What did you like least?

.....
.....

3. What do you think should be changed or improved?

.....
.....

THANK YOU!

EXPERT SELF EVALUATION

School Class.....

Boys n. Girsl n° Start date End date

Compilato da

ACTIVITIES

	Totally achieved		Partially achieved		Not achieved
1. The course was held for all its scheduled hours					
2. All subjects outlined in the training package were covered					
2.a Stereotypes and prejudices					
2.b Comprehension of the various types of violence					
2.c Comprehension of the connection between the medium and the message					
2.d Comprehension of the meaning of active citizenship					
3. Active participation of all participants					
4. The participants were interested in the project (they asked questions, made suggestions and requests even outside the classroom context)					
5. The teachers kept to their assigned role (as listeners/ observers).					
6. The classroom atmosphere was positive and promoted dialogue					

Which subjects were given most emphasis during the activities?

.....

General remarks

.....



**DENTRO SIAMO
TUTTI UGUALI...**



**IL SILENZIO AIUTA IL CARNEFICE MAI LA VITTIMA
FERMA LA VIOLENZA SULLE DONNE**

PROGETTO GRAFICO: ANTONIO DI MARCO BIANCHI



**INSIEME A
INTERNET
MANTIENI CONNESSO
IL CERVELLO!!**

PER IL PERICOLO IN RETE È NECESSARIO AVERE UN FIDELISSIMO: IL RISULTATO DI UNA RICERCA EFFICACE, SULLA SICUREZZA E SULLA PROTEZIONE DELLA VITTIMA.

**EXAMPLES OF ARTWORK
CREATED BY PARTICIPANTS**

The purpose of this guide is to provide the outline of a training course for adults (trainers, teachers and parents) to promote increased awareness of gender violence issues and about the responsible use of social networks and new media among young people. This latter aspect can be considered the ideal complement to the workshops run with young people as part of the Log In project

The project will create a series of workshops for adults in a variety of European countries, as a primary form of prevention of gender violence.

The material presented in the workshops is not to be taken as a rigid model, since one of the presuppositions of the project itself is the need for contextualisation. In other words, each local setting should be able to take ideas and methods from the guide and enrich and adapt them to local conditions.

Expert's qualifications

The expert or group of experts responsible for running the workshops must have expert knowledge of the following issues:

- Gender difference, gender, roles (understand culturally rooted gender differences, recognise sexual stereotypes, recognise their consequences including discrimination and violence)
- The various types of gender violence (understand the various types of gender violence: psychological, physical and sexual, and their impact on young people and adults)
- Young people and new media (familiarity with the major channels used by adolescents –social networks, video streaming, etc.)
- Privacy issues as they affect new

media.

If possible, it would be preferable to have a couple (man/woman; different generations, etc.) of experts to conduct the workshops, to testify to the potential for mutual enrichment in concrete terms.

The expert should also have experience in running group workshops, using dialogue and interactions. The workshops should be conducted using methods which are engaging and inclusive of the group as a whole.

Transverse competencies

Flexible	Inclusive
Creative	Humorous

Structure, duration and frequency of the workshops

We propose below a schedule for the workshops, consisting of 3 weekly or fortnightly sessions, to enable the participants to maintain their level of learning and enthusiasm. The sessions have been designed to be consecutive, each session exploits the knowledge and skills acquired in the preceding one.

Each session lasts for around two hours.

Numbers

The workshops should be attended by classes of 20- 25 students.

Due to the interactive nature of the workshops, smaller groups promote better participation and involvement.

Target

Mixed groups of men and women are preferable, with a mixed target of teachers and parents.

If one wishes to organise courses for teachers only, one or more sessions of the programme could be dedicated to specific activities for them to re-propose at work.

Proposed programme

The following proposal covers the activities for each session, with the approximate duration of each activity. This is merely a proposal; each expert will adapt the time and activities in a flexible manner, also in consideration of the degree of participation and discussion of each group.

In general, the following issues should be considered:

1. Education in the use of new media (positive potential and criticalities – potential consideration of legal aspects; potential consideration of assertiveness);
2. Stereotypes and prejudices:
 - Cultural consequences (sexism, homophobia, racism)
 - Behavioural consequences (bullying, cyber-bullying, gender violence)
 - Implications for the construction of identity;
3. Definition of gender violence (Istanbul Convention);
4. Examples of “innocent” conduct

linked to possessiveness and control;

5. examples of “virtuous” conduct: active citizenships and participation in gender violence issues (the role of the adult).

To monitor these activities, an initial assessment questionnaire will be provided to gather participants’ social and personal data, their awareness of new media and sensitivity to gender violence issues, and a final assessment questionnaire to check participants’ satisfaction with the course.

The duration of each course, according to this proposal, is 6 hours.

If the course is to be held specifically for teachers, a longer 12 hour course could be proposed (with 4 meetings of 3 hours each), in which part of each session would be dedicated to examples of classroom activities, and a final session as support for teachers in pedagogical programming (to identify activities and discussions for autonomous implementation and consider how to introduce the issue of gender violence into the curriculum).

SUBJECT MATTERS

First session	GENERAL THEME	OBJECTIVES
	Presentation of the expert Presentation of the project	To share objectives and understand methodologies
	How do young people use new media? How do adults use them?	To promote participation by all. To check awareness and opinions
	Rules of education	To share educational styles and reflect together on them
	Assertive communication	To acquire notions of assertiveness

Second session	GENERAL THEME	OBJECTIVES
	Stereotypes and prejudice	To unmask preconceived ideas
	Gender and sex (culture and nature)	To understand the definitions of and differences between sex and gender; to focus on what depends on the shared culture
	Sexism, racism and homophobia	To recognise the negative impact of gender roles; to understand the link between gender socialisation and power structures
	Definition of gender violence	To share the correct definition as set out in the Istanbul Convention
	The different types of violence	To recognise the various forms of violence (physical, sexual, psychological) as well as bullying and cyber-bullying
The right to be different; the right to live without discrimination	To reflect on the process of identity construction during adolescence	

Third session	TEMA GENERALE	OBIETTIVI
	The perception of violence by young people in their affective relationships	To understand what gender violence consists in among young people
	"Good boys and girls"	To recognise and understand examples of "innocent" conduct linked to possessiveness and control
	Legal aspects of privacy	To be aware of the right and obligation to privacy
Active citizenship	Positive examples of the use of new technologies	

CONCLUSIONS

The workshops run with young people in the various locations (Cyprus, Italy, Lithuania and Romania) have highlighted certain shared characteristics:

- the theoretical reference in gender thought which leads to projects to educate in difference and valorise it, to give meaning to the complexity and uniqueness of each individual;
- school as a primary location for effective awareness and prevention programmes in relation to issues such as non-stereotyped gender roles, mutual respect and sexual equality (as promoted by Art. 14 of the Istanbul Convention);
- methods of working which involve and valorise peer groups, promoting empathy and non-violent conflict resolution;
- networking with other agencies including associations, public institutions, schools and authorities, and youth centres, to implement integrated strategies and actions.

The lack of awareness among young people of the potentials and risks of social networks, and to what extent the cultural roots of stereotypes affect their choices, is sufficient for one to consider that initiatives like the present one, related to gender violence, are absolutely essential to offering young people positive models and tools for deconstructing stereotypes and prejudices and attempting to change the settings in which they live.

As regards the activities for adults, a difficulty common to all locations emerged - a difficulty in involving parents, possibly due to the widespread perception that parents' ability to educate their children has largely been negated by their children's peer groups. Another shared issue for the parents is an excessive concern about the potential risks of the internet, while they seem to be less aware of the dangers relating to gender violence and their adolescent children's affective relationships.

Both in Romania and Italy, the parents of younger boys and girls were more interested in the issues of sexism and gender stereotypes.

As regards the teachers, they proved to be highly interested in considering issues such as sexual equality, gender violence and bullying (including cyber-bullying), possibly because these issues are not yet covered by specific training. Finally, the Lithuanian experience in webinars (online seminars) is of considerable interest, with a large number of participants registering and taking part.