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## Youth for Love School staff training Toolkit

A toolkit for school staff and educators to support schools in  
preventing and managing School-Gender-Based Violence

**act:onaid**





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# ■ EXECUTIVE SUMMARY

Youth for Love is a two-year project implemented in four European countries: Italy, Belgium, Greece, and Romania. The project aims to **develop and test an integrated educational program targeting high-school students (14-17 years old) and school professionals, designed to raise awareness on gender-based violence prevention and management.**

The education system should, on one hand, empower students with the knowledge, skills, and resources to prevent and cope with GBV and, on the other hand, ensure that teachers and school staff are capable of offering a proper prevention and protection response, and referral in case of GBV. In this view, schools are key players and allies in the attempt to make gender inequality and GBV unacceptable among adolescents. This toolkit is one of the main instruments created to help boost the dissemination of the project and improve its sustainability.

**It provides theoretical and practical guidance to support school professionals in preventing, combating, and responding to school-related gender-based violence (SRGBV) among teenagers,** a complex and structural phenomenon with multiple forms and serious consequences. Other stakeholders, like educators or associations, could also take advantage of the instrument, to promote and organize similar programs in other formal or informal educational contexts.

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# INTRODUCTION

## Overview of the Youth for Love Project

Youth for Love is implemented within the legal and conceptual framework provided by the **Council of Europe Convention on preventing and combating violence against women and domestic violence (2011), known as the Istanbul Convention**. This is because the latter is the most far-reaching, legally binding instrument we have in Europe to prevent and combat multiple forms of violence against girls and women, and it has been ratified in all partner Countries. It is also because it acknowledges all these types of violence as violations of human rights, as forms of discrimination against girls and women; and as causes and consequences of inequality between women and men. And it requires State parties to proactively adopt the necessary legislation and a set of comprehensive and multidisciplinary measures to prevent violence, protect its survivors and prosecute its perpetrators, also targeting schools. In fact, the Istanbul Convention acknowledges the crucial role of schools in enhancing the promotion of 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, by offering teaching material adapted to meet the evolving capacity of learners, in formal curricula and at all levels of education (Art. 14).

Indeed, education plays a key role in challenging the negative social norms that drive gender-based violence. Teenagers have lower self-protective mechanisms and are particularly vulnerable to becoming perpetrators and/or victims of violent behaviours. Despite the fact that legislative initiatives have been taken in all EU Member States to combat violence and abuse, the adolescent years remain largely uncovered due to the lack of policies targeting this

age group and the fact that many of the actions implemented fail to integrate a gender perspective and do not consider the cultural contexts of reference.

**In this scenario, the objective of Youth for Love** is to develop, implement, and evaluate an integrated **high-school educational program in 4 European countries** (Romania, Italy, Belgium, and Greece) to contribute to the **prevention and combating of gender based violence among teenagers by providing support to and raising the awareness of both high-school students and education professionals** with regard to the existent, unacceptable consequences in SRGBV, and management procedures to be applied in gender-based violence cases.

**The project partnership is composed of the following European organizations:** ActionAid Italia (Italy), ActionAid Hellas (Greece), UC Limburg (Belgium), AFOL-Agenzia Metropolitana per la Formazione, l'Orientamento e il Lavoro (Italy), and CPE – Fundatia Centrul Parteneriat Pentru Egalitate (Romania).

### On a European level the project involves:

- **12 European higher education institutions** engaged in the development of educational tools and methodologies for the prevention and management of cases of gender violence;
- **1,200 students** participating in an educational and practical program to increase their awareness with respect to gender stereotypes and the different forms of GBV;
- **180 educators** and school staff trained and supported on issues related to gender violence and how to prevent it;

- **2 million young Europeans** reached by a massive communication campaign on gender stereotypes and GBV through a website and a webgame.

The main activities of the project are:

- The development of a **strong networking strategy at local, national, and European level** in order to involve stakeholders (schools, institutions, other organizations) who share similar approaches, to spread our impact, disseminate communication messages, and develop final recommendations.
- The construction and implementation of **tools validated by university researchers** (i.e. focus group and questionnaires) **to carry out school diagnoses** and assess what is needed to develop an educational programme and to measure the impact at the end of the intervention.
- The development of a **teen support programme and a related toolkit to be used in formal and informal educational contexts**: the programme is tested with students who are directly involved in activities focusing on the deconstruction of gender stereotypes and preventing gender-based violence. The programme promotes peer-to-peer activities in order to stimulate the actions of the school and the community, encouraging them to campaign on the issues raised.
- The development of a **training programme for school professionals** and a related toolkit: the training is implemented with the school professionals of all the schools involved to increase their awareness on gen-

der stereotypes and gender-based violence, provide them with practical tools to work on specific procedures for tackling GBV at school involving the whole educational community.

- The development of a **webgame**, available on the project website for free. Thanks to “Youth For Love – the Game”, young Europeans have the opportunity to step into the shoes of their peers and determine through their choices the stories of 8 different characters based on the themes of GBV, bullying and violence in general. Players become more aware of the importance of making the right decision at the right time and understand what to do to prevent bullying and promote the respect of human rights.

All the materials produced within the project are available for download in the section “Learn more” of the project website: [www.youthforlove.eu](http://www.youthforlove.eu).

The project is co-funded with the financial support of the Rights, Equality and Citizenship (REC) Programme of the European Union.

Duration: January 2019 – March 2021

## What Is the Aim of the Toolkit?

The toolkit provides **theoretical and practical guidance to support school professionals in preventing, combating, and responding to school-related gender-based violence (SRGBV) among teenagers**, a complex and structural phenomenon with multiple forms and serious consequences. Adolescents can experience GBV at school as victims, perpetrators, or bystanders. Schools can therefore cause severe distress to students, who are psychologically, physically, cyber shamed, harassed, bullied, assaulted, or abused. As confirmed by Unesco and UN Women, **school-related gender-based violence (SRGBV) affects millions of children, families and communities**. This violence also can have a serious impact on educational outcomes, with many students avoiding school, achieving below their potential, or dropping out completely.

**Schools have legal and ethical responsibilities to prevent SRGBV** and, whether it occurs within and/or outside their premises, they must always be properly equipped to manage it. In fact, **schools should be spaces where adolescent girls and boys feel safe because gender equality is fully promoted through prevention programmes and easy-accessible, child-sensitive, confidential procedures for reporting, responding to, and referring GBV cases**. Schools are indeed key players in the attempt to make gender inequality and GBV unacceptable among adolescents and are even more effective when they act in strategic partnerships with key local stakeholders.



## Who Is the Toolkit for?

The toolkit is for **teachers, principals, tutors, counselors, administrative/technical staff, and other relevant school personnel** who are responsible for ensuring an inclusive school environment that promotes positive and healthy models of behaviours and relationships. In order to properly prevent GBV among adolescents and ensure them access to protective measures, schools need to meet, at least, the following key criteria:

- They must have the **awareness, knowledge, and know-how** needed to enable school professionals to recognize SRGBV situations and cases;
- They must have the **power to take action** in cases of SRGBV, in the best interests of all parties involved;
- They must have **clear procedures and tools in place** to prevent and respond to SRGBV against adolescents.

**For prevention to be effective and for intervention to be prompt, teachers, principals, and school staff need to be properly trained and the school leadership must be involved.** If the school leaders are not on board, any type of training programmes, policies, and procedures run the risk of proving ineffective.

Schools, as well as public institutions and non-profit organizations working in the education sector, are invited to either use all or only part of this toolkit. They can in fact select the activities and tools that they consider most useful in their specific context. Implementing this training programme can help create healthier and safer spaces for all students, who can benefit from the training activities in the long-term, both at school and in life. Through the programme, teachers and school staff can increase their confidence and ability to act when faced with SRGBV cases, the management of which requires a high level of support and teamwork.

The Teachers' Toolkit also **encourages school professionals to further investigate the topics addressed in the training modules and to make the best use of the available community resources. In fact, it encourages a whole-school approach, strengthening the community role to support a joint, comprehensive, and consistent message to prevent GBV. Indeed, in the school area, real partnerships can be built with non-profit organizations and public institutions that are engaged in the field of GBV prevention and in the support and protection of GBV survivors.** Such community-based partnerships benefit all parties (i.e. schools, students, families, non-profit organizations, public institutions) and help share and consolidate knowledge and know-how that can have long-term positive effects on the lives of adolescents, soon to be adults.

## What Is Covered in the Toolkit?

The toolkit's contents build on the theoretical and practical knowledge and instruments developed through the Youth4Love research and activities, as well as the expertise of the project partners and the relevant stakeholders. The toolkit especially reflects what has been learned by schools with an extensive expertise in preventing GBV among adolescents and in managing SRGBV cases through prompt and clear intervention.

**The training programme intends to provide the participants with:**

- An **understanding of the key concepts** referred to by the project when referring to GBV and related phenomena in schools;
- The **knowledge of the root causes of GBV**, which lie in wide structural issues, social norms, deep-rooted beliefs and behaviours, and daily practices that shape gender identities, personal experiences, and inequalities;

- The **skills to properly assess and address GBV** cases involving adolescents;
- The **know-how to set up and manage efficient prevention and intervention systems** in schools.

The toolkit consists of **four distinct modules**, which include:

- Learning objectives
- Soft skills to develop
- Required materials
- Suggested preparation
- Detailed activities
- Additional content references
- Methodological approach
- Handouts

## The modules structure

### MODULE 1

#### Raising awareness about GBV and Gender Stereotyping among Adolescents

The module aims to make the acquaintance of the group of trainees, and more specifically with their skills, needs, expectations and concerns about recognizing, preventing, and addressing SRGBV cases at school. This module is crucial as it both sets the group's boundaries and creates an atmosphere of trust, which contributes to developing cooperative teamwork. The module intends to set a common theoretical reference framework and language concerning GBV-related issues. It raises awareness about GBV and gender stereotypes, the forms these may take, the ways they are perpetuated in school life and how they impact students. Through interactive activities, the trainees will also explore how access to basic human rights is influenced by power and privilege dynamics and socially-constructed hierarchies. This will help them reflect on the wide range of often invisible obstacles students may face as a result of their personal identities and life stories, which could highly impact, inter alia, their access to education, level of school performance, and vulnerability to GBV.

### MODULE 2

#### Deconstructing Misconceptions about GBV

The purpose of Module 2 is to raise awareness about the main misconceptions influencing a full and sound understanding of GBV and how these may affect the reporting, credibility, and quality of interventions in schools. The first part of the module explores the most common individual misconceptions, whereas the second part focuses on how they may limit the possibilities of preventing and tackling GBV cases. The module also aims to develop the participants' capacity to take appropriate action to manage SRGBV cases. The trainees will reflect on GBV as a globally widespread phenomenon marked by strong misconceptions that make its prevention and intervention complex to accomplish. Misconceptions have dramatic consequences. They make it difficult for GBV survivors to seek justice and to receive support to end their abusive situation. They also dilute the sense of responsibility of the players who should take action in GBV cases but, instead, often respond inadequately or fail to respond at all.

The first three modules should be considered compulsory in a basic training course on SRGBV. In addition, Youth for Love partners also suggest a fourth module, regarding the feminist leadership approach promoted by ActionAid International. This module could be used as an introduction to encourage school staff to share feminist and inclusive values in their daily life in schools, especially during lessons or school meetings.

**The modules can be adapted in different formal or non-formal educational contexts.** The teachers can easily customize the activities and tools to meet the needs of their students and to tackle the specific challenges facing their schools when attempting to build a safe and inclusive climate.

**However, these standards must always be embedded in the training programme and aims:**

- **Gender equality must be a cross-cutting principle** in all contents;
- **Gender stereotyping must be avoided** in all teaching materials;
- **Policies and procedures** must not be regarded as either strict or lax reference documents;
- **Proper communication** must be used to convey the contents;
- **Teams of school professionals** must be set up and these must work in the best interests of all students.

### MODULE 3

## Developing Comprehensive Policies and Procedures to Address GBV and Gender Stereotypes in Schools

This module provides teachers and school professionals with the skills to design and implement policies and procedures in collaboration with students to ensure a GBV-free school environment. In order to do so, the trainees will assess and, if necessary, improve the existing policies and procedures for preventing and addressing SRGBV and gender stereotypes in their schools. If no anti-SRGBV framework is in place, they will develop a proposal that could be discussed with the school leadership. The module's activities will help strengthen the co-operation among teachers and school staff that will lead to the establishment of a GBV-free environment, and to time-effective and efficient responses to SRGBV cases.

### MODULE 4

## Promoting inclusive and feminist principles in the school environment

The purpose of this Module is to start reflecting with school staff on Feminist principles as a positive and inclusive use of individual or group power to build a respectful and inclusive context for everyone, starting from the class and then the entire school. It aims to study in depth the framework and concepts of feminist values and feminist leadership, overcoming the idea that feminism is only an ideology, and to reflect on how to apply those principles at school and during lessons to encourage teachers, and then students, to become transformative feminist leaders: leaders who enable others to lead, building power with them instead of over them. The activities in Module 4 help the participants reflect both on personal behaviour and group dynamics, among teachers or among students, to strengthen cooperation and devise new practices for promoting feminist principles: self-awareness, self-care and caring for others, dismantling bias, inclusion, sharing power, making responsible and transparent use of power, accountable collaboration, respectful feedback, courage, zero tolerance.

## The Methodology of the Toolkit

The toolkit is developed around the **whole school approach** that involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and wellbeing, and the conditions that support these. A whole school ap-

proach recognises that all aspects of the school community can impact positively upon students' health, safety and wellbeing, and so on their educational development.

**The toolkit combines a wide range of interactive and co-operative learning methodologies and instruments**, including plenary and small group discussions, brainstorming

## Ethical Recommendations for Using the Toolkit

Addressing GBV in a school environment means acknowledging the complex interacting realities and identities of school figures, i.e. students, teachers, principals, tutors, counsellors, administrative/technical staff, other relevant school personnel, and families. All the specificities and needs of these groups must be taken into account when designing and carrying out an assessment for setting up a sound intervention system in schools.

When using the Teacher's Toolkit, the following minimum ethical recommendations must be borne in mind:

- **Mind the gaps.** For SRGBV prevention and case management to be efficient, teachers and school staff should be aware of gender as a significant factor impacting the process of education and consider it accordingly. Effective prevention and successful management of potential and actual SRGBV cases cannot be achieved if the process of education remains impacted by gender stereotypes, bias, and prescriptions!
- **Maintain confidentiality.** Remember that when we are managing SRGBV cases, we are entrusted to deal with personal data and very sensitive contents, which profoundly impact teenagers' lives in ways we may not even be aware of. When bringing up particular cases during training do not provide data that would make the persons involved easily identifiable and do not share any sensitive information you may gain outside the training room. The same principles apply when investigating and collecting information on a SRGBV case reported in your school.
- **Respect for each other.** GBV is both a public and a private matter. Each teacher or school professional in the room has their own individual perceptions and experiences related to violence. To support their ability to act in case of GBV in and around school for the benefit of all students, teachers should have a safe space during training in which they can ask questions, confront misconceptions, and gain a full understanding of the complex and multifaceted phenomenon of SRGBV. This cannot be achieved if the aim of the training is perceived as a punitive intervention.
- **Support cooperation.** Often teachers and school staff feel alone when dealing with a case of gender-based violence. Make sure that the training also upholds the establishment of a support system that is functional and beneficial to all those responsible for assisting students and preventing and managing cases of SRGBV.



sessions, case studies, active reviews and summaries, ice-breakers, Q&A sessions, presentations, debates, role rotation, experiential exercises. **These are not meant only to increase the school professionals' awareness and knowledge, but also to develop soft skills that are crucial in dealing with potential and actual SRGBV cases, namely interpersonal and communication skills, conflict resolution strategies,**

**group decision-making, leadership, teamwork, problem analysis, critical thinking.**

References to specific methodology (Reflection Action, Whole school approach, Theatre of the oppressed etc.) are provided in the "Methodological approach" section of each Module.



## How does the toolkit fit into an integrated programme on SRGBV?

The partners of Youth for Love **developed this training toolkit as part of a wider European educational programme to raise awareness, prevent and manage school-related gender based violence.** The toolkit dialogues with and integrates other guidelines or educational toolkits essential for covering and achieving specific activities: school diagnosis and need assessment, monitoring and evaluation, teen support program.

We therefore invite school staff, stakeholders and other interested parties to consult and use the following instruments before starting a complete intervention in a school or in other educational context.

**These resources are available on the project website [www.youthforlove.eu](http://www.youthforlove.eu) in English, Flemish, Greek, Italian and Romanian or by request to one of the partners.**

### School diagnosis Guidelines

The school diagnosis guidelines contain all the elements to support School staff or educators in **collecting, organizing and analysing important data and information before starting an educational programme on SRGBV, and in adapting the intervention to the needs of the specific school context.** Focus group have been developed to gain more info about students' and school staff members' perceptions of femininity/ masculinity, gender roles, sexuality, gender violence, cyber-bullying and harassment; formal and informal procedures already implemented in school in cases of gender based violence; levels of awareness regarding the topic, including mapping previous initiatives implemented in the school environment. In Module 1, when you read about school data and info, the partners refer to this kind of data and to those of the pre-questionnaires of the evaluation guidelines.

The guidelines are available in English, Flemish, Italian, Greek, and Romanian on the website.

### Evaluation Guidelines

Training, activities and programmes should always **incorporate an evaluation process in order to analyse and learn which elements have successfully achieved their objectives and which have failed their purpose, with a view to reflecting on, analysing and improving its effectiveness and efficiency.** In this toolkit, inside Module 3, the partners provide a suggestion for a specific participating session in which to discuss some elements directly with the trainees, regarding the following elements: achievement of the training objectives, quality of the training, quality of the methodologies and any needs for further investigation or improvement.

Alongside this activity, the partners developed two other instruments as part of the project's monitoring and evaluation guidelines:

1. One **pre and post questionnaire** for teachers and one for students to measure changes in the knowledge, attitudes, practices and behaviours related to gender-based violence and other forms of violence. The questionnaire uses mainly closed-ended questions including Likert-type scales and Multiple choice questions.
2. One **activity report** for facilitators to monitor and evaluate the progress achieved by the school staff group in terms of knowledge of the topic, the group's dynamics, the participants' attitudes towards training, soft skills improvement.
3. One **pre and post questionnaire** for students to evaluate the acquired soft skills

Both instruments are fully available in English, Flemish, Italian, Greek, and Romanian and can be requested from a Youth for Love partner.

### Teen support programme toolkit

The teen support programme toolkit is the tool developed in Youth for Love to **provide support to students in the prevention and combating of gender-based violence among teenagers**. It has three sections, organised in a framework of ten modules, each with specific contents, methodologies, and learning objectives. The first section focuses on raising students' awareness with regard to gender stereotypes and the way these can affect students, and then on dismantling them. The second section provides instruments for understanding, recognizing and managing different forms of violence, including gender-based violence and cyberbullying. The third section focuses on supporting students to identify safe and unsafe spaces in schools and their close environment, and learn how they can access the resources that exist in their schools, as well as in their local communities. The toolkit provides suggestions on instruments adapted to meet the needs of young people, as well as references to methodologies and contents.

The toolkit is available in English, Flemish, Italian, Greek, and Romanian on the website. A free printed copy is also available on request from partners.

### Peer to peer programme toolkit

The peer-to-peer programme toolkit is the tool developed in Youth for Love to **support students in carrying out campaigning, awareness and advocacy activities with their peers at school, to spread messages and contents related to SRGBV prevention and management**. The toolkit is designed to provide students with practical tools and strategies for organizing an activity, involving and managing peers and self-evaluating the soft skills developed during the programme.

The toolkit is available in English, Flemish, Italian, Greek, and Romanian on the website. A free printed copy is also available on request from partners.

### Communication

A **webgame** is the main tool developed in Youth for Love to reach European young people via a communication campaign. Thanks to **"Youth For Love – the Game"**, young Europeans have the opportunity to step into the shoes of their peers and determine, through their choices, the stories of 8 different characters related to GBV, bullying and violence in general. Players become more aware of the importance of making the right decision at the right time and understand what to do to prevent bullying and gender based violence.

The web game is available in English, Flemish, Italian, Greek, and Romanian on the project website. We suggest you play by mobile.

# MODULE 1

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## Raising Awareness about GBV and Gender Stereotyping among Adolescents

### Learning objectives

- To raise awareness on the different forms and features of GBV and gender stereotypes and ways they may take place in schools;
- To increase teachers' ability to recognize SR-GBV and gender stereotypes, as well as to understand the manifestations of privilege and inequality;
- To gather teachers' needs in terms of support and practical instruments to be discussed during the full training



## Soft skills to develop

Teamwork, critical thinking, empathy, communication.

### Required materials

#### Handout 1:

The Genderbread Person

#### Handout 2:

The Istanbul Convention

#### Handout 3:

The Power Walk

#### PowerPoint Presentations

on the project/initiative's aims and objectives (optional, recommended)

#### PowerPoint Presentations

on relevant data (optional, recommended)

Video projector



Markers



PC



Speakers



Post-it



Suggestions box



6 flipchart papers with terms written on it



Flipchart paper



## Suggested preparation

Make sure you check all the activities in detail and print the required handouts. Set up the room ahead of time: arrange the chairs in a semi-circle, with the facilitators' chairs up front, next to the laptop and the video-projector. Make sure everyone can hear and see the projections; speakers that ensure a good sound quality is highly recommended.

## Saying hello, introducing the facilitators and the main objectives of the project/initiative



The facilitators welcome the teachers and school staff and introduce themselves (i.e. professional background; expertise in educational projects with schools, teachers, and students; work on GBV prevention). The facilitators also provide **an introduction on the project or the action/initiative of which the training is part** (ideally both verbally and visually, through a PowerPoint Presentation). This introduction should inform the participants about: project/initiative objectives, project/initiative rationale (data supporting the project's needs at EU, national, and school level, if any), project/initiative activities to be undertaken in the school (involving students, teachers, and other school staff).

The facilitators will allow up to five minutes for teachers' **questions**, if any. Some people may not feel comfortable sharing suggestions or questions in front of the entire group. For this reason, facilitators are encouraged to provide a **Suggestion Box**, which will always be available for the participants to use during the training sessions. The questions and/or suggestions placed in the box will be addressed in the next session so not to disclose any sensitive contents, or the identity of their authors.



### Important points for facilitators (to keep in mind and/or to share with the entire group):

- **Confidentiality.** When introducing the progress of the project/initiative, facilitators should only provide general information (e.g. topics covered, number of modules carried out, etc.). No sensitive data resulting from the implementation of the program with teenagers or with other groups of teachers should be shared without their explicit consent.
- **Consent for data sharing.** The findings of any programme will only be disclosed to other training groups if a large consensus is achieved; teachers in training should also be informed that the results of the work with students are protected by confidentiality.
- **Ownership.** For the project/initiative to produce real change, teachers, principals, and other school staff should be on board and supportive; the project/initiative aims to create solid anti-SRGBV mechanisms and not merely to deliver awareness workshops in schools.
- **Partnership.** The role of the facilitators is to provide support for setting up strong anti-SRGBV mechanisms and not to point out flaws in the school system.

## Introduction of participants to the workshop, their concerns and expectations

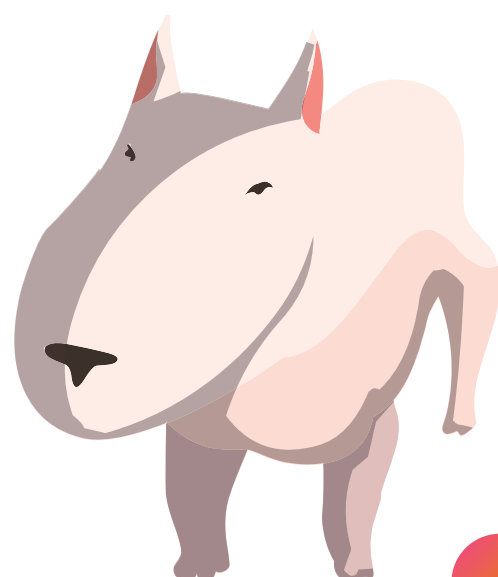


The facilitators will invite the teachers and school staff to **introduce themselves** (i.e. names, positions they hold, subjects they teach, years of teaching experience, etc.). Facilitators could also ask participants to mention the first things that came to mind when they heard about the project/initiative. This final question is exploratory and can provide useful information about the trainees' expectations as well as about issues and changes to be taken into account for the training (e.g. Did they regard the training as just another formal school requirement? Did they think it is useful? Did any specific needs, questions, concerns, cases, ideas come to mind?). The trainees' answers could provide valuable insights for the facilitators.

In the second part of the introductory activity, the teachers and school staff will be asked to **share their expectations (and potentially concerns)** related to the project/initiative and its topics. Expectations mainly reflect what the participants would like/think it would be useful to learn during the training, whereas any concerns mainly reflect what they think could negatively impact their process of learning. The facilitators will collect all the expectations and concerns on a flipchart and make sure that everyone has named at least one. The aim of the activity is for the facilitators to better understand the participants' needs, potential areas of frustration and also to clarify the training boundaries (i.e. the main focus of the training, the groups targeted, the issues addressed, etc.).

### Important points for facilitators (to keep in mind and/or to share with the entire group):

- **Time:** Make sure all participants are given time and space to express their expectations and concerns.
- **Additional questions:** Make sure you ask additional questions if their answers are expressed in very general terms only.
- **Underline common ground:** Make sure you point out common interests and/or concerns, if any. Pay special attention to the issues mentioned by several participants. Repetitions are not to be interpreted as conformity only, but could identify a significant area of intervention or interest for the entire group.







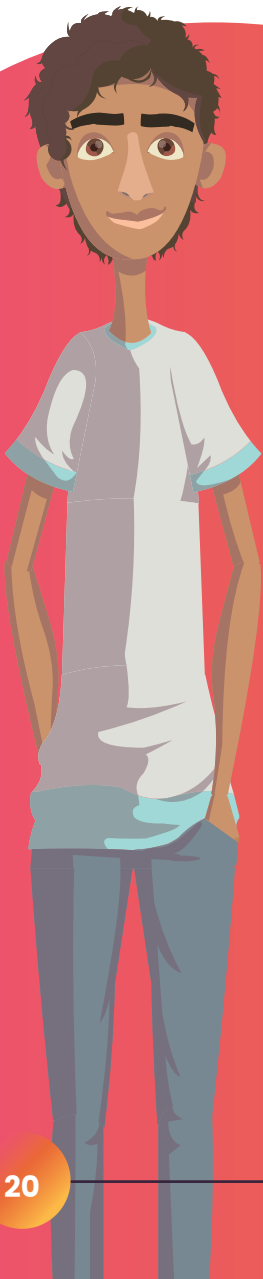
## Brainstorming about the group rules

The next step is for facilitators to invite participants to **brainstorm about the group rules**. Facilitators should state how important having rules is for the well-being of the group and for the efficiency of the work as a whole. All the suggested rules will be written on the flipchart by the facilitators. At the very end of the brainstorming process, once all the participants have expressed at least one idea, give each participant three stickers. Ask them to use the stickers to point out the three rules that are, in their opinion, the most important. During the break, reorganize and re-write the group rules on the flipchart, making sure they reflect all the participants' choices. Please keep the written rules posted on the wall during all sessions of the training process and return to them whenever necessary.

### Important points for facilitators (to keep in mind and/or to share with the entire group):

If not already mentioned by the participants during the previous brainstorming session, please make sure that the following two very important rules are on the list:

- **Confidentiality.** For the group to feel safe, participants need to maintain a certain level of confidentiality. Please make sure you point out the fact that participants can discuss their training experience outside the group, but that they always respect the privacy of other participants, avoiding the common consequence that each experience taken out of context could be altered or misinterpreted.
- **Supporting each other.** Often competitive behaviours may appear in groups of teachers and school professionals, as in any other group of co-workers. If needed, ensure that you underline that sharing opinions like: "Students are so well-spoken and polite in my class, I don't understand why they are so different in your class" is counter-productive and encourages division and shaming. Please clearly state that coherent violence prevention and intervention strategies can only be implemented by a group of school professionals working as a team.





## What are we dealing with?: defining terms



40 minutes

After deciding on the group rules, the facilitators will introduce the contents of the project/initiative, by deepening participants' understanding of the most important terms to be used. Facilitators should initiate the discussion by mentioning that many times we operate with concepts that we do not all understand in the same way. The activity focuses on supporting the group to reach a common understanding of the main concepts we will use during the training modules and during the project/initiative implementation as a whole. The activity will consist of two phases.

**Phase 1.** The facilitators will provide all participants with printed copies of *Module 1 Handout 1 – The Genderbread Person*. At first, only give participants the first page of the handout and ask them to match the terms on the right side with the category they consider the terms belong to. Allow 3 minutes for this part of the exercise. Then, provide participants with the second page of the handout and ask them to compare their results. Provide all required clarifications and answer the participants' questions.

**Phase 2.** The participants will be divided into 6 groups (facilitators will decide on the specific method) and the facilitators will ask them to write down a brief definition of the following terms:

- Sex
- Gender
- Gender stereotype
- Sexual harassment
- Gender-based violence
- Cyberbullying

Including all six terms is **mandatory** for this phase of the exercise. Optionally, the facilitators may decide to introduce more terms that they consider useful to define, such as, for example, specific forms of violence (e.g. psychological, physical, economic, etc.), gender identity, sexual orientation, and so on (See Module 1 – Handout 2).

The facilitators will provide each group with a starting flipchart paper, with one term written on it. The group members are asked to discuss and write down a definition for the term on their paper. Facilitators should allow a maximum of 5 minutes for this part of the exercise; then, the participants move on to the next paper, replacing the group that was

previously in charge of that term. Everyone should contribute to each paper (group 1 moves to the paper of group 2, group 2 moves to the paper of group 3, etc.). The facilitators will provide the participants with 15 more minutes to cover all the papers and include additional information and perspectives. After completing the whole journey, the groups will go back to their initial papers, read the definitions out loud and compare them with those included in the Istanbul Convention. The facilitators should then draw conclusions based on the work done, while also providing a brief introduction of the aims and scope of the Istanbul Convention. Print and distribute Module 1 Handout 2 – The Istanbul Convention. Please make sure the participants leave the room with a clear understanding of the concepts and also provide space for questions and concerns, if any. Facilitators may facilitate the raising of issues or doubts with the help of the following guiding questions:

- Were you aware of the differences between sexual orientation, gender and sex? Do you think your students are aware of these differences?
- Were you aware of the existence of different forms of violence? Are you able to talk to your students about these topics? Do you see any problems in tackling these contents in your class?
- Does the exercise mirror the society and the intersectionality of each person? Which kind of problems do you envisage linked to this?

### Important points for facilitators (to keep in mind and/or to share with the entire group):

- **Underlining what is left out when defining terms.** Please use the participants' work to underline important aspects that usually arise when tackling the subject of violence in general and GBV specifically. Are we aware of all types of violence? Do we use misconceptions when defining terms? Are some forms of violence given more visibility than others?
- **Provide clarity.** To enable the participants to refer to the relevant definitions during and after the project/initiative implementation, please provide them with printed handouts with all the definitions discussed during the exercise.

## Break



## Relevance of the project/initiative for schools



Once the definitions are clear for everyone, the facilitators provide the participants with relevant data on school related gender based violence with a Powerpoint presentation. The collection of data should include:

- International and national data on GBV, taken from relevant research project or national statistics;
- Context-specific information and data (Main findings collected in the school context by the Diagnosis and evaluation activities, especially Focus group and baseline questionnaires to both students and teachers, as referred in the paragraph "Youth for Love instruments").

The facilitators allow space for discussions and reflections: are there some forms of violence that seem to be more widespread or easier to identify? Are there others that are less visible or less recognizable? Why? Provide official statistics to allow teachers and school staff to see differences or similarities with school data. Use this presentation in relation to the previous exercise and to the experience of defining concepts: are there any similarities? Do the needs expressed by the participants in the room match those revealed by the School diagnosis and baseline? Are there any significant differences?



## Multiple identities, privileges, and discrimination. The Power Walk



Once the key-concepts have been shared, the facilitators provide the participants with the opportunity to reflect on multiple identities, privileges, and discrimination through **The Power Walk**. The facilitators will ask all participants to line up in the middle of the room and invite them to take two minutes to read the identity card they have received. They should ensure that everybody understands their assigned profile and ask them not to share it with the others. Then they inform the participants that they will read out a set of statements and the participants should consider whether to take a step forward if they consider it to be in line with their profile or a step back if not. The statements will be read out one by one. Once all the statements have been read out, the facilitators ask the participants to reflect on their current distance from each other and from the finish line (marked on the floor at the opposite side of the room). Then they ask those farthest away from the finish line to reveal their identities and share how they felt when they took steps forward or backward during the walk. Then, the whole group sits in a circle and the facilitators stimulate a group discussion on the main comments that have arisen.

If the group has a hard time starting the discussion, the facilitators can ask the following questions:

- Why do you think you ended up in different spots of the room even though you all started from the same point?
- The game has highlighted different forms of discrimination: what are they? How did they affect each identity?

The facilitators so highlight that each individual may have some privileges but may also face forms of discrimination, depending on specific factors that influence the power dynamics within society. In fact, people may be subject to discrimination because of their gender, sexual orientation, age, class, ethnicity, nationality, religion, physical and mental abilities, socio-economic status, cultural background, political opinion, and so on. In many cases, individuals are discriminated against on the basis of multiple intersecting factors.

### Important points for facilitators (to keep in mind and/or to share with the entire group):

**Connect the dots.** Encourage the group to identify the links between the findings of the Power Walk and the reflections on the key definitions discussed in the first part of the Module. Introduce “multiple discrimination” as an important concept for discussion, especially with regard to its significant impact on the possibility to move forward, notably for those subject to unfavourable conditions. Make connections between the exercise and other important aspects concerning school participation: who is represented in the manuals and school curricula? Who is invisible? What kind of conclusions could students draw from the existence of stereotypes in the school environment? Does the situation impact their level of trust towards the school? Does it expose them more to GBV and other forms of violence? Does it impact the degree of reporting SRGBV cases?

To organize the activity, please select your profiles using one of the two options provided in *Module 1 Handout 3 – The Power Walk*.



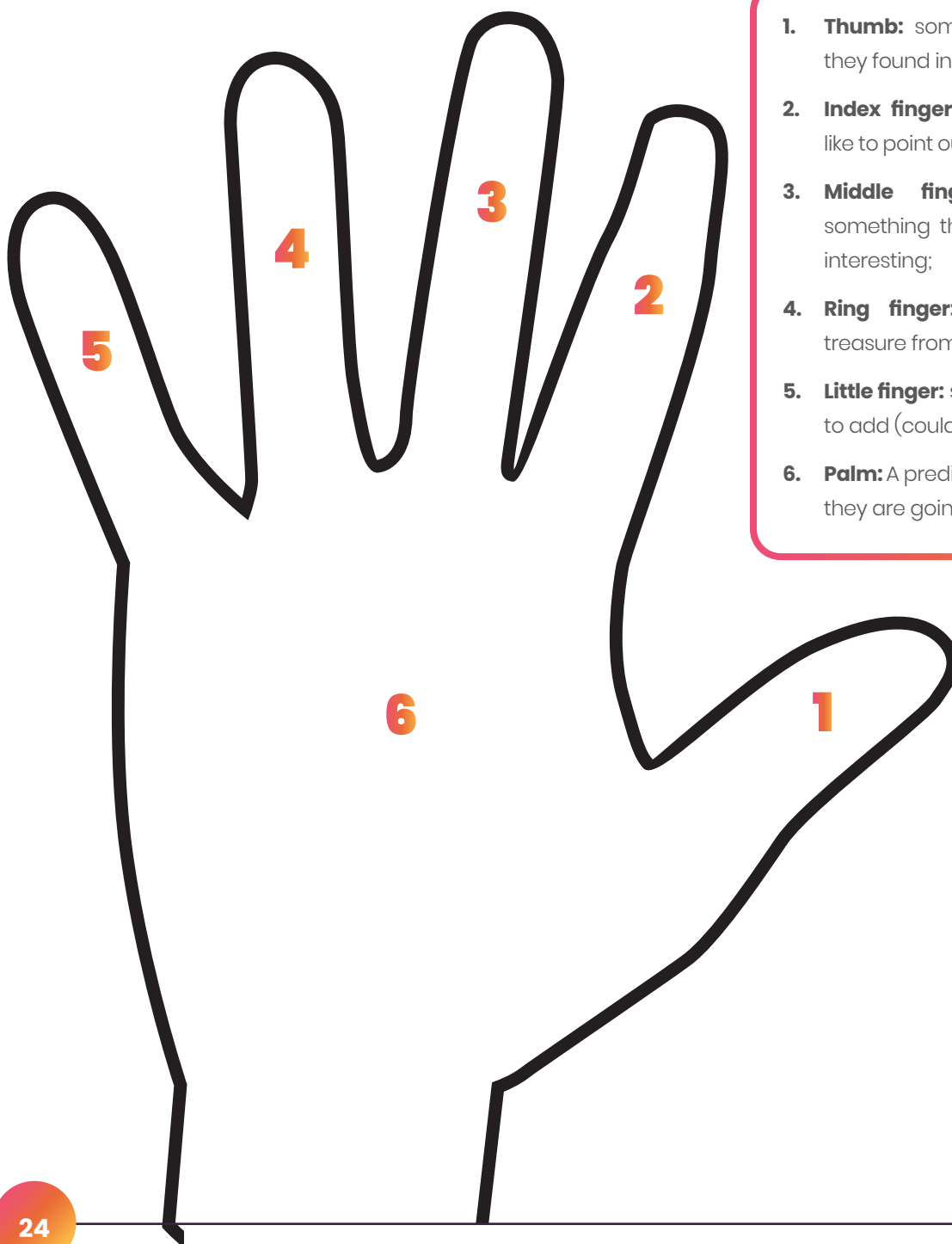
## Reflection on and ending of the first module

Facilitators will stimulate a brief recap of the topics covered and results achieved, providing the opportunity for comments and questions.

To facilitate the final reflection and an evaluation of Module 1, the facilitators could use the “Hand evaluation”. Facilitators give participants a piece of paper and access to pens.

They ask to participants to draw around their hand, and record the following on the fingers of their hand:

After collecting the drawings, the facilitators will then close Module 1, making sure to announce when the Module 2 will take place and the issues that will be addressed and informing the participants that there will time at the beginning of the Module 2 to tackle their personal final reflections and suggestions.



1. **Thumb:** something good, something they found interesting;
2. **Index finger:** something they would like to point out (could be good or bad);
3. **Middle finger:** something bad, something they did not enjoy or find interesting;
4. **Ring finger:** something they will treasure from the Module;
5. **Little finger:** something little they want to add (could be good or bad);
6. **Palm:** A prediction for the future – What they are going to do next time?

## Additional content references



Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention, full text, English)  
<https://rm.coe.int/168008482e>

The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention): Questions and answers  
<https://rm.coe.int/istanbul-convention-questions-and-answers/16808f0b80>

European Institute for Gender Equality (EIGE)  
<https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence>

FRA – European Union Agency for Fundamental Rights  
<https://fra.europa.eu/en/data-and-maps/violence-against-women-survey/survey-information>

Unesco – UN Women  
<https://unesdoc.unesco.org/ark:/48223/pf0000246651>

The Genderbread Person  
<https://www.genderbread.org/>

The Genderbread Person Worksheet  
<https://www.genderbread.org/resource/genderbread-person-v4-0-worksheet-fill-in-the-blanks>

### Methodological approach

Feminist leadership approach  
Reflection Action  
Cooperative learning

## MODULE 1

Handout 1

# The Genderbread Person

Any doubts about combinations?  
See the solutions on page 36



Homosexual

Transgender

Woman

Transsexual

Male

Heterosexual

Cisgender

Man

Lesbian

Gay

Female

Bisexual

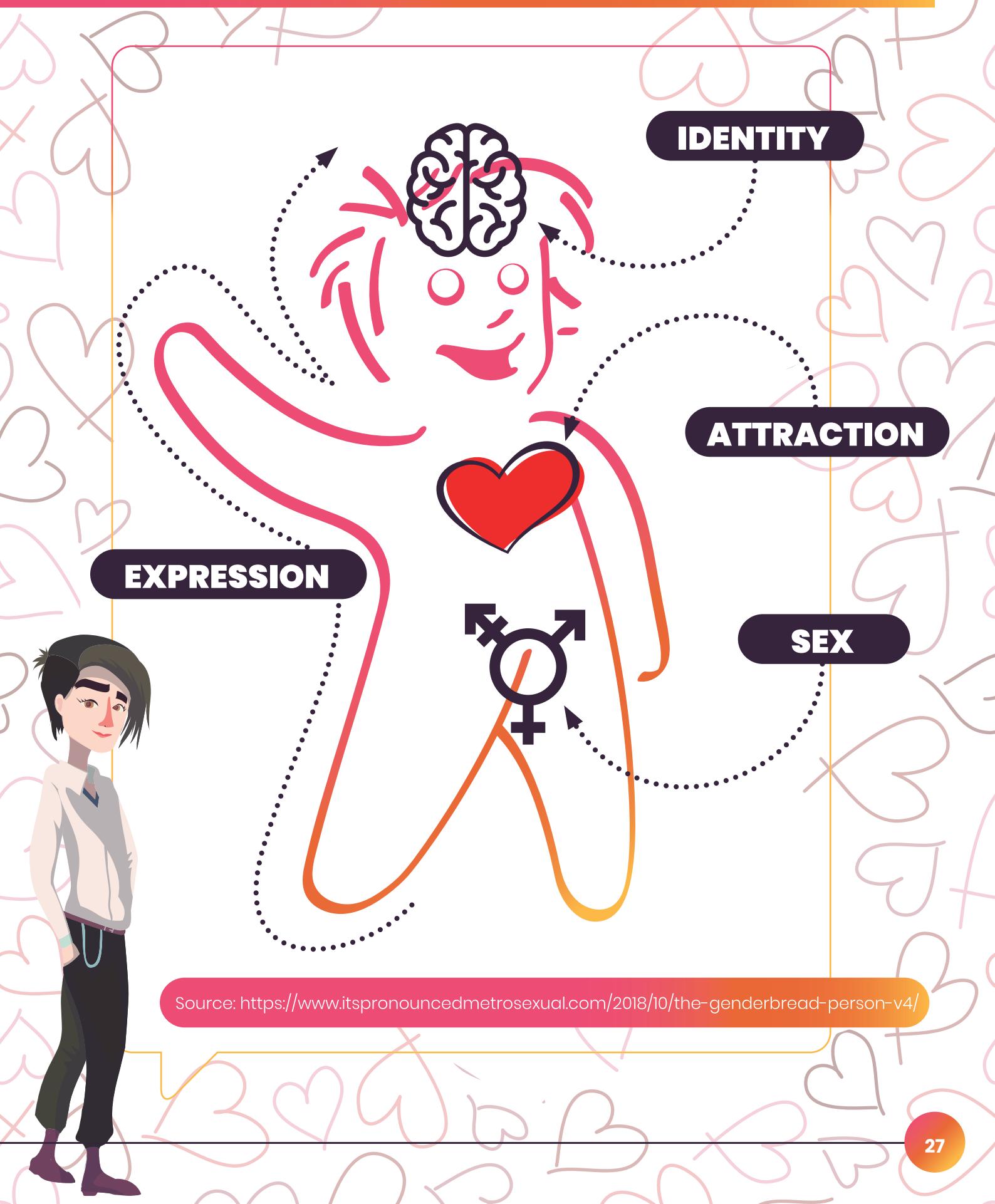
Intersex

Asexual

**SEX**

**SEXUAL  
ORIENTATION**

**GENDER**





## MODULE 1

### Handout 2

# The Istanbul Convention

**What is the Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul, 11.5.2011)?**



**1**

It is the first legally binding treaty in Europe that criminalises multiple forms of violence against women, including physical and psychological violence, sexual violence, economic violence, sexual harassment and rape, stalking, female genital mutilation, forced marriage, forced abortion, and forced sterilization.

**2**

It is widely recognised as the most far-reaching legal instrument to prevent and combat violence against women and domestic violence as a violation of human rights, a form of discrimination against women; and a cause and consequence of inequality between women and men.

**3**

It requires State parties to adopt the necessary legislation and a set of comprehensive and multidisciplinary measures in a proactive fashion to prevent violence, protect its victims/survivors, and prosecute perpetrators.



## Key definitions from the Council of Europe Convention on preventing and combating violence against women and domestic violence

**“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. (Art. 3)

“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. (Art. 3)

**“Gender”** shall mean the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men. (Art. 3)

**“Gender-based violence against women”** shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately. (Art. 3)

**“Women”** includes girls under the age of 18. (Art. 3)

**“Sexual violence, including rape”** (Art. 36):

- 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.

**“Sexual harassment”**: 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. (Art. 40)

**“Psychological violence”**: The intentional conduct of seriously impairing a person’s psychological integrity through coercion or threats. (Art. 33)

**“Stalking”**: The intentional conduct of repeatedly engaging in threatening conduct directed at another person, causing her or him to fear for her or his safety. (Art. 34)

**“Physical violence”**: The intentional conduct of committing acts of physical violence against another person. (Art. 35)

**“Forced marriage”**: The intentional conduct of forcing an adult or a child to enter into a marriage; the intentional conduct of luring an adult or a child to the territory of a Party or State other than the one she or he resides in with the purpose of forcing this adult or child to enter into a marriage. (Art. 37)

**“Female genital mutilation”** (Art. 38):

- 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 of the acts listed in point a;
- inciting, coercing or procuring a girl to undergo any of the acts listed in point a.

**“Forced abortion and forced sterilization”** (Art. 39):

- 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.

## Additional definitions used in the Training Modules

### School-Related Gender-Based Violence

Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics. SRGBV violates children's fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives. Experiencing SRGBV can compromise a child's well-being, their physical and emotional health, as well as harming their cognitive and emotional development. Evidence suggests that SRGBV can also have long-term and far-reaching consequences for young people who have witnessed such violence, as they may grow up to repeat the behaviour that they have 'learned' and to regard it as acceptable. (UNESCO, UN Women, Global Guidance on Addressing School-Related Gender-Based Violence, 2016, p. 13).

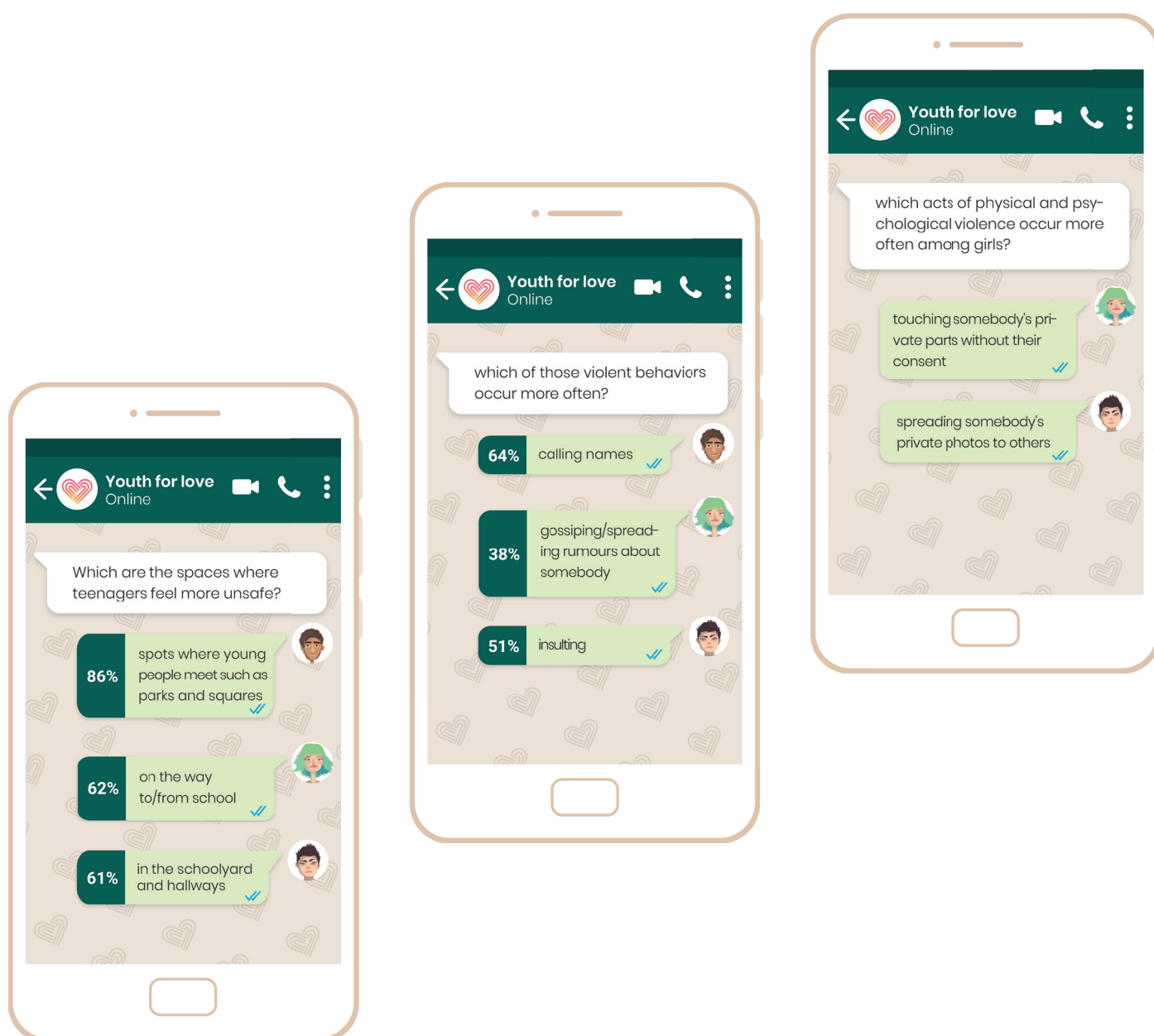
### Cyberbullying

Bullying carried on through modern information technologies (e.g. social media, email, mobile phones, etc.) using videos, photographs, drawings, chat, to promote the humiliation of the victims. The different level of power is given by the technological capability of the aggressor to produce a "content" that can reach (potentially) billions of users at the same time. Cyberbullying does not depend on the personal characters, implies an insensitivity toward the social disvalue, can become a multiplier for crimes like defamation and due to the technological means it is hard to identify the active subject. (EU-funded project "From Peer to Peer", Baseline Study on State of Art on Bullying in Europe, 2018, p. 5)



## Bullying

Repetitive, prolonged form of aggressive and/or violent behaviour towards one or more persons against their will (for example, due to their race, cultural background, religion, socio-economic class/status, language, political opinion, physical appearance or abilities, body size, intellectual abilities, gender, age, sexual orientation, etc.) and with the aim of harming, hurting, intimidating, humiliating, excluding, isolating, discriminating against or oppressing the target or targets of bullying. Bullying behaviour has a social function, resulting from and/or to establish an imbalance of power within a social group, classroom and/or community. It has the aim to establish a hierarchy of power relationships within a society, group, classroom and/or community, where a person or a group of persons establishes his/her/their position of power over others. The imbalance of power is usually directed to others in a more fragile situation and therefore the possibility of the more fragile one to respond is invalidated. (EU-funded project "From Peer to Peer", Baseline Study on State of Art on Bullying in Europe, 2018, p. 4)



**MODULE 1**

## Handout 3

**The Power Walk****Intro**

Please take a close look at the profile assigned on your paper and try to silently reflect on the following questions, taking a minute to develop a clearer identity in your mind:

What would that person be like? What would the person like, dislike? What is s/he enthusiastic about? What are her/his fears? What about her/his dreams and desires?

How do you think childhood was for her/him? What type of housing did s/he have? What types of games was s/he playing as a child? What types of toys did s/he have?

What types of job did her/his parents have? What type of job does s/he have?

What is her/his current life like? What does a regular day look like for her/him? What about her/his spare time? What is her/his lifestyle? Where does s/he live? How much money does s/he make per month?

**Profiles****FANTA**

You are called Fanta and you are a 30-year-old man. You were born in Gambia, where you studied to become a lawyer. Now you live in the South of Italy and work in agriculture, picking fruits and vegetables.

**ANNE**

You are called Anne and you are a 45-year-old woman. You live in a beautiful flat in the centre of London with your husband and 3 children. You have a good job in the financial sector and work for at least 10 hours a day, while your children stay with a nanny with a migrant background.

**VICTOR**

You are called Victor and you are 70 years old. You have worked all your life and your wife died a few years ago. You don't have any children. Since you retired, you have been struggling to make ends meet and you often have to go to the food bank of your neighbourhood.

**MAYA**

You are called Maya and you are a 16-year-old teenager. You are studying in high school and you are a climate activist in the Fridays for Future movement. You enjoy going out with your friends in the evening. This summer you will participate in a European youth exchange in Turkey focused on youth participation and climate change.

**ZEINAB**

You are called Zeinab and you are a 30-year-old woman. You have a PhD in Physics from the University of Tehran. Once you had completed your studies, you didn't find a job because of the discriminatory laws for women in your country.

**JOSEPH**

You are called Joseph and you are a 40-year-old-man from Uganda. You have a small shop in Kampala, the city capital, and you live alone. Your family is pressurising you to get married but you don't want to since you are not attracted to women. Homosexuality is illegal in your country.

**ALICE**

You are called Alice and you are a 27-year-old woman. Five years ago you had a huge car accident and you lost your legs. Even though in the beginning it was hard, you didn't give up and now you are the captain of the national Paralympic basketball team.

**PRECIOUS**

You are called Precious and you are a 17-year-old African-American girl. You live in the suburb of Ferguson, Missouri, and dropped out of school at 14 after your brother was killed by the police. Your mother has been struggling with depression ever since and now you have to take care of your younger siblings.

**INES**

You are called Ines and you are an 18-year-old woman. You were born in Italy, where your parents arrived from Peru before you were born. This year you can finally apply for Italian citizenship having officially been a foreigner in the country in which you were born and where you have lived all your life.

**PAUL**

Your name is Paul, you are 40 years old and live in Berlin, where you work for a communications agency. You are gay and very active in the LGBTIQ+ movement.

**ADRIAN**

Your name is Adrian and you are a 10-year-old Roma boy. You don't like school because all other children mock you all the time by calling you "gypsy" and you often fight with them because of this. Next year you would prefer not to go to school at all.

**ALINA**

Your name is Alina and you are a 60-year-old woman from Ukraine. You live in Italy, where you work as a live-in nurse for an old lady. You send most of your money to your family in your country of origin and work most of the time, you are only off-duty for 3 hours a week.

**ANAPaula**

Your name is Ana Paula and you are 15 years old. You live in a favela in Rio de Janeiro with your family. At 14 you dropped out of school to help your family and now you work in a factory, where you often do night shifts. You don't have a car and you move around using public transport, which does not regularly serve the favelas.

**RAMONA**

Your name is Ramona and you are a 30-year-old transgender woman. You live in Rome and have a master's degree in Economics. You haven't seen or talked to your parents for the last 10 years because they don't accept your gender identity. You also have a hard time finding a job, even though you graduated with honours.

**SOFIA**

Your name is Sophia and you are a 24-year-old woman from Greece. You recently graduated from university and still live with your parents. You have a boyfriend and would like to move in with him but you both don't have a job and can't afford to pay rent.

**ENRIQUE**

Your name is Enrique and you are an 8-year-old boy from Brazil. You love to go to school. Even though your family is poor and an extra income would have been useful, your parents decided to invest in your education. You dream of becoming a doctor or a lawyer.

**CLAIRE**

Your name is Claire and you are a 38-year-old woman from Belgium. You have been doing the same job for the last 10 years and have a 3-year-old child. You and your partner would like to have another child but you fear that this wish might be an obstacle for your career.

**RAQUEL**

Your name is Raquel and you live in the suburbs of Barcelona. At night you don't feel safe going home alone. You don't have a car and you are saving money to buy a flat. You can't afford a taxi whenever you go out. For this reason, if none of your friends can take you home at night, you spend the night at a friend's place.

**ANITA**

Your name is Anita and you are a 37-year-old woman. You are a housewife, married with 2 children. You often feel lonely: your husband doesn't accept your independence and, step-by-step, he has pushed you not to see your friends anymore. You think you must tolerate your husband's behaviour in order to support your kids and keep the family united.

**ANNADA**

Your name is Annada and you are a 45-year-old woman from India. You are part of the Dalit caste (the "Untouchables"). In the last 25 years, with your family you have farmed a small piece of land close to your home, but you don't have any property rights. You fear that the government might make you leave the land since you're regarded as illegal occupants. In your community women rarely inherit land.



## Situations

If you have studied or can study until the age of 15, please take a step forward, if not, take one step back.

If you can choose freely to move to another country, please take a step forward, if not, take one step back.

If you think that having a child will not influence your professional career, please take a step forward, if not, take one step back.

If you think you will have the right to an inheritance after your parents die, please take a step forward, if not, take one step back.

You do not want a child. If you can convince your partner to use a contraceptive, take a step forward, otherwise, take one step back.

You do not like washing dishes and there is a pile of dishes to wash. If you do not need to wash these dishes yourself, take one step forward, otherwise, take one step back.

If you are allowed to marry the person you love, please take a step forward, if not, take one step back.

You are walking back from your place of work after dark; there are police officers at the corner of your house. If you can approach them without fear, please take a step forward, if not, take one step back.

If you feel safe walking alone at night, please take one step forward, if not, take one step back.

If you can ride a bike or drive a car to go to work and do your daily errands, please take a step forward, if not, take one step back.

If you can go to the swimming pool with your friends on a hot day, please take a step forward, if not, take one step back.

If you have never been discriminated against because of your gender identity, please take one step forward, otherwise take one step back.

If you can afford to pay all your expenses without having to ask somebody else for support, please take a step forward, otherwise, take one step back.

If you have never been sexually harassed, please take one step forward, if not, take one step back.

If you can access a building without having to think about architectural barriers, please take a step forward, if not, take one step back.



## Final

*How did you feel when you were stepping forward?*

*And when you had to take a step back? Which were*

*the situations that allowed you to move forward?*

*What about those that require you to move back?*

*For those of you who moved forward very little, what*

*do the situations when you could actually go forward have in common?*

*For those of you making quick progress, when did you start*

*noticing others were not moving as fast as you were?*

*Did anyone feel numb, helpless?*

*Are you able to guess other people's profiles?*

*How easy or hard was it to adjust to your assigned profile?*

*How did you imagine the person behind this profile?*

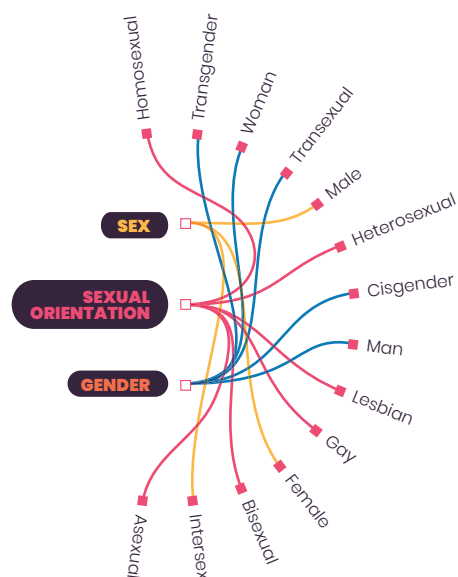
*Does the exercise mirror society? How?*

*What are the human rights at stake for each of these*

*profiles? Did anyone feel like they had no rights?*

*What steps could be taken to reduce inequalities?*

## Solutions Handout 1





NOTES

# MODULE 2

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## Deconstructing Misconceptions about GBV

### Learning objectives

- To raise participants' awareness about the main misconceptions impacting the understanding of GBV and affecting the reporting and quality of interventions;
- To develop participants' ability to find new ways of taking appropriate action in cases of SRGBV.



## Soft skills to develop

Teamwork, critical thinking, empathy, communication.

## Required materials

### Handout 1

Case study description format

### Handout 2

Case studies

### Flipchart papers

with misconceptions written for each group

### PowerPoint Presentation

on relevant data concerning the reality behind misconceptions (optional, recommended)

**Newspaper/magazine collage**  
(optional, recommended)

### Case studies

(optional, recommended)

video projector



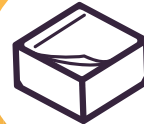
PC



Markers



Post-its



speakers



Puzzle pieces (for icebreaker 1)



Cutia cu sugestii!



rope (for icebreaker 2)



candy (for icebreaker 3)



Eggs (for icebreaker 4)



Lego pieces (for icebreaker 5)



## Suggested preparation

Make sure you check all the activities in detail and print all the required handouts. Set up the room ahead of time: arrange the chairs in a semi-circle, with the facilitators' chairs up front, next to the laptop and the video-projector. Make sure everyone can hear and see the projections; using speakers that ensure good sound quality is highly recommended.

## Saying hello, introducing the main objectives of the workshop



The facilitators welcome the participants and introduce the main topics, activities, and the timeline of the day. A brief recap of the previous session should also be done, especially highlighting the links with the goals and contents of Module 2 and taking into account the analysis of the findings of the personal reflection activities. The facilitators will also allow time for questions and comments. Finally, the facilitators remind the group of the group rules written on the flip chart from the former session and the possibility of using the Suggestion Box.



### Important points for facilitators (to keep in mind and/or to share with the entire group):

As the training develops, it is very important to carefully observe the ethical guiding principles. Please keep confidentiality, consent for data sharing, responsibility, and partnership in mind as essential principles for learning. Make sure these principles are integrated into the group work.

## Setting up the stage for good group work Ice-breaking



Facilitators will choose one of the following ice-breakers, setting the stage for good group work. Facilitators should pick the exercise according to what they consider would work best for the group.

### OPTION 1

In preparation for the module, the facilitators select a significant image of the school (e.g. logo, main entrance, public event, etc.) or of the participants, print it on thick paper, and cut it in the shape of a puzzle. The participants are then seated in groups and asked to complete the puzzle as quickly as they can. However, there is a catch: 1 or 2 pieces of their puzzles are in the other teams' bags of puzzle pieces. To complete their puzzle, they will need to recover the missing pieces as soon as they can. Also, all their small puzzles, when put together, recreate a bigger picture, making it comple-

te. If creating the puzzle is too complicated, facilitators can also use real puzzles. The meaning of the exercise is to initiate a discussion about the need to cooperate, to act as a group and to rely on each other to complete or effectively manage a complex task or situation. We can then draw a parallel between this situation and the context in which they need to respond to a potential situation of SRGBV happening in their school: how do they act? Do they support each other? Do they share their resources? Do they send out a common message concerning SRGBV?

**OPTION 2**

The facilitators involve participants in a “name game” using a rope. The latter will be passed from one participant to another, one by one (the final figure should look like a web, where all participants are interconnected using the rope). The person receiving the rope will share their name and an activity they really enjoy. After the first round of names and pleasant activities, they will have to do the game in reverse and all of them, one by one, starting with the last person from the first part of the exercise, will throw the rope back at the person who initially gave it to them, saying their name again and sharing one thing they really dislike. The second part of the game can be fun, as they have to navigate in between the web of rope, go under and over it, etc. At the very end, the facilitators may comment on how, in the second part of the exercise, the participants helped each other navigate through the web of rope. If there are participants with mobility issues, either make sure you start with them at the beginning of the exercise, so they will not have to move as much, or pick another icebreaker for the group.

**OPTION 3**

The facilitators organize a Treasure Hunt. Participants are divided into 3 groups, the green, red, and yellow teams. Each group gets an initial instruction card, with indications on how to go to the first spot (for example find the clue under a white surface). At that first spot, they will find instructions related to where to find the second spot. Instructions are written on a paper with the colour of the team on it, so that they don't accidentally find the instructions of another team and use it as if it were theirs. At the second spot, they find the instructions for the spot where the treasure is hidden. This time, instructions will come in the form of a photo of the spot (we can use the photo of a door, for example. Facilitators should use their creativity and adjust the exercise to suit) cut into small pieces. Each group will have some of the pieces, so they need to connect all of them to find the spot. At the final spot (it could be for example the back of the door of the room we are in) they find the treasure, which could be candy for everyone and a paper with the word “Collaboration” written on it.

**OPTION 4**

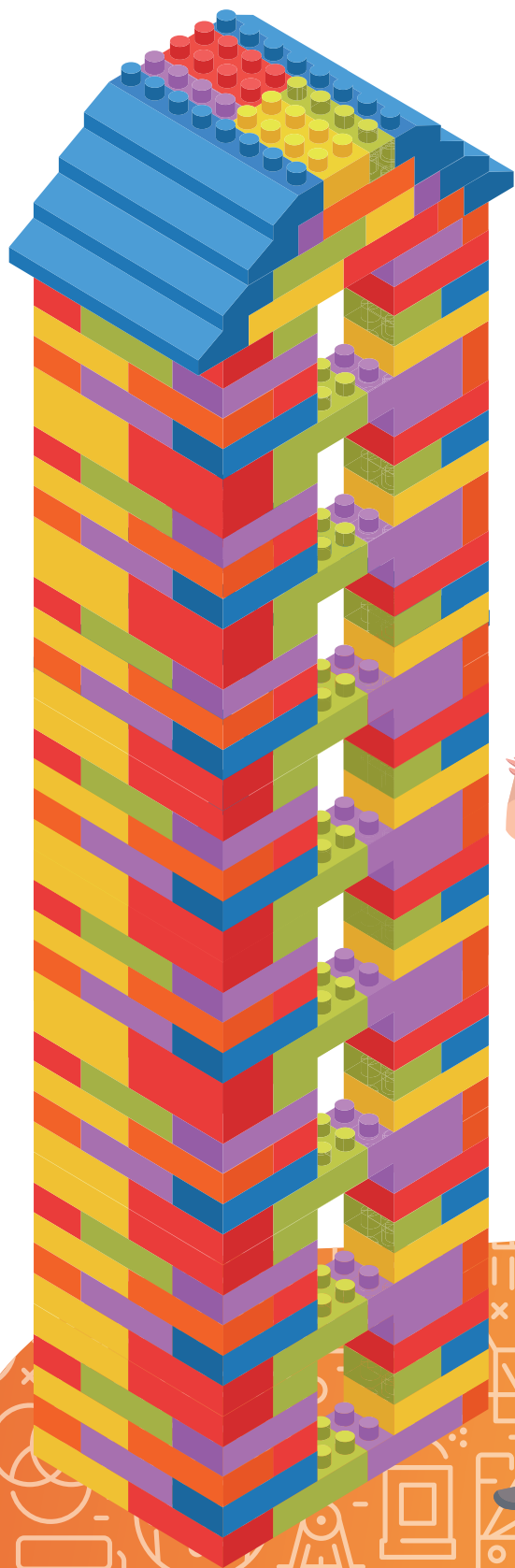
Facilitators should research and make sure they bring the materials needed for the ice-breaking exercise; these should include both useless and useful things, as stated in the link mentioned below. Participants are split into smaller groups; each group will have the task of finding a way to drop an egg from the first floor without breaking it. To make a list of the materials required for the exercise and of the potential solutions to the task, please make sure you visit the following link: <https://www.wikihow.com/Drop-an-Egg-Without-It-Breaking>

**OPTION 5**

Facilitators divide participants into smaller groups. Each group is given a set number of Lego bricks. The groups will be allowed 30 seconds to look at a photo of a Lego composition. They will then be asked to recreate the same composition with the Lego bricks they have been given. At the end of the exercise, another picture will be shown to the group, one of the solid construction that could be built by putting all the smaller constructions together.

**Important points for facilitators (to keep in mind and/or to share with the entire group):**

**Cooperation.** The common message of all icebreakers is cooperation. Please make sure you underline that the most important aspect of achieving a GBV-free school is that school professionals are able to support each other and cooperate in such cases, to the benefit of all students. Only together, as a responsible and aware group of adults, can they create a safe space for everyone.







## Misconceptions and realities about GBV

Please define 3–5 important misconceptions concerning gender-based violence that are common, widespread, and culturally specific (though many misconceptions are common, in spite of cultural, geographical and historical differences). These types of misconceptions and stereotypical views around GBV shape how different societies perceive and respond to GBV. Perceptions that are strongly influenced by misconceptions may lead to survivors of GBV being blamed and blaming themselves, support systems being flawed and inefficient and these crimes remaining gravely underreported. School professionals, like any other person, are influenced by misconceptions; this leads to a limitation in their capacity to both recognize GBV and also to act appropriately in such situations.

### Some examples of common misconceptions are:

Violence is a private matter. Nobody should get involved in the family dynamics of other people.

If a girl/woman says no, she means maybe. She is playing hard to get, a dating game, so a boy/man should feel encouraged to keep on trying.

If a woman subjected to violence does not leave the relationship, then probably the situation is not really that bad.

If a teenage girl disappears, most probably she ran away with a man.

Facilitators should decide on the 3–5 misconceptions that they want to work on. Participants should be organized into 3–5 smaller groups, and each group provided with a flipchart paper that has a misconception written on it. For the next 15 minutes, they will be invited to discuss it together, express their own personal views and also write down how such a misconception in the area of GBV has the potential to:

- Support or limit the capacity of recognizing gender-based violence (please ask them to provide clear examples)
- Support or limit the reporting on behalf of the victim (please ask them to provide clear examples)
- Support or limit the capacity of the teachers to act to prevent and/or intervene in a specific case of gender-based violence (please ask them to provide clear examples).

Once the group work is done, facilitators will allow each group to introduce their specific work to all other participants. You should support their findings with your own examples.

The examples should also be country-specific. For example, you can provide the group with:

- Examples of how gender-based violence misconceptions appear in the way journalists write about violence against women and girls (the stereotypical portrayal of GBV and the effects it creates). Facilitators should prepare a PowerPoint Presentation or a collage made with newspaper and magazine clippings.
- Case studies relevant to the specific context (for example, a recent Romanian case showing the nature of widespread misconceptions about violence against women and girls – the tragedy of Alexandra Macesanu).

After the facilitators have contributed, providing examples and case studies, they will debrief the participants, adapting the following guiding questions to the context:

- Do you think we could categorise stereotypes into strong and less strong, depending on their consequences?
- In your daily life, do you think you are a “stereotyper”, even if subconsciously? if so, explain why.
- Do strong misconceptions appear in the educational resources or books? How could you as teachers help to dismantle these?
- Are there any strong stereotypes in the students’ language? How and when could you try to reflect on this with them?
- Do you think families have some responsibility for perpetuating stereotypes? How and when could you try to reflect with students on these aspects?

### Important points for facilitators (to keep in mind and/or to share with the entire group):

*Be prepared.* Misconceptions are deeply rooted in the minds of people, reflecting social and cultural views on the phenomenon of GBV. Facilitators should be prepared to witness such misconceptions being reproduced during the works and presentations of the groups. Remember that the exercise is not an invitation to censorship, but aims to create a safe space in which participants can learn and improve their understanding. It is thus crucial that facilitators are prepared with data and case studies that could emerge during the discussions.

*Constantly connect these misconceptions with their role in the school.* Underline constantly that holding strong misconceptions leads to an impaired understanding and recognition of the GBV cases that may happen to students.



## Break



## Not taking action fosters violence



This exercise is meant to highlight the blind spots a teacher and, subsequently, the school may have in recognizing and addressing/intervening in a case of gender-based violence. The facilitators should point out that when the school does not intervene in GBV cases, the message that is sent out to students is that the school does not have the power or the willingness to act and that these situations are not given enough importance. These attitudes encourage underreporting. The facilitators are invited to choose between the options below to run the exercise properly, based on the needs of the group.

### Option 1

Based on the previous work and on the knowledge gained about the specific school environment, using the results of the diagnosis and baseline activities, the facilitators will develop 3-4 case studies to be used during this sequence of the workshop. The case studies should reflect upon any situations and tensions observed by the facilitators in their work with this specific group of participants, and aim to further investigate and clarify these. However, the cases will not present real students who could be recognized, but instead disguise situations that may be serious and present them in a different form. The cases will introduce situations of gender-based violence in which non-action was present. The participants will be divided into 3-4 smaller groups and they will have to reflect on the case and fill in the answers to several specific questions. To prepare the exercise, use Module 2 Handout 1 – Case study description format.

### Option 2

When the facilitators do not have in-depth knowledge of the context of the school, they could use ready-made case studies. The participants will be divided into 4 groups; each group will have to reflect on one case and fill in the answers to several specific questions. To prepare the exercise, use Module 2 Handout 2 – Case studies.

### Option 3

Using the methodologies from the Theater of the Oppressed, the facilitators will ask the teachers and school staff to share stories, making sure not to name or provide details of the

students involved. The facilitators could start with the invitation to share a short story, then, they pick one and ask: "Do you recognize this problem?" The problem initially described is moved from the personal level to the group level, supporting reflections on that particular case. More information on the Theater of the Oppressed methodology can be found here: [https://issuu.com/nikolaikunitson/docs/rod\\_eng](https://issuu.com/nikolaikunitson/docs/rod_eng). At the end of the exercise (based on any option the facilitators choose) the facilitators will ask each group to share their case and the most relevant information about the group analysis. To facilitate the group reflections and debriefing, the facilitators can use the following guiding questions. They could create a big chart and divide it into different sections, collecting personal or group answers.

- Was it difficult to define short, medium, and long term consequences?
- Was the group able to identify both personal and social consequences?
- Do you think students and adults (at home, or at school) are aware of these?
- How could we work on strengthening the skills of young people in taking action: not being a bystander, but an active player in the situation?
- Do you think that the informal procedures that emerged as best solutions could become formal in some way?

### Important points for facilitators (to keep in mind and/or to share with the entire group):

**Safe space.** The reflection space should remain blame-free. This is not a finger-pointing exercise, but a safe way of reflecting on the personal blind spots teachers may have and on how we could support their development, moving from non-action towards positive action. It is ideal to find resources (videos) from other schools on the same topic, to understand this is not a situation relevant to their school only, but a common situation for many educational environments.

**Model of thinking.** This exercise is meant to provide teachers with a model of thinking to put any blind spots into context and to find positive ways of breaking free from those situations, recovering their capacity to act as responsible adults in charge of the safety and well-being of all students.



10 de minute

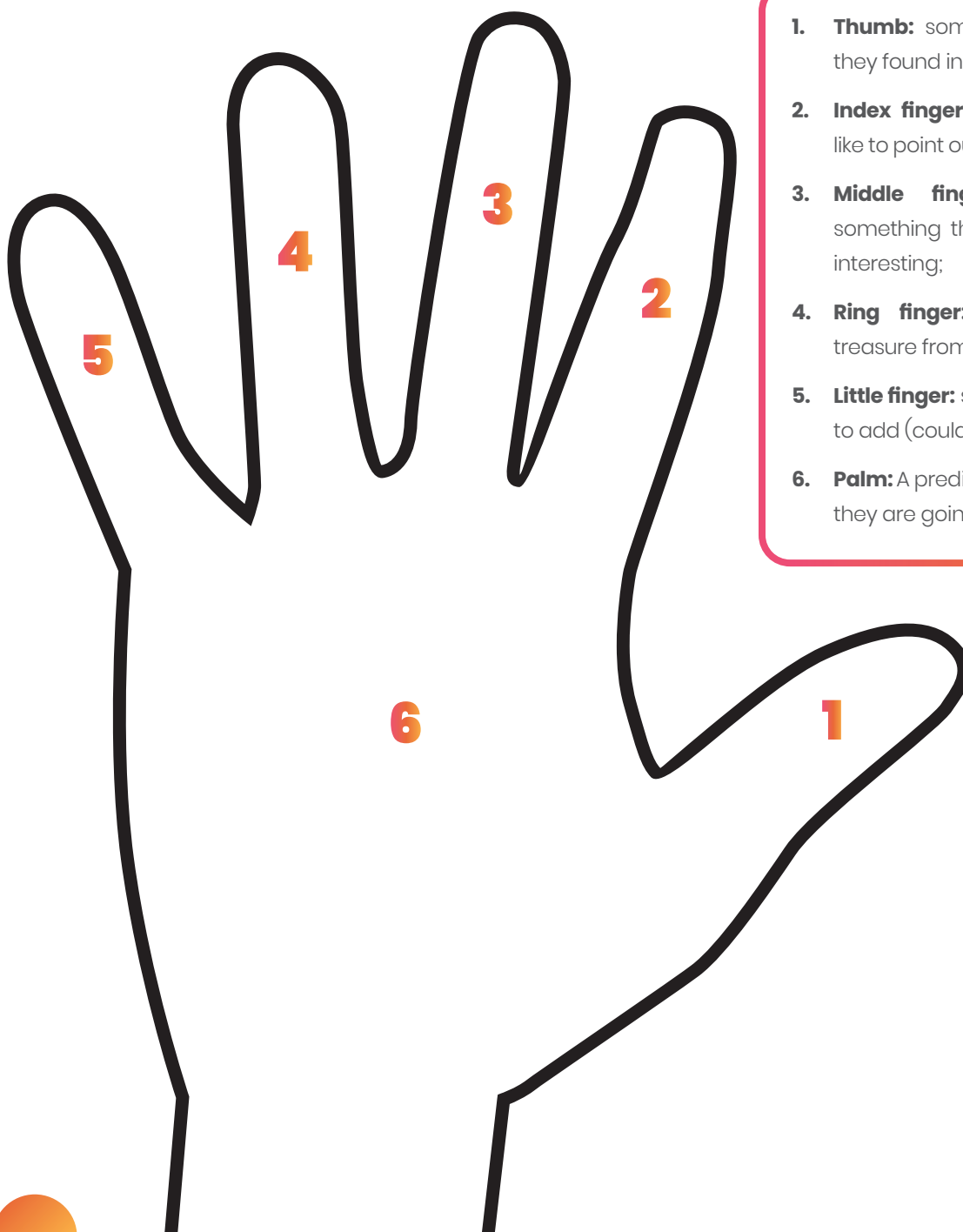
## Ending the second module

Facilitators will stimulate a brief recap of the topics covered and results achieved, providing the opportunity for comments and questions.

To facilitate the final reflection and an evaluation of Module 1, the facilitators could use the “Hand evaluation”. Facilitators give participants a piece of paper and access to pens.

They ask to participants to draw around their hand, and record the following on the fingers of their hand:

After collecting the drawings, the facilitators will then close Module 1, making sure to announce when the Module 2 will take place and the issues that will be addressed and informing the participants that there will time at the beginning of the Module 2 to tackle their personal final reflections and suggestions.



1. **Thumb:** something good, something they found interesting;
2. **Index finger:** something they would like to point out (could be good or bad);
3. **Middle finger:** something bad, something they did not enjoy or find interesting;
4. **Ring finger:** something they will treasure from the Module;
5. **Little finger:** something little they want to add (could be good or bad);
6. **Palm:** A prediction for the future - What they are going to do next time?

## Additional content references

European Union, Myths concerning violence against women and girls, 2019

[https://ec.europa.eu/info/sites/info/files/factsheet-eu\\_action\\_to\\_combat\\_violence\\_against\\_women-2019.pdf](https://ec.europa.eu/info/sites/info/files/factsheet-eu_action_to_combat_violence_against_women-2019.pdf)

Council of Europe, Raising awareness of violence against women. Article 13 of the Istanbul Convention, 2014

<https://rm.coe.int/168046elfl>

Theatre of the Oppressed:

[https://issuu.com/nikolaikunitson/docs/rod\\_eng](https://issuu.com/nikolaikunitson/docs/rod_eng)

### Methodological approach

Theatre of the Oppressed

Group analysis and brainstorming

Lego play methodology



## MODULE 2

Handout 1

# Case Study Description Format

### The case study description

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### Short, medium, and long term consequences at the three-cornered levels (victim/s, perpetrator/s, bystanders)

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### Adults responsible for acting and addressing the GBV case

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**Reasons behind the non-action and actions to take to minimize the risk of non-action**

**The best possible solution and formal and informal procedure to follow in the specific gender-violence case for all the participants**

## MODULE 2

Handout 2

## Case studies

Taken from "Youth For Love the game"

### The story of Amar – Man to man defence

Amar is 17 years old. He moved to Italy with his family when he was 5 years old, he is the only son in a family of 5 children. He studies and in his free time he takes care of his two youngest sisters. He is always there to help others and has many friends of different nationalities.

Amar is not only an excellent student but he is also very sporty and plays on his school's basketball team. One day during a match he fouls one of the strongest players of the other team, Lucas, who reacts to the foul by insulting him. Amar immediately apologizes but Lucas, seeing that he does not provoke a violent reaction in Amar, continues to insult him and starts saying racist insults. Seeing this scene, the coach of the team tries to put an end to the discussion between the two boys, asking them to explain exactly what happened. The situation seems to have settled down but Lucas still continues to annoy Amar by making nasty and racist comments. The match ends and when Amar leaves the camp, he sees Lucas with

a group of friends looking in his direction and has the feeling that they are waiting for him.

He approaches them and they drag him into an isolated corner and start insulting Amar again. This time they don't just insult, they start beating him. Amar is alone against a group. He is not an aggressive boy, but he tries to defend himself in some way and tries to shout

in the hope of being heard by someone. Luckily at that moment you can hear the sound of a car, someone is coming. The group leaves but promises Amar that this is just a goodbye and not a farewell and that they will deal with him another time. Amar is on the ground. He is approached by the coach of the team who, after having ascertained his state, asks him if he has seen his attackers and that what happened must absolutely be reported.

*If you were in Amar, what would you do?*

*Would you denounce what happened?*

*Would you say that Lucas was among the boys or would you remain vague?*



## Sofia – One night at the disco

Sofia: 16 years old, colourful hair, piercing, curiosity and desire to experiment new things. She's active within her community and often goes to squats and occupied spaces. She loves to write stories and her family is not interested in her education. She is always attentive to her friends, so she is willing to do anything, rather than put them at risk. She lives her sexuality very freely and does not care what others think. She has already had several sexual experiences, but she has not fallen in love yet. She has never had a social media profile, she only uses the internet to listen to punk music. It's Saturday night and Sofia is at the disco with friends and as often happens she has already had a few too many cocktails. The boys at the school know that Sofia is a very free girl and they also know that she lets herself go a lot in the disco. Sofia is dancing with her friends when she is approached by a small group of boys including "the most beautiful one in school", Lucas. At school

Lucas has never shown any interest in her, on the contrary, he never misses an opportunity to tell her that she is an easy girl and too "free" for his opinion. That evening, however, he approaches her, realising that she is quite drunk, he proposes to join him at the counter, he wants to entertain her and drink together. Sofia seems very keen to follow him, wants to have fun and sees nothing wrong with the Lucas's proposal. Sofia's friends try to talk some sense into her by reminding her that Lucas has the reputation of the Latin lover, he is interested in "getting to the point", he doesn't really want to spend a nice evening with her. On the contrary, it is very likely that he made a bet with his friends and that he chose her because he considered her an "easy prey". Sofia doesn't seem to want to listen to her friends, she just doesn't want to think and enjoy the evening, she doesn't think that Lucas would do anything against her will.

*In your opinion, is it right to trust Lucas? Should she listen to her friends? What would you do?*





## Lucas – The invitation

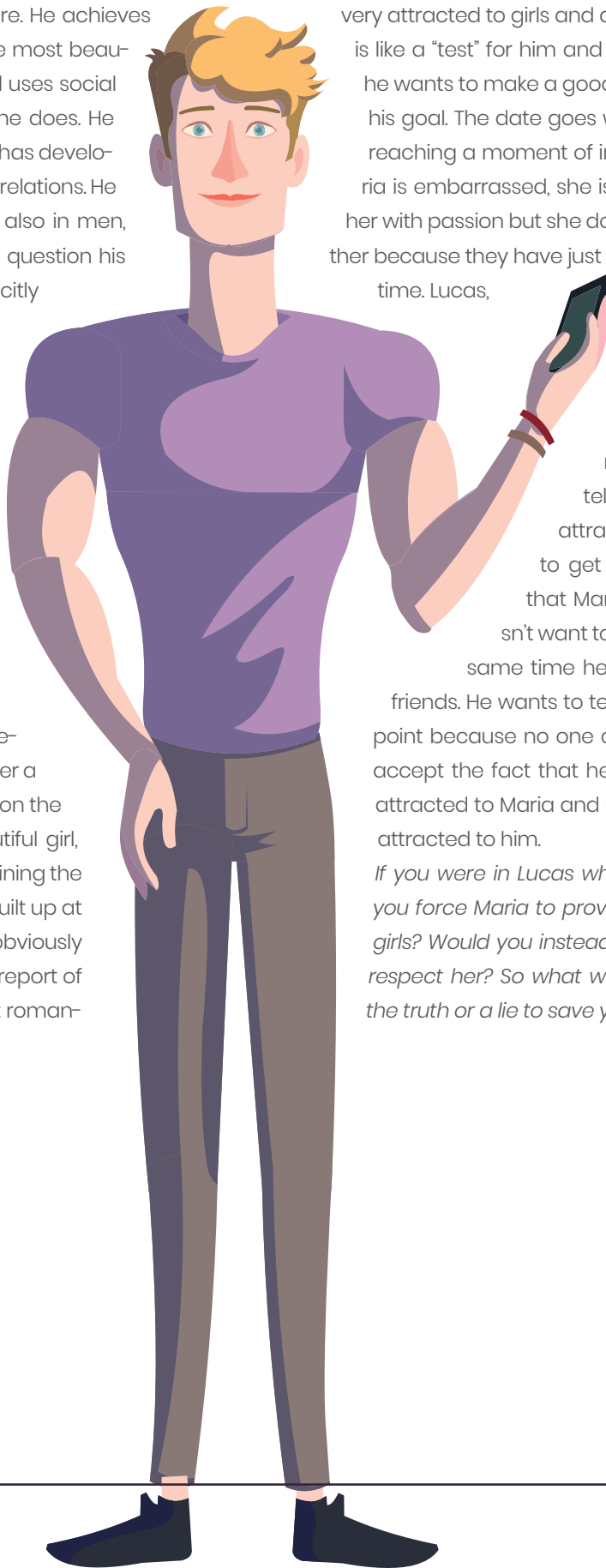
Lucas is 18 years old. Son of super professional parents, with high cultural and economic level. He loves all sports and is very focused on body care. He achieves excellent results in rowing. He is the most beautiful and popular of the school and uses social media to photograph everything he does. He feels a lot of social pressure and has developed performance anxiety in sexual relations. He thinks he might be interested also in men, but does not have the courage to question his sexual orientation. He bullies explicitly weaker and timid boys who practice sports with him.

One evening Lucas is at home alone and decides to invite Maria for a pizza. They have never gone out together and they have different perceptions about the date. Maria is very excited and sees the romantic side of the matter: she will go to the house of the most beautiful boy in school, they will eat a pizza and watch a movie and maybe, before she comes home, he will give her a sweet kiss to say goodnight. Lucas, on the other hand, thinks Maria is a beautiful girl, but he is more interested in maintaining the irresistible playboy image he has built up at school and with his friends, who obviously have asked him to give a detailed report of the evening. He doesn't care about roman-

tic kisses, he just wants to get to the point to prove to himself that there is nothing wrong with him, on the contrary, he is very attracted to girls and able to satisfy them. Maria is like a "test" for him and like a sports competition, he wants to make a good impression and achieve his goal. The date goes well until the two of them, reaching a moment of intimacy, start kissing. Maria is embarrassed, she is happy that Lucas kisses her with passion but she doesn't feel ready to go further because they have just met and she needs more time. Lucas,

who initially tries to be tolerant and respectful, then tries again to go further. This time Maria rejects him again with more decisiveness while telling him that she is very attracted to him. Lucas begins to get nervous...he understands that Maria is not ready and doesn't want to go any further, but at the same time he feels the pressure of his friends. He wants to tell them that he got to the point because no one can resist him. He cannot accept the fact that he may not be completely attracted to Maria and he wonders if she is really attracted to him.

*If you were in Lucas what would you do? Would you force Maria to prove to yourself that you like girls? Would you instead give her more time and respect her? So what would you tell your friends, the truth or a lie to save your "reputation"?*



## Yasemin – The bully of the school

Yasemin is 16 years old second-born in the shade; her mood tone appears slightly depressed. As a child she's had health problems and her parents still treat her apprehensively, preventing her from having experiences consistent with her age. She feels invisible, no one notices her except when playing videogames online. In online games she is a true leader and everyone takes her into account, to the

point that that she is thinking of making a career as a professional pro-gamer worldwide... in the world of e-sports it's her the true leader of the team!

Yasemin is a quiet girl, she is doing quite well at school and has a small group of friends with whom she feels very comfortable. Unfortunately, not all classmates are kind to her. Because of her way of being and her passion for video games, she is often targeted. Viktoria in particular often attacks her and makes her life unliveable. She often speaks badly to her in the corridors, on social media she attacks her without particular reasons and makes fun of her by commenting on her every post. This behaviour, this pressure and these acts of bullying against her are tough to cope with for Yasemin and instead of throwing

out, reacting and defending herself, she becomes more and more closed. She starts skipping meals and no longer publishes anything on social media fearing negative comments, she hardly ever goes out with her friends and starts to skip school, which she perceives as an unsafe place where she can't trust anyone. One afternoon, as she is walking home from school, she is being pulled by her backpack; it is Viktoria

who, as always, begins to mock her as she continues to tug at it, supported by her little group of friends. Luckily Sofia, a friend of Yasemin's, sees the scene and immediately intervenes to help her friend by sending away Viktoria and the small group of people following her. Once Sofia makes sure that Yasemin is all right, she takes her home and tells her that this situation cannot continue: she must somehow react and learn to defend herself. Yasmine says nothing, simply thanks Sofia for her presence and advice and asks her to leave her alone. Sofia leaves her friend but does not give up: she has understood that Yasmin needs a hand and that she cannot be left alone.

*If you were Yasemin what would you do to solve the problem? Would you prefer to solve the situation without anyone's help, by facing Viktoria directly? Would you talk about it with a friend? Would you talk to an adult (a family member of Yasemin or yours, a teacher, the school psychologist,...)?*



## Maria – The long awaited picture

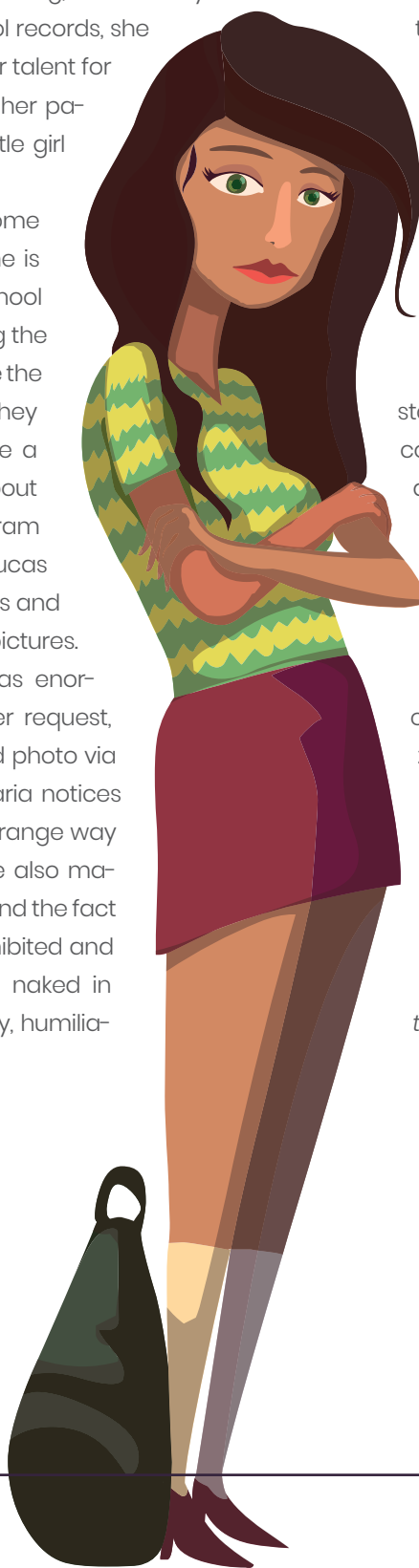
Maria is 18 years old. She is second generation girl, born in Italy. Her motto is "I'm beautiful but I don't like myself, I'm thin but I have some cellulite": she feels more accepted and looked among new people, especially if abroad. She dreams of having a romantic relationship like in movies. She has some very close friends with whom she goes out. At school she doesn't study much, she hates reading, has already failed a grade. Despite her poor school records, she is a very smart girl and has a particular talent for scientific subjects. She doesn't talk to her parents and is always treated like the little girl in the family.

Maria has been seeing Lucas for some time, a handsome guy with whom she is very deeply in love. They meet at school and go out together sometimes during the week and at weekends. In order to have the feeling of being together even when they are not physically together, they have a very dense exchange of messages about socials, in particular whatsapp, instagram and snapchat. In the last few weeks, Lucas begins to make very strong statements and asks Maria to send him some sexy pictures. Maria, who is very infatuated and has enormous trust in Lucas, after yet another request, decides to send him the long-awaited photo via whatsapp. The next day at school Maria notices that her classmates look at her in a strange way and sneer behind her back. Someone also makes comments about her underwear and the fact that they didn't think she was so uninhibited and provocative. Immediately Maria feels naked in front of everyone, guilty, betrayed, dirty, humilia-

ted and dazed by the situation. She decides to talk to Lucas about it, until the last moment she wants to believe that he hasn't shown the shot she had sent him during an intimate moment to anyone. Finally, at the end of the school day, Maria manages to talk to Lucas, who obviously denies everything, until he confesses that he showed some pho-

tos to his friends while they were at the bar and that, accidentally, while running through the gallery, they came across his photo. Mary does not know what to think, everyone tells her that it is nothing serious and that within a few days this will be forgotten. But Maria is upset, she feels that she has done the wrong thing and that she cannot make up for it. She feels violated and thinks that now everyone may have got the wrong idea about her. During the break Maria stays in class so as not to have to put up with comments and glances in the corridors, she avoids posting on instagram; she doesn't want to read the nasty and judgmental comments of his classmates and also limits going out with his friends. On the other hand, Lucas is not at all concerned about his girlfriend's shocked sensibility and upset state of mind; on the contrary, he continues to ironize on what has happened, minimising it and never missing an opportunity to talk about it with pride.

*If you were Maria how would you behave? Would you convince yourself that there is nothing serious? How would you behave towards Lucas? What about your classmates? Would you talk about it with an adult?*



## Georgios – Masquerade party

Georgios is 18, very whimsical and cultured, he has always been first in his class without much effort. He loves to travel; he knows many languages. He loves poetry and is very skinny. He doesn't have many social relationships and deep friendships at school, he is considered a little haughty. At university he would like to study literature, but his parents want him to study medicine or law and their disagreement on this matter is causing numerous clashes between Georgios and his parents lately.

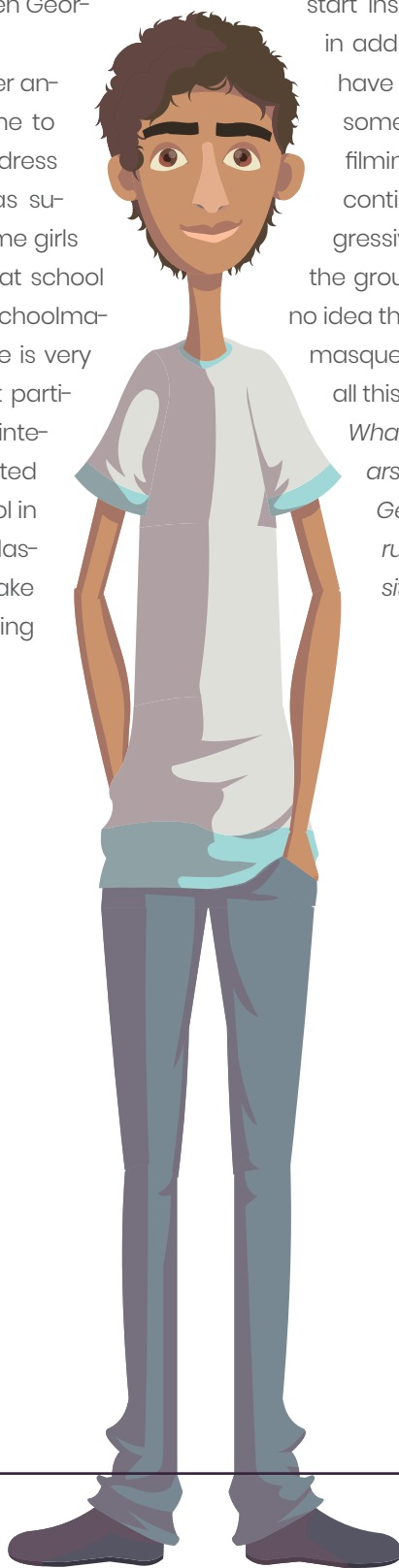
Carnival is approaching and the headmaster announces that students are allowed to come to school and attend lessons dressed in fancy dress for one day. Everyone dresses up either as superheroes, movie characters or comics; some girls also dress up as men. Georgios shows up at school dressed as a woman. His classmates and schoolmates have a strange relationship with him. He is very good at school, always prepared and a bit particular because he does not have common interests; these things makes him often targeted and teased. The fact that he arrives at school in women's clothes obviously triggers all his classmates who don't miss the opportunity to make harsh comments and insults not only criticizing

and mocking his choice but also making indelicate comments touching the sphere of sexuality.

Initially Georgios tries to respond to insults and comments in a nice way trying to minimize them. The comments, however, become heavier and heavier and a group of young people around him begins to call him Georgina. Just outside school, on his way home, a group of boys joins Georgios again: they

start insulting him one more time. Unfortunately, in addition to the bad words and the titles they have in store for him, they start shoving him and someone pulls out a mobile phone and starts filming the whole thing, inciting his mates to continue and become more and more aggressive. Georgios has all his clothes ripped, is on the ground, gets kicked and starts crying. He had no idea that this decision to dress as a woman for a masquerade party, would lead him to all this. While all this is happening you are going through it.

*What do you do? Do you side with the most fearsome guys of the school or do you side with Georgios? Do you pretend nothing? Do you run to call someone? How do you think the situation will develop?*





**After reading the case studies individually, ask each group to reflect on the stories and discuss the following:**

- Which forms of GBV can you identify in your case-study?
- What is the cause of violence in your story?
- Which are the consequences of the violence in your story?
- Have you ever encountered/heard of such a story before?
- How could the school act in such situations? Is the intervention of the school necessary? Mandatory?
- Are there any reasons why the school could not/would not act in such a situation?
- What would be the consequence of the school not acting in such a situation? What would be encouraged? What would be discouraged?

# NOTES

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# MODULE 3

## Developing Comprehensive Policies and Procedures to for Addressing GBV and Gender Stereotypes in Schools

### Learning objectives

- To strengthen the capacity of school professionals to run proper safety audits and to create GBV-free environments for all students;
- To analyse and improve, where necessary, the school procedures and policy already in place to prevent and address gender-based violence and gender stereotypes;
- To improve the capacity of teachers and school staff to prevent and respond to SGBV.





## Soft skills to develop

Teamwork, critical thinking, data analysis, empathy, communication.

### Required materials

#### M3 Handout 1

Regaining safe spaces

#### M3 Handout 2

School procedures 1

#### M3 Handout 3

School procedures 2

**Large cardboard paper** for map design (optional)

Video projector



PC



Markers



Post-its



speakers



suggestions box



Flipchart paper



Blu-Tack or paper sticking tape



Group rules flipchart paper



## Suggested preparation

Make sure you check all the activities in detail and print all the required handouts. Set up the room ahead of time: arrange the chairs in a semi-circle, with the facilitators' chairs up front, next to the laptop and the video-projector. Make sure everyone can hear and see the projections; using speakers that ensure good sound quality is highly recommended.

## Saying hello, introducing the main objectives of the workshop



The facilitators welcome the participants and introduce the main topics, activities, and the timeline of the day. A brief recap of the previous session should also be done, especially highlighting the links with the goals and contents of Module 3. The facilitators will allow time for questions and comments, based also on the findings that emerged from the final personal reflection in Module 2. Finally, the facilitators remind the group of the group rules written on the flip chart during the former session and the possibility of using the Suggestion Box.

### Important points for facilitators (to keep in mind and/or to share with the entire group):

As the training develops, it is very important to carefully observe the ethical guiding principles. Please keep confidentiality, consent for data sharing, responsibility, and partnership in mind as essential principles for learning. Make sure these principles are integrated into the group work.





80 minutes

## Safe and unsafe spaces in the school environment

The following activity will directly analyse the environment of the school. Depending on the context of the project/initiative, the facilitators will involve both students and teachers and school staff in the development of a safety audit, to understand the space using these special lenses. During the work done with the teachers and school staff, the participants will be divided into 3-5 groups. Each group will be given a large piece of paper and will have the task of developing a school map (including classroom, restrooms, hallways, gym, cafeteria, yard, surroundings etc.) from the perspective of safe vs. unsafe places for students. In the initial phase, the facilitators will explain the exercise, pointing out that the notion of safety is very subjective and personal and there may be spaces that remain invisible for teachers from the perspective of safety/lack of safety. However, the teachers should focus on:

- Experiences that they have previously observed in those spaces;
- What was happening there that gave them the impression that the space is either safe or unsafe (please do underline, once more, the importance of not naming names and not exposing students, but rather situations);
- Experiences of violence previously reported by students as happening in certain areas of the school;
- Intuitions are also allowed: no specific behaviours may have been witnessed however the teachers believe that some spaces are less safe than others.

Each group of participants will take 30 minutes to work on their school maps. Once their task is complete, each group will introduce their own map to their colleagues and discuss it with them. The facilitators should also focus the discus-

sions around similarities and differences in map drawing and in signalling safe and unsafe areas. Ideally, this activity will also already have been implemented with the students at the school and the two perspectives (the one of the adults and the one of the teenagers) can be compared. If this is the case and the maps produced by students are available and the facilitators have their consent to show them to teachers, the facilitators will then show the maps created by the students in that specific school. The discussions will be focused, once again, on the similarities and differences between the two sets of maps. The facilitators will support the teachers in reflecting on which spaces are perceived by both teachers and students as being safe/unsafe and what contributes to these similarities. Also, very importantly, the facilitators will support the participants to explore why some spaces remain invisible to adults as unsafe spaces and what could support a higher awareness and, subsequently, action in transforming those spaces and removing the specific conditions that make them unsafe spaces.

Following the discussions, the participants will go back to their small groups and work together again for 30 minutes. The second part of the exercise will involve exploring those specific spots ranked as unsafe by the teachers and the students. The groups will focus on finding ways of making that spot safe for the students, writing down specific ideas. To remain focused, the participants will work using *Module 3 Handout 1 – Regaining safe spaces*. All ideas will then be discussed in the larger group to offer the whole group the opportunity to contribute to the creation of a complex set of ideas and steps.

**Important points for facilitators (to keep in mind and/or to share with the entire group):**

Blame-free. The reflection space should remain blame-free. This is not a finger-pointing exercise, but a safe space, where we explore the realities of the students and, as adults, find ways in which we can reinstall their feelings of safety. Ideally resources from other schools on the same topic could be found, to show this is not a situation relevant to their school only, but a common situation for many educational environments.

Students' participation. You could speak to the groups of students who have created their own maps and if they agree, a small group of them could also participate in the teachers' training, to present their own maps. Please be aware of the fact that this activity could pose a risk in terms of some of the teachers feeling antagonized and exposed and becoming hostile or discounting the students' experiences. Make sure you support the students, maintaining a good atmosphere, where learning from each other is encouraged.

**Break****School procedures and policies for preventing and managing GBV in schools**

Previous to the workshop, both facilitators and participants will take time to read and analyse the school procedures and policies on the prevention and management of cases of gender-based violence (if these already exist) or other issues (for example bullying or violence). The final part of the workshop will be dedicated to taking the first steps to develop and/or improve these documents through the new lenses constructed during the project activities.

These activities aim to support schools in better understanding where they stand when it comes to their own approach concerning GBV, as well as making adjustments and improvements, where needed. Every school has its own very specific context depending on the school policies and also on the national and local policies and procedures in place. Some schools may already follow well-written rules and regulations; however, the students, teachers and school staff may not be sufficiently aware of these and, precisely because of this, they could remain rather ineffective, existing on paper only, instead of producing real effects. Other schools do try to translate the rules and regulations from paper to reality; however, this is often inefficient, due to the fact that the roles and steps to be taken are not clear and when these provisions need to be applied, the process may be confusing and the results not as good as expected. There could also be situations where the school actually does implement specific steps if GBV cases occur; however, these steps are not formally written, but rather directly depend on the experience and expertise of one or very few school professionals. In all these cases, the proposed activities may support schools in becoming more aware of their GBV prevention and case-management style

and help them find ways of becoming better equipped to understand, prevent and solve GBV cases.

For many reasons, policies and procedures matter: to comply with European and national legal provisions concerning children's rights and protection, as well as with those provisions directly related to education and the right to receiving education in a safe, supportive and open environment. Depending on the national context, provisions may be found in the child protection legislation, anti-bullying and anti-violence legislation, legal norms relevant for the education field etc. These need to be observed and integrated when drafting or changing the school policy and procedures.

The approach in dealing with something as serious as GBV, which could have severe consequences on those impacted by it, cannot be an individual approach or an approach that directly depends on an individual. The approach needs to be a whole-school approach, which means every teacher and school staff member being aware of the policy and of the data and reasoning behind it. This requires them not only having the same understanding of the concepts and of the steps to be taken to ensure a case is managed with appropriate attention and solutions, but also demands that those involved work as a team.

Depending on the situation of the school, the facilitators may use one of the two options below or a mixed methodology to respond to the school's needs, priorities and availability to review the procedures as effectively as possible. Please document the situation of the school you are working in and use the option that is the most appropriate.

**OPTION 1**

**There are some procedures in place (explicitly in the area of GBV or in the area of violence or bullying), however they are not well-known at the level of both teachers/school staff and students, or not properly implemented when cases occur.**

The discussion will be focused on the areas of improvement, as well as on the ways to communicate the policies and procedures to the students. It will, ensure that the students understand that the school is interested in creating not only a safe environment, but also in being aware of cases of gender-based violence whenever they may occur, and in supporting specific individuals who report such cases in identifying and implementing the measures that lead to the best outcomes. The facilitators will use the discussion guide below to stimulate the participants to gain a better understanding of the situation of their school and to come up with ideas that might advance and deepen the functionality of the procedures and policies to be applied in cases of GBV. For the discussion guide, please print Module 3 Handout 2 – School procedures 1.

After the plenary discussion, every participant is asked to express three areas of change/improvement that could be relevant. Once all the ideas have been expressed and the facilitator has written them on the flipchart, each participant will vote for the three main aspects that should be improved in relation to the procedure.

The facilitators, with a smaller school staff group, will further discuss the ideas and concerns that appeared in the group with the school management and provide support in rewriting/clarifying/communicating the procedure/policy, where needed. The final document should reflect the gains from the project intervention.

**OPTION 2**

**There are no school procedures in place but the school is willing to implement some.**

If you are in this second situation, you should first assess how the teachers and school staff previously dealt with GBV cases, when and if formally or informally reported. The facilitators should lead the discussion asking the questions included in Module 3 Handout 3 – School Procedures 2.

If the school does not have any type of procedure in place, this workshop will be used to gather information and perceptions, as well as to assess previous experiences, and to build a strong framework for future procedures. For the next steps, the project team should organize a small group of teachers/school staff willing to commit to developing it.

### Important points for facilitators in both options (to keep in mind and/or to share with the entire group):

#### Use local resources and build links within the community.

Cases of GBV could be very complex and schools need to make the best use of the local resources available. Ideally, during the project implementation, facilitators should research which public and private resources are available in the school area (non-profit organizations implementing programs and projects in the field of GBV, bullying, women's rights, children's rights and public organizations with a mandate for preventing and or combating GBV, child protection etc.). Facilitators are strongly advised to organize joint workshops or visits on the premises of these public or private organizations, so that the teachers and school staff have good levels of knowledge of the active support students can access when in difficult circumstances. These partnerships could also mean joint prevention activities, with anti-violence messages and case studies promoted by persons with experience in the field. Such activities, when constantly implemented, provide students with the message that GBV is a serious crime and will be responded to seriously. Specifically, a joint activity/session would provide school professionals with:

- A clear understanding of the legal provisions in the field;
- A clear understanding of the existing institutions, NGOs and other types of resources in the community and how to access these;
- An overview of the main negative phenomena teenagers are confronted with from the perspective of gender-based violence;
- Access to case studies from the work of NGOs and public institutions in a confidential manner (all personal data protected);
- Access to connections that could provide further support in specific cases they may encounter.

Additionally, in both cases (improving existing procedures or writing a new specific one) it is advisable to involve institutional authorities (from the ministry of education, a regional educational office etc.) stakeholders from other NGOs, or a lawyer in the final work. It would also be efficient to invite staff from other schools that already have a good formal procedure in place.

**Remain available for further support.** This final module of the program is only the starting point for the procedure development and/or improvement activity. Please make sure you continue to work with the school, supporting their efforts to draft or improve procedures.



## Ending the third module and evaluation

To assess the levels of change resulting from the training project, the facilitator proposes a final group evaluation activity, called Ripple of changes (A stone dropped in water creates ripples outwards. This image serves as a metaphor for the different levels of change achieved because of a particular programme or project). Remind participants of the objectives of the training program, summarising each module with the help of the participants. The facilitator creates three concentric circles on the floor with some tape and tells school staff to stand around the outermost circle. Then the facilitator asks participants to write a few words or draw a picture on a card representing:

1. Two changes they have seen as a result of the training, one referred to his or her personal change, the second referred to the group change;
2. Two personal thoughts concerning the quality of the training and of the methodologies used;
3. Two personal suggestions concerning the needs for further investigations or improvement.

The facilitator asks each person to present his or her ideas and place them into the circle that corresponds with the level of change they have seen so far, from small changes (inner circle) to moderate changes (middle circle) and major changes (outer circle). They then discuss together if others have the same or very similar observations and group these together. The facilitators guide the process three times, for the three specific given requests, moderating the discussion of any differences in change level ratings and resolving these through consensus or a majority view (not creating an average). The facilitator takes notes on the reasoning and evidence for the final ratings provided for each change and makes time to discuss these together in the group. Every teacher and school professional involved in the programme will also fill in a formal evaluation questionnaire.

## Additional content references

Un Women, Safe and welcoming schools -  
<http://www.endvawnow.org/en/articles/1756-safe-and-welcoming-schools-.html>

UNESCO and UN Women,  
School-Related Gender-based Violence  
<https://www.paho.org/hq/dmdocuments/2017/violence-against-women-2017-03ws-schoolrelated-gender-based-violence-guidance-UNESCO-UNWomen.pdf>

### Methodological approach

Whole school approach

Co-designing

Cooperative learning





**MODULE 3**

Handout 1

## Regaining safe spaces

**Unsafe space 1:** \_\_\_\_\_

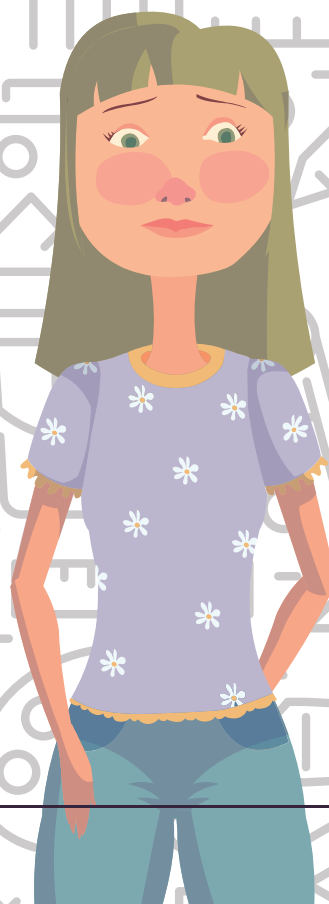
What makes the space unsafe?	What specific actions are needed to make the space safe?	What types of resources are needed?	Who is responsible for making the space safe?

**Unsafe space 2:** \_\_\_\_\_

What makes the space unsafe?	What specific actions are needed to make the space safe?	What types of resources are needed?	Who is responsible for making the space safe?

**Unsafe space 3:** \_\_\_\_\_

What makes the space unsafe?	What specific actions are needed to make the space safe?	What types of resources are needed?	Who is responsible for making the space safe?



**MODULE 3**

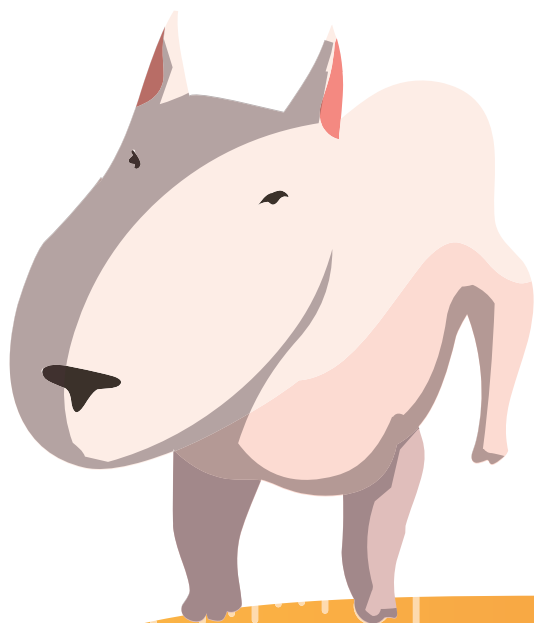
## Handout 2

**School procedures 1****Communication of procedures**

1. In which document are the procedures included?
2. Are the procedures clearly communicated to teachers and school staff during the employment procedures? When and how? Who communicates them? Is the person who communicates them a person with authority? Are these procedures perceived as mandatory or optional?
3. Are the procedures clearly communicated to students during the early days of their school enrolment? When and how? Who communicates them? Is the person who communicates them a person with authority? Are these procedures perceived as mandatory or optional?
4. Is the language used to formulate the procedures adequate? Are the policies and procedures clear to teachers, school staff and students? If not, what should be done?
5. Are the procedures constantly communicated to teachers, school staff and students during their involvement with their school, or is their communication a one-time event only?
6. How are the written procedures available to students, school staff and teachers accessible outside the communication events?

**Implementation and improvement of procedures:**

1. Do teachers, school staff and students have the same understanding of the procedures and policies? Are there any discrepancies? If yes, in which areas?
2. Are there any gaps in the policies and procedures? What remains unclear? Which aspects are underdeveloped, even if they are important? Should some informal best practices become formal procedures?
3. Could the document be too formal for students to consider it powerful and real? What is the impression given by the language of the document?
4. Are the procedures clearly described, step by step? Do the procedures define concepts and terms? Do they provide examples of unacceptable behaviours? Does the procedure facilitate the understanding of the permitted and the prohibited in school relationships?
5. Are the roles described in the policies and procedures clear? Would students know what to do, step by step, in order to report a case? How were the teachers/school staff members appointed to implement the procedure chosen? Did they benefit from any type of specific training?
6. Do the people in charge of applying the procedure clearly understand what they have to do when a case is reported? Which are the specific steps they would take?
7. What are the ethical aspects related to the procedures and policies that are relevant? Is confidentiality respected? What other principles come to mind that could be significant in making the procedures and policies effective?
8. Were there any cases that fell under these procedures and policies? What were the outcomes? What is the level of reporting as a whole?
9. Who could be allies in this context (parents, NGOs) and how could they be involved?



## School procedures 2

## MODULE 3

### Handout 3



1. Which procedures does the school use for GBV cases, even if it's not a specific one for GBV? (Please refer to Handout 2 if it uses the bullying procedures).
2. Were any GBV cases reported, formally or informally? What happened in those circumstances?
3. What were the steps taken in individual cases? Do these steps have similarities or are the approaches very different, depending on the teacher/school staff member who dealt with it?
4. Which were the things that worked and that you would include in an actual procedure? Which steps did you find complicated to implement and would rather not see in an actual procedure?
5. Analysing other school experiences, could we use other procedures as an example?
6. Who do you think should be responsible for implementing a coherent and efficient procedure? If a committee should be organized, who should be part of that committee?
7. Who do you think the responsible teachers/school staff members should be, based on the authority, knowledge or experience they have to draft such a procedure?
8. What steps should be taken to prepare such a procedure?

# MODULE 4

## Promoting Inclusive and Feminist Principles in School Environments

*"this module has been developed with the contribution and support of ActionAid UK"*

### Learning objectives

- To learn more about the framework and concept of feminist values and feminist leadership, overcoming the idea that feminism is only an ideology.
- To reflect on how to apply or improve these principles at school and during lessons in order to encourage first teachers and then students to become transformative feminist leaders and to make school more inclusive.



## Soft skills to develop

Teamwork, critical thinking, empathy, communication.

### Required materials

#### M4 Handout 1

Feminism and Feminist principles

Print some copies of

#### M4 Handout 2

ActionAid's TOP 10 basics feminist leadership

Powerpoint for making a presentation (recommended)

Video projector



PC



Markers



Post-it



speakers



suggestions box



Flipchart paper



Blu-Tack or paper sticking tape



Group rules flipchart paper



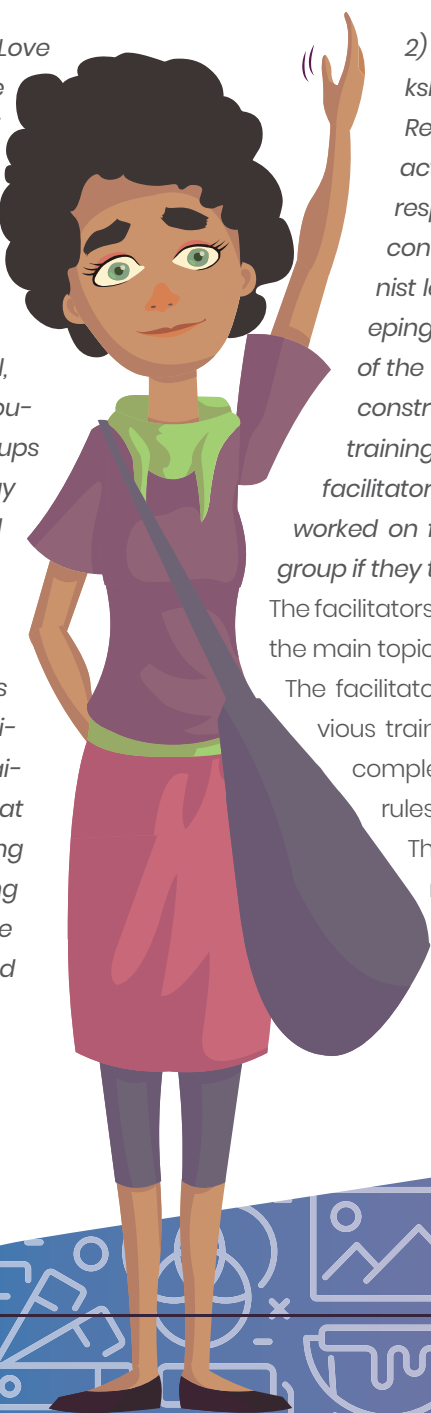
## Suggested preparation

**Suggested preparation** Make sure you check all the activities in detail and print all the required handouts. The setting of the room involves having the chairs of the participants arranged in a semi-circle, with the facilitators' chairs up front, next to the laptop and video-projector. Make sure everyone can hear and see the projections; using speakers that ensure good sound quality is highly recommended.

## Saying hello, introducing the main objectives of the workshop



Module 4 is not mandatory in the Youth for Love project, but we strongly recommend it be proposed to school staff, even as part of other projects. According to the partners' experiences in working with school staff members, we suggest using the Module as an introductory activity to stimulate a discussion on how leadership is promoted, first in class and then in the entire school, how bilateral or group relationships are built, how the power of individuals and groups could be transformed in a more equal way on several relational levels: among school staff, including non-teaching staff; among students, with a positive effect on relations among peers also outside the school environment; in the relations between students and school staff. Depending on the organization that the facilitators choose for the training, especially in case they choose to use it at the beginning, please don't skip the following introductory activities of Module 1: 1) Saying hello, introducing the facilitators and the main objectives of the project/initiative, and



2) Introduction of participants to the workshop, their concerns and expectations. Remember that these are fundamental activities for building the work group. With respect to the setting of common rules (one concrete activity during which we put feminist leadership into practice), we suggest keeping this activity as planned at the beginning of the training, since it prepares the ground for constructing a community of people during the training. Still, we strongly recommend that the facilitators summarise the rules once they have worked on feminist leadership and check with the group if they think any adjustments need to be made. The facilitators welcome the participants and introduce the main topics, activities, and the timeline of the day. The facilitators also connect the activity to the previous training sessions (if any have already been completed) by reintroducing the set of group rules on the flipchart and the suggestion box. The facilitators will also allow up to five minutes for teachers' **questions and comments**, if any.

## Ice breaker

Before introducing the aim of the module, the facilitators start with an ice breaker that will help participants to relax and also make them more open to discussing the topic of the module.

The facilitators invite the whole group to stand up, leaving some free space around each person; they reassure participants that anyone in the space will not be judged but that they should also feel free not to participate in the activity. They remind participants to concentrate when doing the tasks, but also to pay attention to the reactions and movements of the others.

The facilitators ask to the group to:

1. Cry like a girl
2. Run like a girl
3. Shoot like a girl
4. Fight like a girl

Depending on their reactions, the facilitators will encourage the participants to have fun, but also to identify the reasons behind the ice breaker. It will be important to pay attention to the men's reactions, but also to the women's, since a person's gender won't necessarily influence how one moves in a stereotyped way.

To get an idea of the activity, please refer to this video: <https://www.youtube.com/watch?v=XjJOBjWYDTs>





## Feminism in theory and in practice

The facilitators introduce the aim of the workshop and highlight that its objectives are to learn more about the framework and concepts of feminist values and feminist leadership, overcoming the idea that feminism is only an ideology, and to reflect on how to apply those principles at school and during lessons in order to encourage first teachers and then students to become transformative feminist leaders.

Before starting a Powerpoint presentation on feminist principles, the facilitators divide participants into 3 groups of 5 and ask them to sit next to each other. They ask each group to perform a preliminary task: they must develop a definition of feminism during the group discussion and summarise it in a post-it. The groups will remain the same for the entire workshop.

After 10-15 minutes of discussion, the facilitators invite one delegate to report the group's definition to the all the participants in the training session, and collect the different post-its produced by each group in order to have a co-designed vision of feminism. We suggest putting all the posts on a flipchart and after each group has shared their definition, the facilitators should wrap up, highlighting the common elements and differences among the groups.

After the first discussion (See also the important suggestions for facilitators below), the facilitators deliver a speech on feminism and feminist principles to all the participants, also to analyse more in details or clarify any points that may have emerged during the first discussion in groups. The facilitators should use the **Module 1 - Handout 1 - Feminism and Feminist Principles** and adapt it to the context or their own

experience. Even though this phase foresees a frontal presentation, facilitators should keep this session as interactive as possible, allowing participants to ask questions and provide inputs even during the presentation. At the end of the presentation, facilitators should dedicate around 5 minutes to summarising the definitions of feminism provided by the groups at the beginning, and developing one common definition of feminism based on the elements outlined in the presentation and by the participants' input. The common definition can be written on a flipchart and hung up in the room.

After the presentation, the facilitators call a second work group and launch the following two objectives for each group:

- Share a common definition of patriarchy;
- How does patriarchy influence the lives of women, but also those of other minorities?
- How do patriarchal power relations influence the life of a woman or a minority group in these fields? (Each group might focus on one or two domains): Labour; Thoughts; Speech and Participation; Emotions; Sexuality/Sexual pleasure/sexual choice; Movement, spaces, travel.

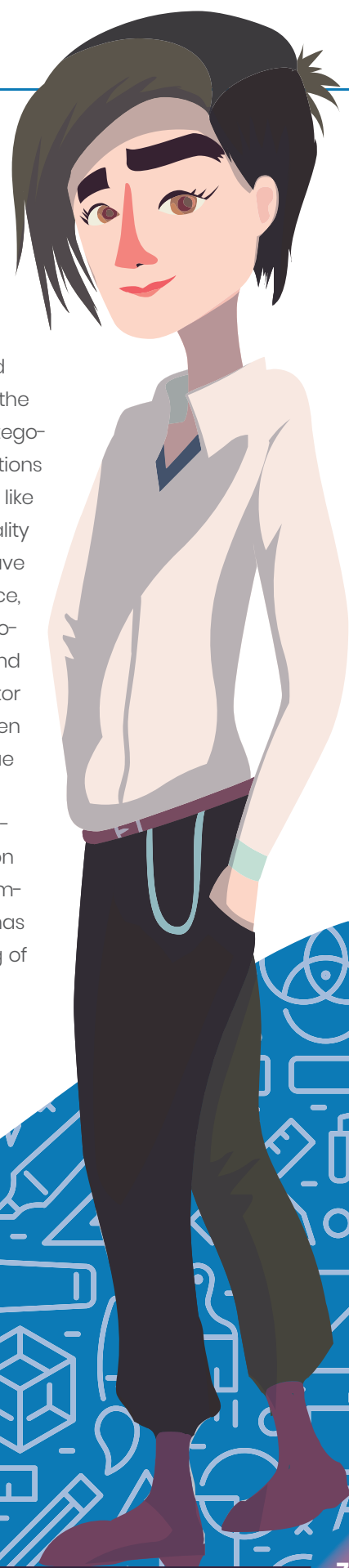
The facilitators give the groups 20 minutes to work on and discuss the questions, then one delegate reports the group's reflections to the Assembly.

The facilitators will collect feedback and comments and summarise the presentation to give a full and correct understanding of patriarchy, intersectionality and the vision of power in a feminist approach. At the end of the presentation, the facilitators should leave time for the group to ask questions and make other suggestions.

### **Important points for facilitators (to keep in mind and/or to share with the entire group):**

Over the past few years, due to the spread of propaganda and social media, the word feminism has been given a completely different and misleading meaning, and is connected to different stereotypes (e.g. Feminists hate men, Feminists are angry, Feminists are unattractive and not feminine, If you are a feminist, you cannot be religious). Often, women are afraid to identify with the word and men are deterred from women who do. Depending on the national context or also the age of the target, the perception of “feminism” might be very different. Although some women could be categorized according to a continuum of feminist identification, there are also some variations in perspectives among those with different life experiences. The feminist movement, like any other social movement, is constantly changing. Feminism and the fight for equality have drastically changed the landscape of our nation and the world. In the present wave of feminism, activism and advocacy for equality for all people regardless of their race, class, religion, age or sexual orientation is at the heart of the feminist agenda. Moreover, the feminist leadership approach overcomes the ideology and tries to regain and promote a way of re-thinking how power and relations are distributed. Each facilitator should always consider different reactions while introducing this module and be open to discussing and analysing negative stereotypes, as they attempt to share the true principles of feminism with the participants.

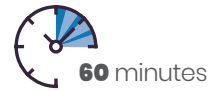
When developing the common definitions, try to stimulate participants not to concentrate exclusively on the “dictionary definitions” but to go more into depth and reflect on what feminism and patriarchy mean and have meant to them, and how they have impacted their private and public lives. Dedicate sufficient time to dismantling the stigmas around feminism in order to create a common understanding and shared meaning of the term feminism to build on throughout the module.



## Break



## Feminist leadership and principles at school



The facilitators invite the entire group to watch a presentation on Feminist leadership principles, according to Module 4 – Handout 2 – Feminist Principles. The facilitators should try to give concrete examples when explaining the principles, making connections between a single principle and how it has been achieved in practice during the training and facilitation exercise, or referring to examples from daily life experiences. This will also help them to focus on the last section of the presentation which is “the feminist facilitator role and principles”.

At the end of the presentation, the facilitators will ask the participants to go back into the three initial groups and they will give each group a different one of the following tasks (or invite each group to choose one of them):

- Read ActionAid’s Top 10 Feminist Leadership principles; first, consider and discuss how they fit into the general management of the school and school rules. After discussing these, choose one practical activity (e.g. an annual school council meeting, a meeting between the school principal and a group of teachers to design a specific activity) to use and promote 2 or 3 of these principles in a real scenario.
- Read ActionAid’s Top 10 Feminist Leadership principles; first, consider and discuss how they fit into the management of the class from a didactic point of view and on how teachers use their power over students. After discussing these, choose a practical activity (e.g. a daily lesson, a classroom test, individual or group evaluation etc.) to use and promote 2 or 3 of these principles in a real scenario.
- Read ActionAid’s Top 10 Feminist Leadership principles; first, consider and discuss how they fit into the relations among students and management of the class. After discussing these, choose one practical activity (e.g. a lesson, an external visit, the class rules) to use and promote 2 or 3 of these principles among students.

The facilitators ask each group to design a poster, using post-its and markers and define for each task:

- Target group
- Kind of activity
- Chosen principles
- Times
- Running of the activity
- Opportunities and difficulties of this activity

Guiding questions for the facilitators and the groups:

- Does the school promote an environment and governance that promote collaboration and participation? When and how?
- Do teachers or school staff daily promote active listening to student needs? When and how?
- Do teachers or school staff promote self or group evaluation with students? Do they involve them in co-design activities or instruments?
- Do students discuss or create common rules? Do they respect diversity or share responsibilities? Are there feminist leaders in the class? How and in which activity?

The facilitators end the work group and ask one delegate for each group to report the task, following the points made in the poster and allowing some time for questions or suggestions from the others. At the end of the three interventions, the facilitators collect all the feedback received and summarise the practical work, reconnecting it with feminist principles.

## Ending the module

Facilitators will encourage a brief recap of the contents and the achievements reached during this module, providing the opportunity for comments or questions or things left unaddressed; wrapping up. Depending on when this module has been scheduled in relation to the others, facilitators should use the same final reflection activity as Module 1 and Module 2, “Hand evaluation” or the final programme evaluation activity in Module 3.



## Additional content references

ActionAid Feminist principles

<https://www.actionaid.org.uk/about-us/how-we-practise-feminism-at-work>

Crea, Achieving Transformative Feminist Leadership: A Toolkit for Organisations and Movements

<http://awdfliibrary.org/bitstream/handle/123456789/409/104951-283846-1-PB.pdf?sequence=1>

Myths about feminism

[https://www.berry.edu/womens\\_studies/myths/](https://www.berry.edu/womens_studies/myths/)

Ted talk on feminism: The urgency of intersectionality

[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality/transcript?language=en](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/transcript?language=en)

We should all be feminists

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_we\\_should\\_all\\_be\\_feminists](https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists)

International Women Development Agency, Wave movement series,

<https://iwda.org.au/wave-movement-series-what-makes-a-movement-feminist/>

School of feminism, series of graphic illustrations

<https://www.facebook.com/schooloffeminism/posts/8m-thank-a-feministthanks-to-the-feminists-women-can-vote-work-abort-divorce-wea/814367958915815/>

Slam Poetry on feminism and patriarchy:

<https://www.youtube.com/watch?v=4fiOSGvYMBA>

TED talk of young feminist Mara So debunking misconceptions on feminism:

<https://www.youtube.com/watch?v=60dk5jGeFRc>

Sometimes you're a caterpillar:

<https://www.youtube.com/watch?v=hRiWgx4sHGg>

What is Intersectional feminism:

<https://femmamagazine.com/feminism-101-what-is-intersectional-feminism/>

What is Postcolonial Feminism:

<https://femmamagazine.com/feminism-101-what-is-postcolonial-feminism/>

## Methodological approach

**Whole school approach**

**Feminist leadership approach:**

<https://www.justassociates.org/sites/justassociates.org/files/feminist-leadership-clearing-conceptual-cloud-srilatha-batliwala.pdf>

**the Expressions of power, networked toolbox ActionAid:**

<http://www.networkedtoolbox.com/workareas/toolboxes/show/74/>

**Tools for power analysis, Networked toolbox ActionAid:**

<http://www.networkedtoolbox.com/workareas/toolboxes/show/11/>

**Shifting Power, ActionAid:**

[https://actionaid.org/sites/default/files/shifting\\_power\\_online\\_final.pdf](https://actionaid.org/sites/default/files/shifting_power_online_final.pdf)

- power analysis
- participatory co-design
- cooperative learning
- brainstorming

# MODULE 4

## Handout 1

# Feminism and Feminist Principles

(You don't need to print handout 1, here you can find the basic information for designing a Powerpoint presentation)

## What is feminism?

Feminism is a range of social movements, political movements, and ideologies that aim to define, establish, and achieve the political, economic, personal, and social equality of the sexes. The Merriam-Webster dictionary defines feminism as: "1. The theory of the political, economic, and social equality of the sexes. 2. Organized activity on behalf of women's rights and interests."

Like any other social movement, feminism has constantly changed and evolved over time and it has acquired different declinations depending on the geographical context. It is thus extremely difficult to give one single definition of the term feminism and instead we should talk about feminisms because the term encompasses a huge variety of people and positions.

Despite the huge variety of differences among feminist movements, there are some common elements which characterize them:

- Feminisms are movements that aim to dismantle patriarchy and male dominance and the ideologies which reproduce these.
- Feminists want to achieve a more equal world for all, not just for women, and to change unequal power relations.
- Feminists are all about equality between genders—which means that feminists don't want women to be more powerful than men any more than they want men to be more powerful than women. What may seem like a discriminatory act against men is actually an attempt to level the playing field between men and women.

To put it in other words, "Feminist movements are not limited to causes focused on so-called 'women's issues' such as reproductive rights or equal pay, but also include movements that bring together diverse women with different agendas, such as action on climate change, human rights, or peace-building. Movements typically involve people pursuing a common political or social agenda of change through collective action. Leading feminist thinker Srilatha Batliwala says that the key elements which set a feminist movement apart include:

- a change agenda with gender equality and women's social interests as its aim;
- strategies that are built on and utilise women's diverse experiences and strengths every step of the way;
- marginalised women as the majority of the movement's members;
- feminist analysis to understand and address the roots of the problem they seek to change;
- women in positions of leadership at all levels of the movement.

Essentially, feminist movements lift the voices and experiences of many to build shared multi-dimensional visions for the future".



## What are feminist principles?

As there is not one univocal definition of feminism, the different feminist waves and theoretical frameworks have pushed forward different values and agendas. Despite the differences, which need to be considered as enriching rather than negative factors, there are some principles that are common to most if not all feminisms. Indeed, feminist principles have been articulated in a variety of ways, emphasising different core ideals. To put feminism into practice, it is important to challenge different aspects of gender-related issues:

- **The personal is political:** one of the core elements and distinguishing elements of feminist thought. This principle is based on the belief that what we do in our personal lives also has a political meaning and also that our political actions have a strong meaning and impact on our personal sphere;
- **Biology is not destiny:** people should not be coerced to form their social identity by their sex, private or public roles;



- **Equality:** feminism means equality for everyone, not just for women;
- **Inclusion and diversity:** there are many forms of oppression and intersectionality;
- **Peace & security:** ensuring women are not victims of sexual violence, allowing women to pursue their livelihood without disruption;
- **Bodily integrity and freedom from violence of any kind:** free from mental or physical abuse, the right to a woman's reproductive and sexual choices, the right to make decisions about their bodies without fear.



## What feminisms are not...

As already stated above, there is a series of misconceptions regarding what feminism is, or to say it better, what feminisms are. Since the term feminism is often perceived accompanied by a set of stereotypes, we have summarised below some of the main misconceptions.

- Feminisms do not oppose heterosexual relationships and are not a campaign to promote lesbianism or homosexuality but instead believe in the rights of both women and men to choose their sexual orientation, gender identity and expression.
- Feminisms are about appreciating bodily autonomy and choice and the acknowledgement that there are various forms of sexualities beyond the narrow heterosexual frame.
- Feminisms appreciate and respect the diverse sexual and gender identities and challenge fixed gender binaries (men vs. women).

## What is patriarchy and why intersectionality?

The term “patriarchy” comes from the ancient Greek “~~πατριάρχης~~” and means a system of social organisation where power is held by and passed down through the male line. It refers to societies where male power and privilege is the organising principle in all institutions and relationships, public and private. Patriarchal societies are societies in which men hold all positions of formal power – within the family/household, within social groups, in the workplace, and in political power structures, and women’s sphere of power and influence is restricted and largely indirect. Even though it might seem strange, patriarchy hasn’t always existed: it affirmed itself around 10,000 years ago, which isn’t that long if we consider that human beings with basic forms of social organization have existed for at least 200,000 years.

In its feminist approach, ActionAid understands that oppression against women and all other forms of oppression are interlinked and thus need to be tackled together from an intersectional perspective. The term “intersectionality” was coined by civil rights advocate and law professor Kimberlé Crenshaw in 1989. Intersectional feminism is an understanding that everyone has speci-

fic experiences of their gender, and recognises the different identities and challenges they may face or that make them vulnerable. For feminism to achieve its stated aims, it needs to accommodate the different needs, experiences and identities of different people, using an intersectional approach to recognise how privilege, power and circumstance may affect understanding and perspective. These identities overlap and intersect, and can be experienced with various intensities at different times. They can be amplified when put together, so it is important to listen to and acknowledge these different experiences. Women aren’t just exposed to sexism – racism, ableism, ageism, homophobia, transphobia, and religious persecution are intrinsically linked to how diverse women experience inequality”. Intersectionality is a theoretical framework for understanding how aspects of one’s social and political identities (gender, race, class, sexuality, ability, etc.) might combine to create unique modes of discrimination. The image below, called the “intersectionality or social identity wheel” is one way of graphically showing the different factors shaping one’s identity:

A truly feminist social transformation requires that, besides gender issues, we also address political, racial and economic injustices. Real change is possible only by challenging all forms of discrimination and power imbalances, not only those affecting women. This is why feminist movements focus not only on interpersonal interactions but on the systems and power structures which influence social inequality.



While some people may not be personally prejudiced, that does not change the fact that we all live in a society where racism/sexism/classism/heterosexism/ableism still impact the lives of people who don't fit into the dominant group.



## Power

Before reflecting on leadership and how to exercise it through a feminist approach, it is fundamental to consider in depth the concept of power, which also plays a crucial role in feminist analysis.

All of us exercise a certain degree of power, which is not something necessarily bad in itself. What makes the difference is how this power is expressed.

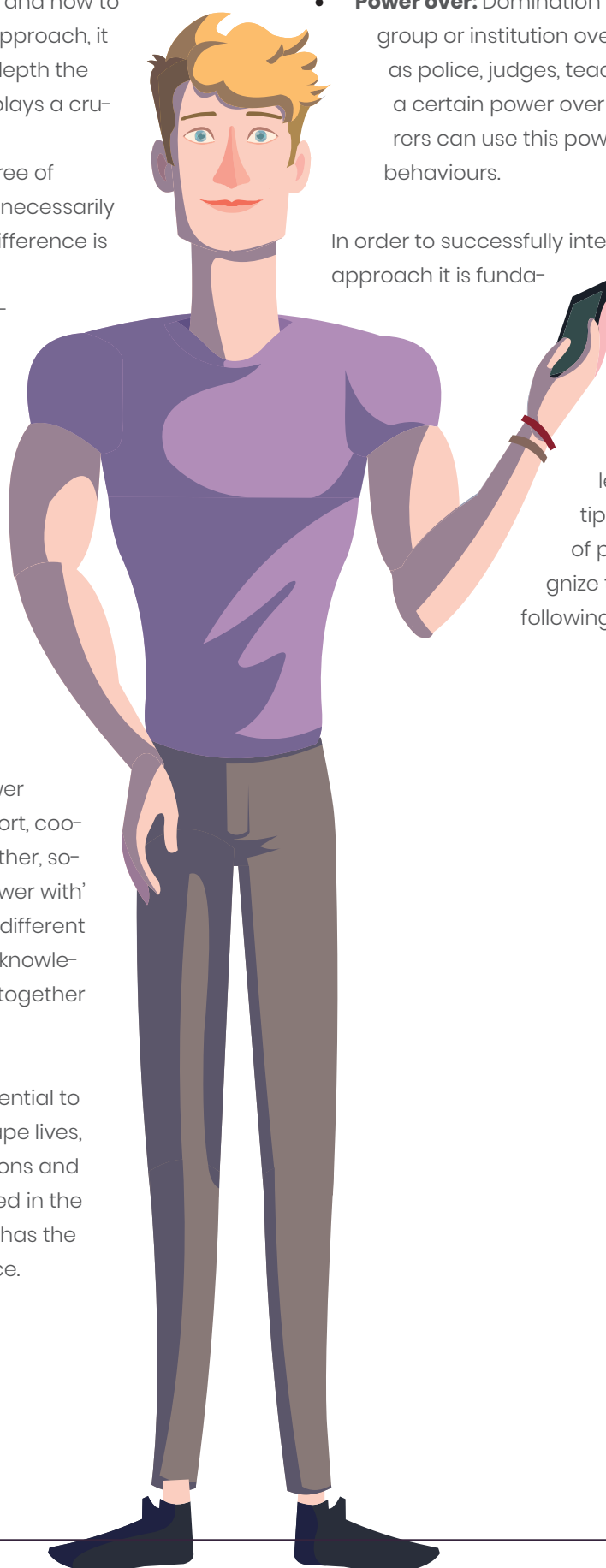
ActionAid has defined the different expressions of power as follows:

- **Power within:** Self-worth, self-confidence, inner strength, sense of identity, dignity. Enhancing the 'power within' individuals builds their capacities to imagine and raise aspirations about change.
- **Power with:** Collective power and strength, mutual support, cooperation and working together, solidarity and joint action. 'Power with' helps build bridges across different interests, experiences and knowledge and is about bringing together resources and strategies.
- **Power to:** Ability to act, potential to make a difference and shape lives, capacity to decide on actions and carry them out. This is rooted in the belief that every individual has the 'power to' make a difference.

- **Power over:** Domination or control of one person, group or institution over another. Figures such as police, judges, teachers, politicians all have a certain power over us in society. Duty bearers can use this power in positive or negative behaviours.

In order to successfully integrate a feminist leadership approach it is funda-

mental to reflect on the power relations within the school context by also paying particular attention to deep power structures. If you want to learn more about the multiple forms and expressions of power and how to recognize them we recommend the following resources:



# NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# MODULE 4

Handout 2

## Top 10 basics of feminist leadership

### What is feminist leadership?

In this toolkit, we propose the interpretation of ActionAid International that is based on the work of Srilatha Batliwala, social activist, advocate of women's rights, and author of many books on women's empowerment. She presents feminism not just as a set of ideas about what is wrong with the world and what needs to change, **but as a lens, or a way of looking at our shared beliefs and the reality of our experiences** based on our 'place' in society. At ActionAid, we define **feminist principles in the workplace as positive and inclusive use of power** to build

an organisation that is capable of changing the world. We think that it might be essential to embody **feminist principles through the behaviour at each workplace, since the way we behave helps create a new and strong feminist workplace culture.**

Here below you will find a behavioural framework based on feminist principles, which is also useful to adapt to a class or school environment.

#### 1. SELF AWARENESS

I will keep my ego in check, so that I can lead with empathy and an open mind. In order to do this, I will work towards accepting my vulnerabilities, as well as recognising and valuing my strengths and those of others.

#### 2. SELF CARE

I will take care of my emotional and physical well-being, in order to renew my inner sources of inspiration and compassion so that I can continue to give of my best to colleagues. I will encourage and support others to do the same, actively working towards a more flexible and supportive work environment, particularly for those with caring responsibilities.

#### 3. DISMANTLING BIAS

I recognise that society gives me (and others) certain advantages that are not asked for or earned (for example, based on gender, class, race, caste, ability, sexual orientation, education or other factors). I will help to uncover and challenge these forms of discrimination in our day to day workplace practices and policies. I will be aware of how my own privileges can make others feel disempowered or inferior, as well as how I react to others' privilege, and deliberately change my behaviour to treat all my colleagues as equals.

#### 4. INCLUSION

I will create ways for everyone to be equally heard, respected and successful in my team and organisation. I will challenge myself to build diverse and inclusive teams and to recognize and respond to different barriers to participation.

#### 5. SHARING POWER

I accept that the ultimate test of my leadership is the space I create in which others can lead. By involving my team in setting shared goals, I will trust and empower them to share leadership with me in reaching those goals. Likewise, I will trust and support those in positions of authority to guide me in the best interests of our mission.

#### 6. RESPONSIBLE AND TRANSPARENT USE OF POWER

I will be clear, timely and transparent in making the decisions entrusted to me, with appropriate consultation and in the interests of our mission. If involved in allocating resources and choosing partners, I will ensure these choices promote ActionAid's values and aspirations. I will openly communicate decisions, and the reasons behind them.

#### 7. ACCOUNTABLE COLLABORATION

I will ensure that goals are clearly defined and mutually owned, and hold all team members, including myself, strongly accountable for our individual and collective efforts to achieve them. I will measure my own achievements by the contributions I've made to team success. I will recognise and value successful collaboration, while addressing poor performance fairly but decisively.

## 8. RESPECTFUL FEEDBACK

I will seek, give and value constructive feedback as an opportunity for two-way learning. I won't wait for formal reviews – instead I will practice continuous feedback, sideways (to my colleagues) and bottom up (to my manager and those senior to me) as well as top down (to students). I will work to resolve conflict through active listening, timely intervention and promoting non-violent and respectful communication and behaviour.

## 9. COURAGE

I will constantly aim for transformative change, seeking out new ideas and learning from mistakes rather than fearing failure, and I will empower teammates to do the same. When I encounter defeatism or cynicism in myself or others, I will strive to restore belief in our goals; where there is competition or insecurity over status and turf, I will build trust; and where I find complacency or mediocrity I will help to renew passion and creativity to excel in our mission.

## 10. ZERO TOLERANCE

I will call out any form of discrimination and abuse of power that I witness or experience in the workplace, and safely enable and support those around me to do the same. I will ensure my own conduct is free from any form of harassment, exploitation and abuse.

In the school context, putting Feminist Leadership in practice also means reflecting on the relationships and interactions among all subjectivities living the school environment. Theoretical and practical evidence of feminist groups and movements shows that without transforming the way relationships are built and constructed within a group, it will be difficult to achieve feminist social transformation.

Feminist facilitators should keep in mind the following basic elements:

- Create a greater sense of inclusivity and respectfulness and a space that enables everyone to participate as freely as possible;
- Active and non-judgmental listening;
- Allow space for interaction and enable a collaborative environment;
- Connect mind to body;
- Allow space for sharing of personal experiences;
- Use participatory, active and collaborative methodologies;
- Allow time and space for reflection, learning and feedback;
- Provide participants with a safe space, where all feel free to express themselves;
- Share responsibilities and power: even though you're facilitating a group, don't expect to make all the decisions alone;
- Be flexible and adjust to meet the needs of the group;
- Respect other people's thoughts and opinions, even if they're different from your own;
- Reflect on the power relations with the group and how to make them more equal; also reflect on how you, as a facilitator, exercise your power;
- Find shared solutions.

**If you want to learn more about feminist leadership and some concrete tools to use, you might find this manual useful:**

[https://www.creaworld.org/sites/default/files/Final%20Feminist%20Leadership%20Manual%2014-4-14\\_0.pdf](https://www.creaworld.org/sites/default/files/Final%20Feminist%20Leadership%20Manual%2014-4-14_0.pdf)





# RECOMMENDED RESOURCES

## Legal documents, research and publications

Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention, full text, English), 11.05.2011  
<https://rm.coe.int/168008482e>

The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention): Questions and answers  
<https://rm.coe.int/istanbul-convention-questions-and-answers/16808f0b80>

Council of Europe. Raising awareness of violence against women. Article 13 of the Istanbul Convention  
<https://rm.coe.int/168046e1f1>

EIGE – European Institute for Gender Equality  
<https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence>  
<https://eige.europa.eu/publications/gender-education-and-training>

FRA – European Union Agency for Fundamental Rights.  
 Violence against women: an EU-wide survey  
<https://fra.europa.eu/en/data-and-maps/violence-against-women-survey/survey-information>

UNESCO and UN Women. Global Guidance on Addressing School Related Gender-based Violence (2016)  
<https://www.paho.org/hq/dmdocuments/2017/violence-against-women-2017-03ws-schoolrelated-gender-based-violence-guidance-UNESCO-UNWomen.pdf>

World Health Organization. School-based violence prevention. A practical handbook (2019)  
<https://www.unicef.org/media/58081/file/UNICEF-WHO-UNESCO-handbook-school-based-violence.pdf>

United Nations Girls' Education Initiative. A whole-school approach to prevent school-related gender-based violence: Minimum Standards and Monitoring Framework  
<https://www.icmec.org/wp-content/uploads/2018/09/Whole-School-Approach-to-Prevent-SRGBV-Minimum-Standards-Framework-UNGEL.pdf>

## Websites, projects

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Myths concerning violence against women and girls  
<https://ec.europa.eu/info/sites/info/files/factsheet-eu-action-to-combat-violence-against-women-2019.pdf>

The Genderbread Person  
<https://www.genderbread.org/>

Safe and welcoming schools  
<http://www.endvawnow.org/en/articles/1756-safe-and-welcoming-schools-.html>

Violence in schools  
<https://www.coe.int/en/web/children/violence-in-schools>

Mediterranean Institute of Gender Studies (MIGS),  
YOUTH 4 YOUTH,  
[http://www.antiviolence-net.eu/projects\\_Y4Y\\_EN.htm](http://www.antiviolence-net.eu/projects_Y4Y_EN.htm)

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## Partnership

The project involves 4 countries and 5 organizations:

**ActionAid Italia**, Italy

**ActionAid Hellas**, Greece

**AFOL Metropolitana**, Italy

**CPE & Centrul Parteneriat pentru Egalitate**, Romania

**UCLL & UC Limburg**, Belgium



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