YOUTH FOR LOVE

Youth for Love School staffs' training Toolkit Addendum

An integration for the "Youth for Love" (first edition) toolkit for school staff and educators to support schools in preventing and managing Peer Violence and School Related Gender Based Violence

actionaid

Afol METROPOLITANA colleghiamo il lavoro

CPE CENTRUL PARTENERIAT PENTRU EGALITATE

UC Leuven Limburg MOVING MINDS

EXECUTIVE SUMMARY

The **Youth for Love 2** project, co-funded by the European Union – Department of Justice, Consumers and Gender Equality, aims to prevent, detect and address peer violence among adolescents (14-18 years) in 5 local communities in 4 European countries (Italy, Belgium, Greece, Romania), by promoting the adoption of positive behaviours for preventing and addressing peer violence among youth, families, educational professionals and community members at large who will be involved in community-based initiatives developed and led by youth to prevent and address peer violence.

The project is the consequential continuation of the previous one, "**Youth for Love**",realised between 2019 and 2021 with a strong focus on gender-based violence. The aims and lessons learned of this path highlight the role of the education system. This addendum should empower school professionals with the knowledge, skills, and resources to understand, with the lens of intersectionality, issues related to peer/cyber-violence. Furthermore, it should ensure that teachers and school staff are capable to:

- offer a clear identification of what intersectionality means and which are the models that can generate peer violence;
- be capable of a proper prevention and protection response and referral in case of peer/cyber-violence.

In this view, schools are key actors and, in this second "edition" of the project, following *whole school approach principles* [1] , they will find new allies in the students' families, through a solid involvement of parents in the project's activity.This toolkit is an integration with new contents, tools and methodological indications created with the aim to reinforce the "Toolkit 1" in its aims about the dissemination and the sustainability of the project. It provides theoretical and practical guidance to support school professionals in preventing, combating, and responding to intersectionality discrimination models, peer/cyber-violence among teenagers, a complex and structural phenomenon with multiple forms and serious consequences. Other stakeholders, like educators or civil society organizations, could also take advantage of the instrument, to promote and organize similar programs in other formal or informal education contexts.

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[1]*The whole school approach 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 (Unesco)*

INTRODUCTION

Overview of Youth for Love Project

Youth for Love 2 is implemented within the legal and conceptual framework provided by the Council of Europe Strategy on the Rights of the Child 2016 -2021 which has identified violence prevention as one of the five priority areas to guarantee the promotion of children's rights. Research shows that there are numerous risk factors strongly associated with youth violence that occur at different levels: individual level (i.e. personality and behavioural factors), family and close relationship level (i.e. negative peer influence, lack of social ties, poor parent-child relationships, parents' antisocial behaviours etc.) and community and society level (i.e. low social cohesion, inequality, insecurity, gender and cultural norms) (Center for Disease Control and Prevention, WHO, 2015).

The **Youth for Love 2** project, co-funded by the European Union – Department of Justice, Consumers and Gender Equality, aims to prevent, detect and address peer violence among adolescents (14-18 years) in 5 local communities in 4 European countries (Italy, Belgium, Greece, Romania), by promoting the adoption of positive behaviors for preventing and addressing peer violence among youth, families, educational professionals and community members at large who will be involved in community-based initiatives developed and led by youth to prevent and address peer violence.

Whereas Youth for Love 1 had a more specif-

ic focus on School-Related Gender-Based Violence (SRGBV), in this second edition of the project partners have chosen to have a wider focus on peer violence by addressing violence and discrimination in their interdependencies through a strong community engagement approach for building collective power against different forms of discrimination and power inequality with an intersectional lens.

At European level, the project aims at:

- **Developing and testing an integrated educational program** for the prevention and management of peer violence in 5 local communities across Europe;

- **Informing and training 190 school professionals** to strengthen their competences in preventing and managing peer violence and become the school's focal point on peer violence;

- **Engaging 50 parents or tutors** in a specific training program to strengthen their role in the prevention and management of peer violence at school and community level and strengthen their skills to ensure support;

- **Providing 400 students** with a strong knowledge and understanding of peer violence

through **a participatory educational program**;

- **involving 200 youth in mapping the needs of their local communities** connected to peer violence, with particular attention to youth, and engaging the entire educational community in actions to prevent and fight it;

- **Advocacy at national and European level** through a participatory process to co-design the project's policy recommendations involving school professionals, students and parents, youth, civil society organizations and movements and policy makers;

- **Raising public awareness** of the problem of peer violence among young people and involving 1.5 million of them across Europe through communication activities (website campaign and webgame).

The project partnership is composed of the following European organizations: *ActionAid Italia (Italy), ActionAid Hellas (Greece), UC Limburg (Belgium), AFOL Metropolitana -*

Agenzia Metropolitana per la Formazione, l'Orientamento e il Lavoro (Italy), and CPE – Centrul Parteneriat Pentru Egalitate (Romania).
All the materials produced within the project are available for free download in the section "Learn more" of the project website: 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: May 2021 – April 2023

Aim, subjects, methodology of the Toolkit

The toolkit addresses teachers, principals, tutors, counsellors, administrative/technical staff, and other relevant school personnel who are responsible for an inclusive school environment that promotes positive and healthy models of behaviours and relationships. Schools as well as public institutions and non-profit organizations working in the education sector are invited to use this toolkit either in full or partially. They can in fact select activities and tools that are most useful in their specific context. The implementation of this training programme can contribute to create healthier and safer spaces for all students, who can benefit from the training activities in the long-term both at school and in their life. Through the programme, teachers and school staff can increase their confidence and ability to act when faced with peer/cyber violence cases, in the managing of which they need a high level of support and teamwork.

The toolkit's contents build upon the theoretical and practical knowledge and instruments developed through the Youth for Love previous project (2019/2021) as well as project partners' and relevant stakeholders' expertise.

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

For more information and details about aims, macro-education program, methodology and ethical recommendations see the Teachers Training Program Toolkit 1

This Addendum proposes an entire new path that is easy to follow and to realise – and it's the suggested one especially for those teachers that had already tested the YFL1 modules. It is also possible to find additional materials and contents which can be combined with the methodologies and activities from the YFL1 teachers' training toolkit.

Each facilitator can use the proposed activities between YFL1 and YFL2 addressing the interests and needs of the group: this means that it's not mandatory to implement the whole modules (apart from "Intersectionality", "Peer violence" and "Policies and Procedures"), but it's possible

to identify some alternative paths related to thematic contents.

Some examples to better clarify the possible structure:

- **Example 1** – if the focus is more set on Intersectionality, it's suggested to go deep in details using some content/activities of Module 1 Toolkit 1 "Raising awareness about GBV and Gender stereotyping among adolescents" like the one dedicated to defining terms or from Mod4 Toolkit1 "Promoting inclusive and feminist principles in school environment".

- **Example 2** – if the focus is more set on GBV, it's suggested to go deep in detail of Module B "Deconstructing misconceptions about Peer Violence", from this Addendum, using some contents/activities of Module 2 Toolkit 1 "Deconstructing misconceptions about GBV".

- **Example 3** - if the focus is more set on Policies and Procedures, it's suggested to go deep in detail using some contents/activities of Module 1 Toolkit 1 "Developing comprehensive policies and procedures for addressing GBV"

A feminist intersectional approach to fight and prevent peer violence

All developed materials and resources follow an intersectional feminist approach in order to tackle the deep and structural causes of violence, based on the awareness that the analysis and action of feminist movements is not limited to so-called "women's issues" like reproductive rights or equal pay, but also includes movements with a variety of agendas, such as taking action on the climate crisis or fight for human rights.

Intersectional feminism lifts the voices and experiences of many to build shared multi-dimensional visions for the future and understand 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 specific experiences of their gender and recognizes the different identities and challenges they may face or that make them vulnerable.
For it to achieve its stated aims, feminism needs to accommodate the different needs, experiences and identities of different people, using an intersectional approach to recognize how privilege, power and circumstance may affect understanding and perspective. These identities overlap and intersect and can be experienced with various intensity 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.

A truly feminist social transformation requires that we also address, besides gender issues, also 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 someone 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.

In order to successfully integrate a feminist leadership approach it is fundamental to reflect on power relations within the school context paying particular attention also to deep power structures.
Based on this, all resources and materials are

based on feminist principles which empha-sise different core ideals and contribute to put feminism into practice challenging different aspects of gender-related issues:

- **the personal is political:** one of the core ele-ments and distinguishing elements of fem-inist 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 mean-ing 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:** here 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 reproduc-tive and sexual choices, the right to make decisions about their bodies without fear.

For a deep analysis and possible activities in the classroom, you can see Module 4 "Promot-ing Inclusive and Feminist Principles in School Environments", from the Teachers Training Pro-gram Toolkit 1

Introduction to the training programme

Saying hello and introduction

20 minutes

Welcome participants and start introducing yourself (i.e. professional background; expertise in educational projects with schools, teachers, and students; work on peer violence; experience with intersectional approach).

After introducing yourself, leave the floor to participants for a first round of presentation. Ask them to share their name, their role in the school (teacher, administrative staff, tutor etc.), the subjects they teach, years of experience in working at school etc. We also suggest to ask participants to mention two truths and one lie about what came up to their minds when they heard about the training. The one who guesses the right answer should go next and so on. Besides contributing to break the ice 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 their mind?).

Introduction to the training and how it fits into an integrated programme to prevent and fight peer violence

20 minutes

After the first round of presentations, provide an **introduction on the project or on the action/initiative the training is part of** (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 the EU, country, and school level, which can be collected through the School Diagnosis Toolkit), project/initiative activities to be undertaken involving different stakeholders of the educating community.

Allow space for questions and comments from participants, if any, and ask all participants 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 concerns mainly reflect what they think could negatively impact their process of learning. Collect all expectations and concerns on the flipchart and make sure everyone named at least one. The aim of the activity is to better understand 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):

• **Confidentiality.** When introducing the status of execution of the project/initiative, 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 school staff should be shared without their explicit consent.

• **Consent for data sharing.** The disclosure of any program's findings to other training groups will be shared only if a large consensus is achieved; school staff in training should also be informed that the results of the work with students is 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 at creating solid mechanisms against peer violence and not at merely delivering awareness workshops in schools.

Introduction to the training programme

- **partnership.** The role of the facilitators is to provide support for setting up strong mechanisms against peer violence and not to point out flaws in the school system.

- **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 what is mentioned by several participants, as repetitions are not to be interpreted as conformity only, as they could also point out a significant area of intervention or interest for the entire group.

- **supporting each other.** Often competitive behaviours may appear in groups of teachers and school professionals, as in any other group of coworkers. Make sure, if needed, to 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.

Creating a safe space

20 minutes

In a programme like Youth for Love, which is strongly based on self-awareness and the critical reflection on how our personal experiences and perceptions of oppression influence our role in society, it is fundamental to create a safe space where all feel they can express freely without being judged or attacked. On the other hand, we also need to make sure that mutual learning is possible, that every possible risk of discrimination and power abuse is mitigated and where painful memories and deep emotions come to the surface, they are acknowledged and addressed through mutual care and empathy. In our view, starting from self-reflection is the first step to identify the structural causes of violence and achieve transformative change both as individuals and as a community. **As feminisms have taught us, the personal is political!**

To introduce this phase, share the above outlined elements with participants and ask them to share what "safe space" means to them. Collect what comes up on post-its/a flipchart. After collectively defining what a safe space is and what characteristics it should have, ask participants to individually write down on separate post-it the 3 main elements which contribute to the creation of a safe space. Invite them to formulate their contributions in a "positive" way, for example rather than saying "do not interrupt and talk over other people" you could use "leave space to all participants for expressing themselves and pay attention to respectful feedback".

Ask participants to share their inputs, which will contribute to the definition of an agreement within the group with respect to some "rules" to follow to create a safe space. Allow space for comments and discussion, it is important to find a consensus since these elements will guide the group throughout the entire programme.

Collect all post-its and after the end of the module synthetize them into a document (or something more creative if you wish). Print out one copy of the "Safe Space Agreement" for each participant and hand it out at the beginning of the module.

MODULE A

Multiple intersecting identities, power and oppression

Learning objectives

- To analyze the concepts of power, privilege and oppression.

- To understand the concept of multiple intersecting identities and acquire the necessary tools to adopt a feminist intersectional lens .

Soft skills to develop

Critical thinking, teamworking, empathy, communication

video projector

markers

empty power flower

post-it

Materials needed

laptop

Handout 1
Defining power

Handout 2
Privilage wheel

Handout 3
Power flower

Handout 4
Privilage walk

printed handouts

flipchart

Suggested preparation

To prepare this module we suggest reading a series of resources and materials on intersectionality which can be found in Module 4 on Feminist Leadership in Youth for Love 1 School Staff's training toolkit. This would help acquire a deeper knowledge about intersectionality and an understanding of how it helps us perceive how complex our identities are and how they result in power or oppression.

For a better understand of the main concepts used during the training modules and during the project/initiative, it's suggested to have a look at Module 1 - Handout 1 "The Genderbread Person" of the Toolkit 1.

Specifically to the activities of this module we suggest to:

- identify the option of the privilege walk and prepare accordingly (for option 1, keep the video ready and make sure you can project it while for option 2 print profiles and make sure you have a sufficiently big space to implement the activity);

- identify the relevant characteristics for the power flower, selecting those you think are more relevant for your specific context, and prepare the power flower to be shown to the group (preferably on a big paper or flipchart)

- Print sufficient copies of the power flower handout

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

- make sure the group understands the presented concepts and if necessary take some time to further explain and deepen them. The concepts of power, privilege and oppression are fundamental throughout the entire training programme.

- It could be challenging for some to recognize their privilege, make sure you create a safe and inclusive environment free of judgement.

- acquiring an intersectional lens and being aware of how power and privilege influence our lives can contribute to creating a more inclusive environment at school and pay attention to how we interact with others.

- print sufficient copies for the evaluation activity at the end of the module

Saying hello, introducing the main objectives of the workshop

15 minutes

The facilitators will introduce the contents of the module. What are the concepts of power, privilege and oppression; the concept of multiple intersecting identities and how to acquire the necessary tools to adopt a feminist intersectional lens.

Detailed activities

What are we dealing with: power

60 minutes

After agreeing on how to create a safe space across the training programme, it is time to focus on some introductory contents for deepening participants' understanding of the most important concepts to be used during the programme. Start the activity by mentioning that many times we operate with concepts we do not have the same understanding of. This activity focuses on supporting the group to reach a common understanding of the concept of power and its forms which will be used during the training modules and crosscutting to the project/initiative implementation.

Phase 1: defining power (30 minutes)

- hand out 2 or 3 coloured post its to participants and ask them to take a few minutes to individually write down the first words/sentences that come to their mind when they hear the word "power"

- put all post-its on a flipchart or billboard and try to cluster them into similar areas with the contribution of participants

- Collectively discuss what comes up from the clustering process. Are there more negative or positive associations? Underline that power is not necessarily oppressive but can also be ability and possibility. To wrap up the discussion read the quote on power by Martin Luther King and write it on the flipchart/billboard: "Power properly understood is nothing but the ability to achieve purpose. It is the strength required to bring about social, political, and economic change." - Martin Luther King; US Civil Rights leader.

- ask participants to reflect about this definition of power. Indeed, power can be oppressive or transformative, the form it takes depends for what and on how it is used. Throughout the training, one of the main objectives is to learn how to use our power in a transformative and inclusive way.

- ask volunteers from the group to read out loud the additional definitions of power provided in the handout and leave space for reflections and comments. How do these definitions help us to get a deeper knowledge about power and how it is exercised?

- wrap up underlining again that power can be used to oppress but also to transform and fight injustices and inequalities.

Phase 2: shifts in power (30 minutes)

Power can transform and fight oppression and inequalities based on how it is exercised. Indeed, every person should reflect on how he/she/they use power and what the necessary shifts are to contribute to more equal and inclusive relationships.
Share with the group the following ways of exercising power, as defined by ActionAid (source: NetworkedToolbox ActionAid):

Detailed activities

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. Changes happen in rights consciousness, capacity, organisation and mobilisation that result from conscientisation processes.

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. Changes happen in the organisation and mobilisation of civil society in support of people.

Power to: Ability to act, potential to make a difference and shape lives, capacity to decide 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. Actors such as police, judges, teachers, politicians all have a certain power over us in society. Duty bearers can use this power for positive or negative change which is why we work to influence them. Changes happen in policies, budgets, practices of state and non-state institutions and actors, duty bearers.

After sharing the definitions with the group (we suggest to project them, write them on a flipchart or hand them out to participants so that all can refer to them throughout the discussion).Brainstorm and discuss the presented concepts with the group to make sure they fully understand them.

Then, take one form of power at one time and ask participants to collectively reflect on what changes (shifts in power) are being realized at individual, family and community level. Invite the group to share real life examples of changes they have experienced. Repeat the activity for all 4 forms of power and write down on a flipchart or post its what comes up.

To kick off discussion you can use the following guiding questions (please readapt them to your specific context, if necessary, the questions are necessarily broad and generic):

Power within

• What changes do people report in themselves, their self-confidence and awareness of their rights?

• How have those changes motivated people to act in new ways?

• How have these actions shifted power (even if this is in very subtle ways)?

Power with

• How have people worked together towards change?

• How have traditional alliances been strengthened and new alliances been formed?

• What changes have been influenced by this collective action?

• How do those changes reflect shifts in power?

Power to

• What actions have people taken?

- What new things have they been able to do that were not possible before?
- How do those changes reflect shifts in power?

Power over

- What people, groups or institutions have power over you? (It may be helpful here to specify the issue that you are talking about)

- What strategies have you used / can you use to try to influence their agendas or actions?

- What changes (if any) have you seen in the way in which these groups exercise their power on a specific issue?

Reflection across forms of power

- What were the strategies used to shift power and how effective do you think they are?

- What challenges and obstacles have been overcome? What strategies have helped to overcome these difficulties, challenges and obstacles?

- What have we learnt?

To conclude ask participants to share their reflections and thoughts on how they exercise the different forms of power in their daily life, paying particular attention to identifying the necessary shifts to make power relations at school more equal and inclusive, reflecting on the relation among and between different targets: students, teachers/colleagues, administrative staff, families, school director and other leadership positions.

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

Underline what is left out when defining terms. Please use the participants' work to underline important aspects that usually arise when tackling the subject of power. Are we aware of all forms of power? Do we use misconceptions when defining terms?

Provide clarity. For participants to be able to come back to the relevant definitions during and after the project/initiative implementation, please provide them with printed handouts with all definitions discussed during the exercise.

Detailed activities

15 minutes

What is intersectionality?

After reflecting on power and its forms, ask participants if they have ever heard about intersectionality and if they want to share a definition. Throughout the discussion, please introduce the following elements if they don't come up from the group:

- Everyone has multiple identities which shape their lives, experiences and relationships.

- Our identity is shaped by factors such as gender, race, class, sexual orientation, education, ethnicity, age, ability etc.

- Intersectionality is not just about identity, it tells us also what challenges and contradictions each person faces in their daily lives.

- Intersectionality is about how our identities result in power and privilege or discrimination and tries to subvert them.

- We need to be aware of our privilege so we can be allies to those who are more marginalized.

- Intersectionality is not about pointing the finger at the most privileged groups but is aimed at raising awareness about power dynamics and how they shape our role in society.

To conclude this phase, show participants these 2 videos explaining intersectionality:

https://youtu.be/JRci2V8PxW4

https://www.youtube.com/watch?v=w6dn-j2IyYjE

Note for facilitators: *if the group has no previous knowledge on intersectionality, you can also start with the video, which explains the concept very well, and then collectively reflect and discuss the main elements which have come up.*

The Privilege Walk

To better understand the concept of intersectionality by representing it in a more graphical way we suggest choosing one of the two options below, depending on the specific needs of the group and available time

15 minutes

OPTION 1

Show participants the following video, which shows a "privilege walk". This methodology has been widely used with children, teenagers and adults to reflect on intersecting identities and how they shape our place in the world:

https://www.youtube.com/watch?v=okJxWIIi9mM

After showing the video ask participants to share their ideas and thoughts. If discussion does not kick off you can use the following questions:

- Why do you think some persons ended up in different spots of the room even though they all started from the same point?

- The privilege walk has highlighted different forms of discrimination: which are they? How did they affect each identity?

During the discussion, point out 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 discriminated against 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 based on multiple intersecting factors.

60 minutes

OPTION 2

From a methodological point of view refer to Power Walk activity in Module 1 of the Youth for Love 1 school staff's training toolkit (free download available at www.youthforlove.eu). Attached to this addendum you will find an updated version of the profiles and situations to be used during the activity.

Detailed activities

The Power Flower

60 minutes

The Power Flower is a widely used and tested tool to reflect on social identities as individuals and as a group and to understand discrimination as a process for maintaining dominant identities. In has been originally adopted in anti-racist education but is now widely used when talking about diversity and inclusion.

After reflecting about intersectionality and how our multiple intersecting identities shape power, and thus privilege and oppression, introduce the next activity aimed at reflecting on the multiple identities of participants and how they reflect on internal and external group dynamics.

Preparation:
before the activity, identify 6-7 characteristics which are particularly relevant in your specific context, including: sex, gender identity, race, ethnicity, class, language, religion, age, ability/disability, nationality, citizenship (documented/undocumented), sexual orientation, education, geographic region (current and/or of origin), marital status etc. Then, draw the power flower (refer to handout as guide) on a large paper or flipchart:

- the central part of the flower should be left free, it is where participants will add their name in the individual versions

- Add the identified characteristics on the inner petals, which will represent the individual's specific identities

- Leave the outer petals blank for now, they will be filled in with the dominant characteristics, namely the characteristics of those in power

Step 1 (10 minutes):
Show the flower and collectively identify the most privileged group for each characteristic and write them on the outer petals. Allow space for doubts and reflections from the group and, if necessary, suggest some concrete examples to help the reflection.

Step 2 (15 minutes):
Give each participant one printed empty flower (handout) to fill it in with their personal characteristics. Ask them to add the identified dominant categories on the outer petals, while they can add their own personal characteristics on the inner petal.

When done, ask them to reflect on the following questions and write down their ideas on a separate sheet of paper:

- How many of your personal characteristics correspond to the dominant identity? How many are different?

- Which are the characteristics we can't change?

- Does the same characteristic affect us un the same way in different contexts?

- What does the flower say about your own power in society? And in this group?

- Which is the relation between and among different forms of oppression? How do they intersect??

Step 3 (15 minutes):
after each participant has filled in his/her/their flower ask them to pin their flower on the wall

and allow time for walking around and having a look at the different flowers in the room.

After giving the group enough time to walk around and have a look at the filled in flowers, ask them to pair up and share and discuss their ideas and reflections, in particular:
• How diverse is the group?

• what are the most common characteristics in the group?

• what does this tell us about the degree of privilege and oppression within the group?

• what does this tell us about how our group is perceived by the outside world?

Step 4 (20 minutes):
To conclude, go back to sitting in circle and ask participants to share the main highlights of their discussion in pairs. Then, open the floor to comments and reflections with respect to what has come up. How does a greater awareness on our multiple intersecting identities and how they result in privilege and oppression contribute to build more inclusive relationships in this specific group but also in daily lives and in interactions with students and colleagues?

Reflection and ending of the module

10 minutes

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 the Module 1, the facilitators might 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:

• thumb: something good, something they found interesting;

• index finger: something they would like to point out (could be good or bad);

• middle finger: something bad, something

they did not enjoy or find interesting;

• ring finger: something they will treasure from the Module;

Additional contents references

- Module 4 YFL1
- Module 1 YFL1

- https://werise-toolkit.org/

- https://actionaid.org/publications/2017/shifting-power-learning-womens-experiences-and-approaches-reducing-inequality

- https://www.reflectionaction.org/

Methodological approach

A feminist intersectional approach
Reflection Action
Cooperative learning

Handout 1 – defining power

"A really good way to define power in today's reality is that POWER is the capacity of individuals or groups to determine: Who gets what, who does what, who decides what, and who sets the agenda."

- Srilatha Batliwala, Gender at Work

Power can be defined as the degree of control over material, human, intellectual and financial resources exercised by different sections of society. The control of these resources becomes a source of individual and social power. Power is dynamic and relational, rather than absolute — it is exercised in the social, economic and political relations between individuals and groups. It is also unequally distributed – some individuals and groups having greater control over the sources of power and others having little or no control. Power can be defined as the degree of control over material, human, intellectual and financial resources exercised by different sections of society. The control of these resources becomes a source of individual and social power. Power is dynamic and relational, rather than absolute — it is exercised in the social, economic and political relations between individuals and groups. It is also unequally distributed – some individuals and groups having greater control over the sources of power and others having little or no control. The extent of power of an individual or group is correlated to how many different kinds of resources they can access and control. "Different degrees of power are sustained and perpetuated through social divisions such as gender, age, caste, class, ethnicity, race, north-south; and through institutions such as the family, religion, education, media, the law, etc. Our understanding of power would be incomplete, unless we recognise its partner, ideology. Ideology is a complex structure of beliefs, values, attitudes, and ways of perceiving and analyzing social reality. Ideologies are widely disseminated and enforced through social, economic, political and religious institutions and structures such as the family, education system, religion, the media, the economy, and the state, with its administrative, legislative and military wings. The economic, political, legal and judicial institutions and structures set up and mediated by the state tend to reinforce the dominant ideology and the power of the dominant groups within it, even though their stated objectives and policies may be superficially egalitarian. While ideology does a far more effective job of sustaining an unequal power structure than crude, overt coercion and domination, we should not forget that it is always being reinforced by the threat of force, should anyone seek to rebel against the dominant system. "But neither power, ideology, nor the state are static or monolithic. There is a continuous process of resistance and challenge by the less powerful and marginalised sections of society, resulting in various degrees of change in the structure of power. When these challenges become strong and extensive enough, they can result in the total transformation of a power structure."

- Srilatha Batliwala, feminist activist and scholar

"Power is a RELATIONSHIP between persons, social classes, genders, ethnic groups, generations, territories, states, and institutions, often one in which some are dominate and others are subordinate; it is also a relationship in which resistance, confrontation, transgression and negotiation arise. These relationships can give rise to upheavals and breakdowns as people seek to change the relationships of power toward relationships of equality and a world without discrimination or subordination - A transformative relationship."

- Malena deMontis, JASS Meso

"[P]ower is relational, dynamic and multidimensional, changing according to context, circumstance and interest. Its expressions and forms can range from domination and resistance to collaboration and transformation."
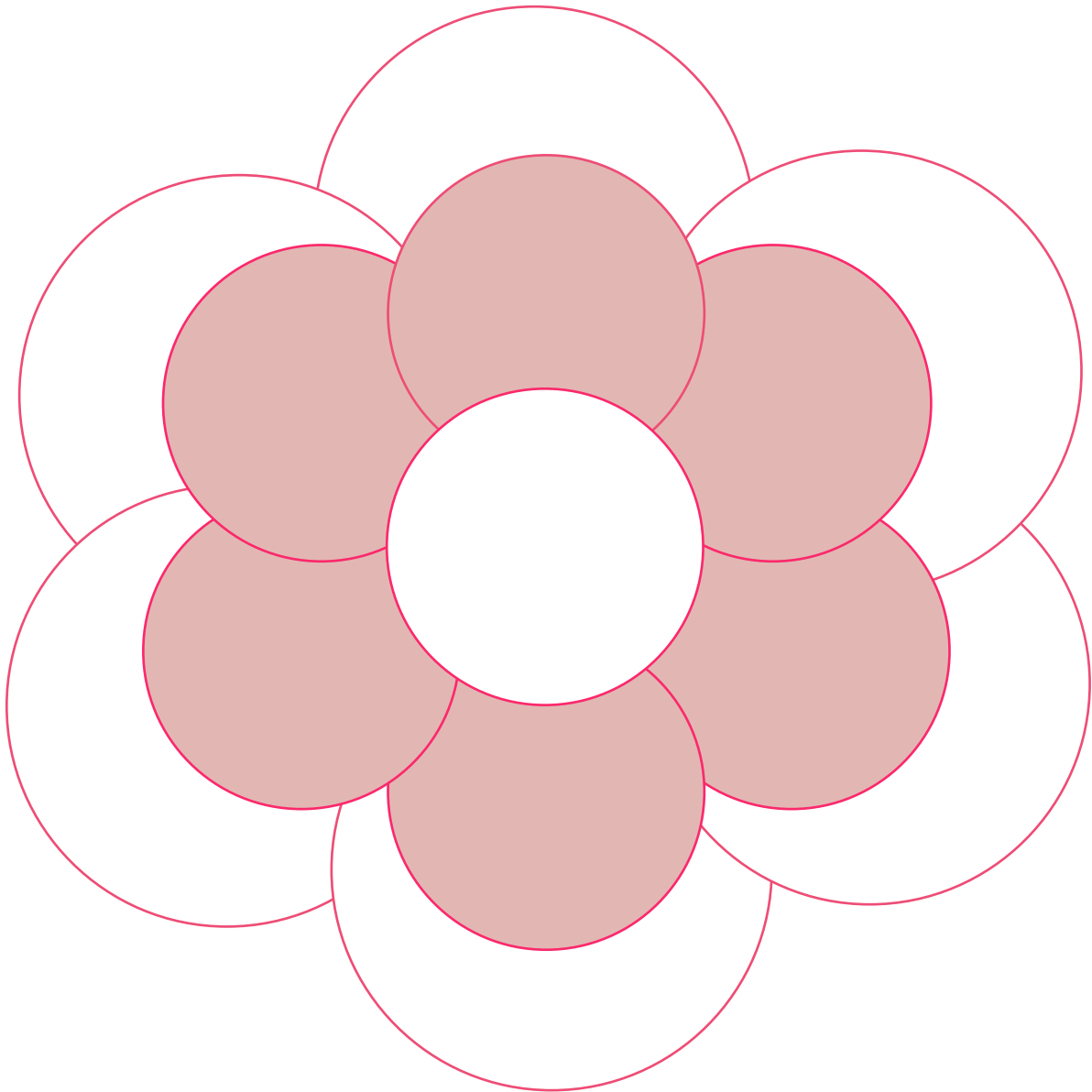
- Lisa VeneKlasen e Valerie Miller, JASS

Handout 2 – Privilege wheel
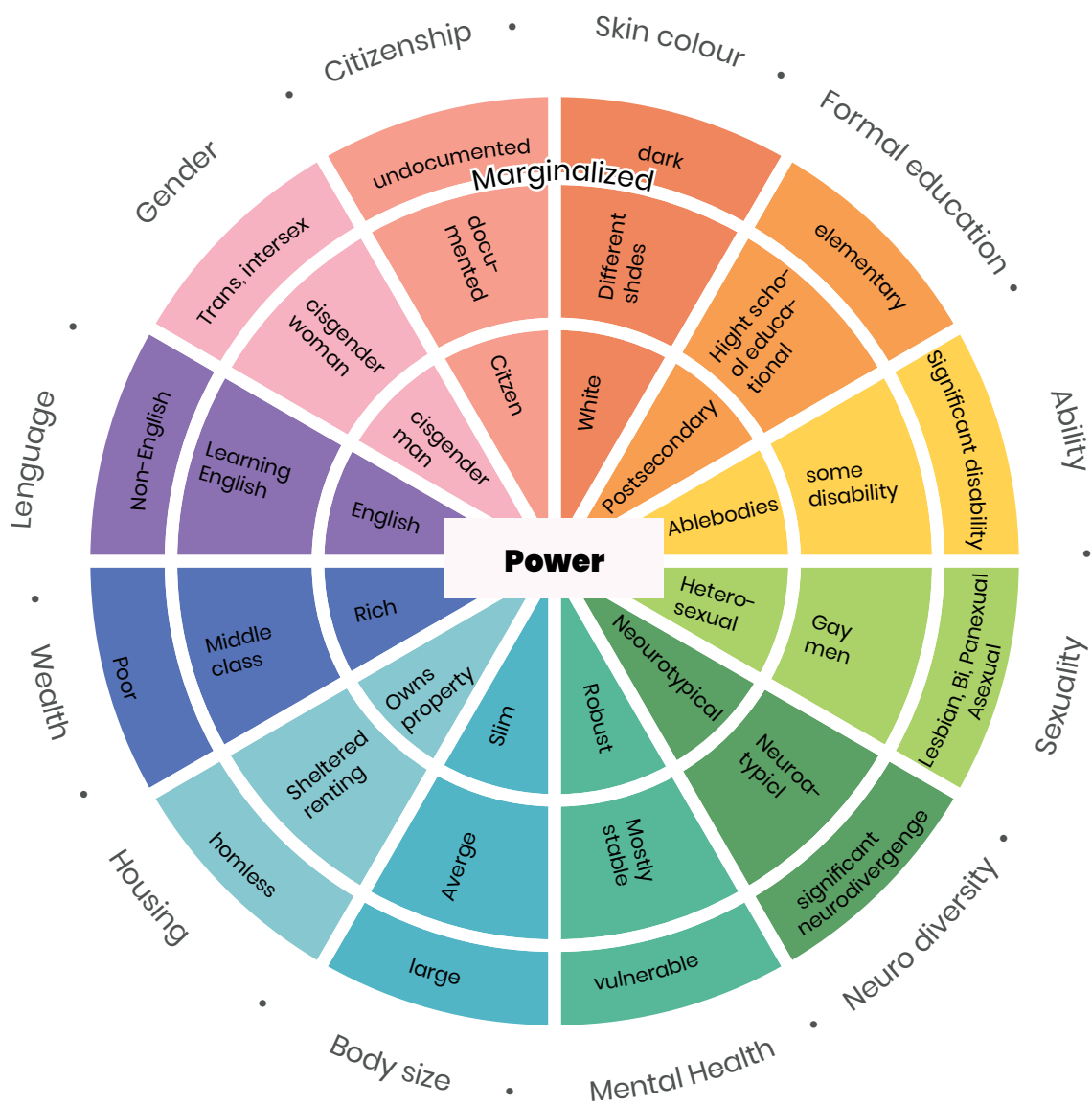
Source:
https://www.thisishowyoucan.com/post/__wheel_of_power_and_privilege

Handout 3 – Power flower/privilege

Source:
https://werise-toolkit.org/en/system/tdf/pdf/
tools/Power-Flower-Our-Intersecting-Identi-
ties_0.pdf?file=1&force=

Handout 4 – The Privilege walk

Profiles

JAN
Age: 50
Gender: man
Gender identity: cisgender
Sexual orientation: heterosexual
Nationality: Belgian

You work as a manager for a big multinational company based in Brussels. Your wife has quit working when she got pregnant the first time and now you have two adolescent children. You live in a big rooftop apartment in the centre of Brussels with your family, even if you spend most of the time working. You are often away from home for work but once a year you take your family on a big holiday to spend some time together.

FIRAZ
Age: 25
Gender: male
Gender identity: cisgender
Sexual orientation: homosexual
Nationality: Kurdish refugee from Syria

You are a Kurdish refugee currently living in Greece. You flew your country when Daesh invaded Rojava in 2014, fearing for your life because of your sexual orientation. You have first arrived in Turkey and from there you have taken a boat to Lesbos. there, you have spent more than one year in Moira refugee camp. You are currently living in Athens in an occupied building. You are hoping to collect enough money to continue your journey and reach Sweden where your sister lives with her family.

ALMA
Age: 45
Gender: woman
Gender identity: cisgender
Sexual orientation: lesbian
Nationality: Italian

You are from a small village in the south of Italy and have grown up in a very religious family. Shortly after high school diploma you have moved to a big city in the north of the country to study law. Since your coming out when you were 25 you haven't had any contacts with your family, who has never accepted your sexual orientation. You now live in London and work as a civils rights lawyer. You live with your partner Alice and your cat Meow in a nice flat in the city centre and love to go for dinner to nice restaurants with her.

MARIA
Age: 60
Gender: woman
Gender identity: cisgender
Sexual orientation: heterosexual
Nationality: Ukrainian

You work as caregiver for a family in Spain, taking care of the almost 100–years old grandpa who is not autonomous anymore. You work 6 days a week but without working contract. Because of this you can't ask for a regular staying permit and even though you can economically support your family in Ukraine (you have a husband and two children) you haven't seen them in the last 5 years. On your day off, you meet with your friends, of whom most also work as caregivers, for chats, coffee and sweets. You miss your family a lot and you talk to them as much as possible through videocalls.

MICHELLE

Age: 18
Gender: woman
Gender identity: transgender
Sexual orientation: heterosexual
Nationality: Italy

You are enrolled in the last year of high school and can't wait for it to be over! You have started your transition a couple of years ago and your family is very supportive and accepts your gender identity. Home is indeed a very safe space for you while you are struggling a lot at school. As a matter of fact your school is not equipped to provide you with an alias career and your dead name is still used. Your classmates don't want to see you suffering anymore and, supported by a local student's collective, they have chosen to protest to ask the director of your school for the introduction of alias careers so that all students feel accepted and included by the school.

APHRODITE

Age: 15
Gender: nonbinary
Gender identity: genderfluid
Sexual orientation: fluid
Nationality: Greek

You go to a professional high school and study car mechanics. You don't like to be called Aphrodite but rather Aphro, but at school and at home they keep calling like that. Your mom complains all the time about you dressing "too manly", trying to cover your curves and especially your breasts which have been growing quite a lot lately. You love to build stuff and hope that you will open your own carpentry someday.

ALICE

Age: 17
Gender: female
Gender identity: cisgender
Sexual orientation: fluid
Nationality: French

You come from a very rich family and go to one of the best Lyceums of Paris. Your parents have big expectations for your future: they want you to study business administration so that one day you will take over the family company. But this is not what you see in your future...you are very active in the student's movement and also a feminist activist and one day you want to work in an anti-violence centre for women. Because of your activism at school teachers always point you out as the troublemaker and the one who does not want to study.

MAX

Age: 19
Gender: male
Gender identity: cisgender
Sexual orientation: heterosexual
Nationality: Belgian

You have just graduated from high school and are now working as graphic designer. You love your job since you always wanted to something connected to design and arts. you are currently looking for a shared flat to move out from your parent's place. Even if you have a very good relationship, it's definitely time to become independent! Your parents are a bit worried about your choice because you have been always bullied at school for being too sensible and showing your emotions openly and they don't want you to be pressured of fitting into a toxic masculinity model by your new friends and roommates.

Handout 4 – The Privilege walk

Profiles

ALEGRA
Age: 18
Gender: female
Gender identity: cisgender
Sexual orientation: heterosexual
Nationality: Romanian

You are studying at a professional school to become a hairdresser. This is your last year of school and you have already been offered a job by a salon where you were doing your internship last summer. You don't know yet if you will accept the job since some years ago your mother got a rare sickness and ever since you had to take care of her besides going to school since your family does not have the money to pay for a caregiver for your mom and there is no institutional support.

EDDY
Age: 17
Gender: man
Gender identity: cisgender
Sexual orientation: bisexual
Nationality: Austrian

Your parents moved here from the Democratic Republic of Congo before you were born, still people ask you from where you really come way too ofter. You have dropped out of school when you were 14 and haven't started studying again yet. You don't have a job either and to be honest you don't really know what to do with your life. You spend most of the time at home playing videogames and during weekends you would love to go out with your friends but since you don't have a job you often can't afford it. Your parents threat you all the time that if you don't do something with your life they will send you to live with your grandmother in Congo so you have decided to participate in a project for unemployed youth from your local municipality.

CHRISTINA
Age: 18
Gender: woman
Gender identity: cisgender
Sexual orientation: heterosexual
Nationality: stateless person

You live with your family in the outskirts of Rome, the capital of Italy. You are part of the minority Roma community. You and also all members of your family are stateless, like many other Roma in Italy coming from ex-Yugoslavia. Since you are 18, you would be entitled to request Italian nationality. However, you are physically and intellectually disables making it impossible for you to declare your willingness to acquire nationality as required by Italian law. Indeed, your right to nationality has been denied due to intersecting discriminations based on ethnicity and disability.

This is a real story! Source: UNHCR

ALICE
Age: 25
Gender: woman
Gender identity: cisgender
Sexual orientation: bisexual
Nationality: Italian

Your parents moved to Naples, Italy before you were born from Cameroon. Even if you were born in Italy, you had to wait until 18 to get your citizenship. Fortunately your parents have supported you economically and psychologically in the process, otherwise you don't think you would have made it with all the bureaucracy. Getting the citizenship has been fundamental for finally feeling at home in the country you were born and have the same rights as all your friends, such as moving to work or study to another country without having to worry for visas. Since you have finished high school you have been looking for a stable job but it has been very difficult both because of low opportunities for young people in your area but also because of the fact that most of the time people start treating you differently once they see your skin colour.

JOSÉ
Età: 27
Gender: man
Gender identity: cisgender
Sexual orientation: homosexual
Nazionalità: Spanish

You have recently finished university and started working as a teacher. You love your job and especially the fact of working with young people. You have a great relationship with all your students and colleagues. During weekends you dedicate yourself to your other big passion: being a drag queen. Already during university, you have started working in clubs doing shows and you love it. When you started working you were not sure if to quit or not, but you just couldn't leave your passion. Now, you are afraid that someone at school might find out and expose you. Some already had a difficult time accepting you being openly and proud homosexual.

GEETA
Età: 13
Gender: female
Gender identity: cisgender
Sexual orientation: heterosexual
Nationality: Nepalese

You come from a remote village in western Nepal. In your country, women during menstruations are believed to be "unclean", people believe that if a menstruating girl touches them bad things will happen and god will be angry. They are exiled from their homes and sent to bare-bone huts during their period although it is illegal since 2005.
When you were 11, you were banished from home for the first time to live in a small hut far away from your family and friends. When you are sent to the hut every month you can't go to school and spend your days cleaning, sweeping and cutting grass. The hut is made of mud and doesn't have a window. You don't have any access to sanitary pads and especially at night it is very cold and you are afraid of animals and people who might attack you.

LIINA
Age: 29
Gender: woman
Gender identity: cisgender
Sexual orientation: bisexual
Nationality: Finnish

You live in Barcelona with her dog and three cats. You have spent the last 10 years in Spain, doing many different jobs: real estate agent, salesperson, dogsitter. Now you work for an international translation company and live in a nice flat in the suburbs. You take very good care of your animals and walk your dog at least 3 times a day. You have chosen that you don't want any children, but people tell you all the time it would be about time to settle down, start a family and have children.

ANNIKA
Age: 23
Gender: woman
Gender identity: cisgender
Sexual orientation: heterosexual
Nationality: German

You are a kindergarten teacher and you are currently not working. You got fired from your last job because the director of the kindergarten where you were working found out that your (now ex) boyfriend had shared some "hot" pictures and videos you had sent him in private with his friends from football in a chat. Not only did the director fire you but she told the entire school, parents included, about the reasons for her decision adding that like this you would not have found any other job as teacher. You know your rights so you have chosen to sue the director and all other involved persons. Your case has become national and you got a lot of solidarity from people all over the country.

Handout 4 – The Privilege walk

Profiles

ZEINAB
Age: 10
Gender: female
Gender identity: cisgender
Sexual orientation: still not sure
Nationality: Zanzibar

You are a member of the girl's club of your school where you have learnt about children's rights – like children's right to participate, children's right to education and children's right to be able to be heard. You love to go to the girl's club, sit together and talk about different things. After attending the girl's club you and your friends come back to your communities and talk to other children about what you have learnt, like violence in its different forms.

ANDY (ANDREA)
Age: 18
Gender: woman
Gender identity: transgender
Sexual orientation: lesbian
Nationality: //

You are new in town, you have moved less than a month ago and just stated to go to your new high school. You started your transition at 14 and your family loves and supports you through the journey and so was for your friends and schoolmates until you had to move due to your mother's job. You are afraid that of your new school and scared that your new friends won't accept you and start to bully you as soon as they discover your transition.

This profile is taken from Youth for Love – the game. By playing, you will have the opportunity to live, from different perspectives, stories connected to violence and determine the end of the stories with your choices. Gotten curious? Check it out at: **https://www.youthforlove.eu/en/pregame/**

ROBERT
Age: 18
Gender: man
Gender identity: cisgender
Sexual orientation: heterosexual
Nationality://

You are the major brother of three sisters and you love to deal with kids. You are very calm and peaceful and love to sing and act. You have trust issues due to how some of your schoolmates did treat you in the past: joking on your size, to even severe bullying acts like throwing food at you or beating you up. This led your self-confidence below zero, making it very hard for you to approach someone sentimentally. Music helps you deal with your issues and you love to sing for your friends and little sisters.

This profile is taken from Youth for Love – the game. By playing, you will have the opportunity to live, from different perspectives, stories connected to violence and determine the end of the stories with your choices. Gotten curious? Check it out at:
https://www.youthforlove.eu/en/pregame/

LISA
Age: 17
Gender: woman
Gender identity: cisgender
Sexual orientation: bisexual
Nationality://

You are forced in a wheelchair since you were 7 after a car crash. You love sports and are very energetic and competitive. You fight against everyone who threats you with pity and do everything to prove them your strength. You're an only child and live with your father after he and your mother got divorced. You're part of a mixed paralympic basketball team and have a girlfriend also into basketball. You both love to watch the other's matches and cheer each other.

This profile is taken from Youth for Love – the game. By playing, you will have the opportunity to live, from different perspectives, stories connected to violence and determine the end of the stories with your choices. Gotten curious? Check it out at:
https://www.youthforlove.eu/en/pregame/

Handout 4 – The Privilege Walk

Situations

If you have never been discriminated based on your gender identity please take one step forward, if yes take one back

If you have never been discriminated based on your sexual orientation please take one step forward, if yes take one back

If you have never been discriminated based on your ethnicity please take one step forward, if yes take one back

If you have never been discriminated based on your body size please take one step forward, if yes take one back

If you have never been discriminated based on your disability please take one step forward, if yes take one back

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

If you don't need to spend money for sanitary pads or tampons every month for most of your life take one step forward, if yes take one back

If you can move around the world without worrying too much about your passport and visa take one step forward, if not take one back

If you hold the passport of the country you were born/grew up please take one step forward, if not take one back

If you don't need to worry about money and how to provide for your needs economically please take one step forward, if not take one back

If you have studied at/are enrolled in/plan to go to university please take one step forward, if not take one back

If your physical appearance corresponds to your gender identity please take one step forward, if not take one back

If you are the main caregiver in your family and you don't get paid for it please take one step back, if not take one forward

If people around you think you are too young to have your own ideas and take decisions please take one step back, if not take one forward

If your right to education is recognized and you can attend school all year please take one step forward, if not take one back

If your family accepts you as you are please take one step forward, if not take one back

If you have a stable job or will probably get one when you finish school/your studies please take one step forward, if not take one back

If you have never been discriminated based on your gender please take one step forward, if not take one back

MODULE B

Deconstructing Misconceptions about peer violence

This module maintains the same methodological structure of YFL1 Module 2 "Deconstructing misconceptions about GBV" (**Toolkit 1**) – here it's possible to find some new ice breaking, a new focus on peer violence terms and some new case studies. The integration of these two modules allows the facilitator to have a wider perspective on violence phenomenon, merging the gender perspective with the peer dimension.

Soft skills to develop

teamworking,
critical thinking,
empathy,
communicaion

allegato

markers

laptop

Materials needed

speakers

video projector

Handout 1
Case studies

post-it

Detailed activities

30 minutes

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

Facilitators will choose one of the following ice-breakers, setting up 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 soon as they can. However, there is a trick: 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 of their small puzzles, when put together, recreate a bigger picture, making it complete. If creating the puzzle seems too complicated, facilitators may 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 well-manage a complex task or situation. We can then make a parallel between this situation and the context in which they need to respond to a potential situation of peer violence 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 peer violence? Given the work in the previous module, facilitators may also guide the discussion towards situations in which we may tend to act less, maybe in this case leaving the most exposed with less protection (for example the students with higher risks of being the target of hate speech and hate-related violence).

OPTION 2

The facilitators will involve participants in a "what options do I have?" game by 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 through the rope). The person getting the rope will share one thing they saw others do in cases of peer violence. Please remember to point out that they should not be giving names of real people during the exercise, but they should only talk about their response to the situation of violence. 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, this time once again reflecting on the situation they saw and mentioning one thing they consider should have been done in that specific situation. The second part of the game can be more active, 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 would not have to move as much, or pick another icebreaker for the group. One of the facilitators should try to write down or remember the answers; first the positions adopted in real life in front of a violent event and secondly what participants consider to be a more desirable answer to the situation. The answers will be useful in the discussions on the topics presented further on in the module.

Detailed activities

45 minutes

Misconceptions and realities about peer violence

Please define **3-5 important misconceptions concerning** peer 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 peer violence shape how different societies perceive and respond to it. Perceptions that are strongly influenced by misconceptions may lead to survivors of peer violence to be ashamed to come forward, to being blamed and blaming themselves, to support systems being flawed and inefficient and to 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 peer violence and also to properly act in such situations.

Some examples of **common misconceptions** are:

- snitches get stitches! Peer violence cases should be solved among students. These cases are never too serious, they are more like games teenagers play. It is better for adults not to intervene or they could even make the situation worse.

- boys will be boys. Violence is a part of the socialization of boys who try to establish supremacy and who is alpha. Peer pressure is a mean of building masculinity; boys need to be tough.

- girls like it. If a girl says no, she means maybe. She is playing hard to get, a dating game, so a boy should feel encouraged to keep on trying.

- it is always easy to recognize if a student is subjected to violence, since real violence leaves marks. Bad words or small offences on social media do not represent violence.

- girls are never violent. Girls are naturally kinder and calmer than boys are and the situations where girls become violent are extremely rare.

- usually only the students with vulnerability become violent (students from one-parent households, students living in poverty, students belonging to certain ethnic groups, students who have a disability, students with low learning abilities).

Facilitators should decide on the 3-5 misconceptions that they want to work on. Participants should be organized in 3-5 smaller groups; each group being 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, to express their own personal views and also to write down how such a misconception in the area of peer violence has the potential to:

- support or limit the capacity of recognizing peer 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 peer 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. 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 peer violence misconceptions appear in the way journalists write about violence (the ethnicization of violence, victim blaming in the case of couple violence and sexual violence, connecting violence with poverty, lack of formal education etc.). Facilitators should prepare a PowerPoint Presentation or a collage out of newspapers and magazine clippings.

- case studies relevant to the specific context

After the facilitators contribute with examples and case studies, they make a debrief with the participants, adapting the following guiding questions to the context:

- Do you think we could categorise stereotypes in strong and less strong, depending on their consequences?

- In your daily life, do you think to be a "stereotype bearer", even if subconsciously? Through which way?

- Are there strong misconceptions in the educational resources or books? How could you as teachers contribute to dismantle them?

- Are there strong stereotypes in the students' language? How and when could you try to reflect on this with them?

- Do you think families have a responsibility in perpetuating stereotypes? How and when could you try to reflect with students on these aspects?

Handout 2 - Case studies

Ema and Elena

Ema and Elena are best friends since 6th grade, when Elena moved to the school of Ema. They were both very good in sports, enjoyed playing for the same school team, loved writing short stories and spent all of their time together. Ema's parents always loved Elena, she was always very polite and kind and seemed like the perfect friend. Ema, Elena and their families were very excited when they passed the exam and went to the same high school.

During the summer vacation, prior to starting 9th grade, Ema's father died unexpectedly. For the following two months, Ema was extremely depressed. She stopped going out, had trouble sleeping, didn't want to see anyone and spent most of her time eating junk food and crying. When she went back to school she was 30 pounds heavier and extremely out of shape, so she was not able to make the school football team, as she wanted.

Elena was raging. All of their plans together changed and she started to be ashamed to be seen with Ema. The girls in their class were very pretty and they made fun about Ema constantly and openly. Soon after, Elena stopped talking to Ema all together, yet maintained the "good girl" image during family visits, in front of adults. She was talking to Ema in a very kind and empathic way, always putting her arms around her when parents were around, yet she didn't say one word when they were alone. She only communicated to Ema through pictures, which at school she left on her desk on in her backpack. The pictures were always of overweight girls, large animals or junk food and sweets.

One time on the schoolyard, while playing football, Elena hit Ema badly with the ball when no teacher was watching; other time, during a family visit, Elena made herself throw up all over Ema's bed after dinner, saying "this is what you should do when you are deformed".

BossyEye

One morning, during math class, all students from 9th grade got an invitation to a closed Insta group called BossyEye. Some of them joined out of curiosity, only to realize it was an anonymously-created group for the students in their high school. The trick was the challenge: hunt your mates! And the idea behind that was to take photos of any of your colleagues in embarrassing moments: sweaty from the gym, during a bad hair day, dressed in cheap or out-of-fashion clothes. Everything was allowed, even the sneak peek at the toilet or at the locker room. The more embarrassing or revealing the pictures, the more you would go up in this made-up hierarchy of popularity. At the end of every week, the anonymous person behind the page would announce the top 3 most embarrassing pictures.

At the beginning the students started to make jokes about this; some joined out of curiosity, some actually joined only when pictures of themselves were being posted, with lots of heavy, mean comments. The atmosphere in the school became extremely tense: you never knew when you were going to be next, they became suspicious of each other and sometimes even posted their first picture in the group just out of rage, targeting the person they thought to be behind their own photo being posted.

The comments were getting more and more cruel and some of the students started to miss school. The level of aggressiveness became very high and what started online sometimes turned physical. The page held thematic weekly contests: there was Miss and Mister Acne week, then The Ugliest week and so on. Everything was under a mean, deforming magnifying glass and some of the students started to become more and more anxious about their appearance, trying to control their every move. When they would report and close the page, another one would appear and the old photos would be posted again.

Two months into the situation, the high school morale was unrecognizable and teachers started to notice. Many students didn't say anything about it, as the stakes were very high for each of them: the person behind the page posted the "snitches get stitches" message – whomever talks becomes the ultimate target.
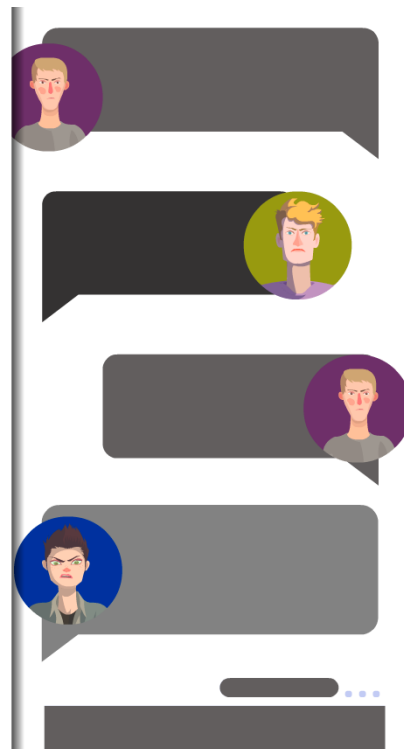
After reading the case studies individually, ask each group to reflect on the stories and discuss the following:

- Which are the forms of peer violence that you can 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

MODULE C

Cyber violence & conscious use of online media

Learning objectives

- To raise awareness on the different forms and features of cyber violence and ways they may take place.

- To increase teachers' ability to understand how the main social networks work and their conscious use.

- To give practical instruments to discuss during the full training.

Soft skills to develop

Crititcal thinking, empathy, communication, teamworking

handout

power point

laptop

Materials needed

speakers

video projector

Handout
Key definitions and numbers

Handout
Case studies

Handout
Let's build our toolkit!

Suggested preparation

Make sure you check all activities in detail and print all the needed handouts. Set up the room ahead of time: arrange the chairs like 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; bringing speakers that would ensure a good quality of the sound is highly advised.

Saying hello, introducing the main objectives of the workshop

10 minutes

The facilitators will introduce the contents of the module. What is cyber violence, what are the cultural roots that support it, how digital platforms can be used in a positive way, how people who are victims of violence may feel and how we can prevent and fight it together.

Speed-intro! (Icebreaker – 10 minutes)

All participants are divided into two long lines (line A and line B). They are asked to stand in front of each other and each pair has 30 seconds to share something with their partner, something that their partner may not know about them. The A group remains put, while the B group moves. Once the 30 seconds are over, each person in the B group moves on to the next person. Once the exercise is finished, the participants are asked about how they dealt with the exercise and if they felt they gathered a lot of knowledge about the people they interacted with. They are asked to describe the level of knowledge: is it profound, is it shallow? Did they have the opportunity to check, to go deeper, to ask questions? Then this info is compared to the way we receive information through social media and how we use social media to introduce ourselves to the world. Is this who we really are? Are there thick lenses that social media provides us with to analyse the knowledge about others?

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 (see description in the Introduction of the training programme). 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

1. What is *cyber violence?*

30 minutes

As an introduction, discuss with the participants the following questions:

- What is cyber violence?
- How is it different from traditional, offline violence?
- Which episodes or examples come to mind?
- What are the main challenges for you as a teacher to deal with cyber violence?

Some will probably refer to cyberbullying. Take this opportunity to share a first definition of cyber violence:

- an umbrella term for all forms of violence or harassment that happen with the use of digital devices.

- It can include: Unwanted sexually explicit emails, text (or online) messages; Inappropriate or offensive advances on social networking websites or internet chat rooms; Threats of physical and/or sexual violence by email, text (or online) messages; Hate speech, meaning language that denigrates, insults, threatens or targets an individual based on own identity (gender) and other traits (such as sexual orientation or disability).

Characteristics of cyber violence
The first characteristic of cyber violence is the intention to hurt or damage someone. If the person who sent the message or posted a comment didn't have the intention to hurt the other person, we could also speak of a misunderstanding.

A second characteristic is that the action is repeated. In the case of cyber violence, this is especially important because messages, pictures and movies can be shared and reshared infinitely online. Hence, even if someone shares a picture without consent only once, this is a form of cyber violence because the action can be repeated by a large number of people at once. The victim can be confronted with the action for a long time after.

A third aspect is the fact that the perpetrator has a social relationship with the victim where there is a power imbalance (e.g. where the perpetrator is taller, stronger or more popular). A typical aspect of cyber violence is that the imbalance stems from the fact that the perpetrator can stay anonymous or that they are more digitally savvy than the victim.

Detailed activities

In Europe, 49% of children aged 11-18 reported they experienced cyberbullying;

34% have been perpetrators of cyberbullying and having treated someone else in a hurtful or nasty way online;

44% of the children who had been cyberbullied before lockdown said it happened even more during lockdowns in 2020;

In the USA, 61% of children said they were cyberbullied because of their appearance. Other reasons for being cyberbullied according to children in the USA are perceived intelligence (one quarter), race or sexuality (one seventh), and religion (one tenth);

Data from several countries also reveals that children, in particular girls at the age of 11 to 13 years, are increasingly at risk of being targeted by criminal sex predators;

In Europe, 11% of women aged 18-29 years said they experienced cyber-harassment since the age of 15, including offensive and unwanted messages or advances. The highest risk is for young women from 18 onwards;

A study conducted in Australia, Canada, Europe, South Africa, Republic of Korea and the USA reveals that among children of 11 to 17 years of age, almost 28% said that they received sexts, almost 15% sent sexts, and 12% forwarded a sext they had received without consent;

In an online survey conducted in the USA among children aged 13-17, 40% agreed that "it's normal" for people my age to share nudes with each other;

84% of parents worldwide are worried about their children's online safety. However, 58% of them spent less than 30 minutes discussing the subject with their children, which is half the time of a standard school lesson

* UNESCO source – October 2021

Causes
As with offline violence, online violence can have a profound and long-lasting effect on someone. The psychological and emotional consequences for perpetrator and victim, such as depression or detachment, are very similar. At the same time, online violence can also be different from offline violence. Most people feel that cyber violence is more intrusive, because it happens in the safe environment at home, and it can happen at any time. Moreover, there is no supervision or proximity of adults. This makes that online violence almost has no limits. Because there is no, face-to-face contact, the perpetrator can have the idea that their acts are not as bad or impactful and doesn't realise their behaviour can do a lot of harm. This is also called "the cock-pit effect" of online violence. The lack of non-verbal contact and the possibility of staying anonymous, can stimulate impulsiveness. At the same time, this anonymousness makes it more difficult to deal or cope with the violence. Where offline violence is often a result of physical superiority, online violence is characterised by technological superiority. The victim often doesn't have a grip on the posts, comments or other online actions of the perpetrator. This might lead the victim to stay away from online media or even delete their accounts, with social isolation as a result. Moreover, the public characteristic of online media makes the victim feel as if it's them against the whole world.

Consequences
(recognising signs of cyber violence)

Depression

A bad mood, depression or mood swings can be a sign of someone who is not feeling comfortable. Episodes of anxiety or anger can also be an indication.

Physical changes

Sudden weight loss or weight gain can be signs of stress. A tired look can also be a sign of sleeping problems.

Absence at school

Children dealing with cyber violence, will look for excuses not to go to school. Declining school results can also be an indication.

Less involvement in hobbies and friends

Victims of cyber bullying can get less interested in things they used to be very involved in. The need of social contact, with friends and family, can gradually decline.

Decline in use of (social) media

Victims of cyber violence will tend to avoid social media or can even delete their account. It can even lead to someone not using their smartphone anymore.
These signs are not necessarily an indication of cyberbullying, however. Therefore it is necessary to talk to the student and to see what is going on. 14% of victims never share their situation with anyone, and not everyone is prepared to report cyber violence. As witness or confidant, you can have a significant impact in stopping the harassment and in helping the victim.

According to a Pew Research Center survey from late last year, 40% of people have been harassed online and 73% of people witnessed someone else being harassed online. We know that many folks, from all walks of life, experience and even perpetuate online gender based violence. However, when it comes to threats, women, people of colour, and LGBTQ+ folks are disproportionately impacted. Of those who have experienced online harassment, 66% said their most recent incident occurred on a social networking platform (techwithoutviolence, 2016).

Detailed activities

2. Forms of *cyber violence*

30 minutes

We have discussed cyber violence in general, how it is similar or different from offline violence, and how it can affect victim and perpetrator alike. Cyber violence can take many forms however, often similar to forms of offline violence.

Discuss with participants which forms of online violence they know. On which platforms do they take place? Do they think certain platforms can stimulate certain forms of cyber violence? Do they have examples of incidents in the media? How does the general public react to the perpetrator/victim in these examples? Is this reaction similar to how students or teachers react to incidents of online violence at school?

Distribute Handout 1 with key definitions. Discuss with participants forms of violence they are familiar with and forms that are new to them. Pay special attention to online harassment: when can you speak of online harassment? Make a clear distinction between sharing your opinion online or harassing a person based on their sex, gender, sexual orientation, religion, … Here you can also refer to any national law which also tackles insults, harassments or threats. You can also refer to the worldwide, online aspect of the behavior, which makes it even more impactful.

- online harassment
- threatening
- bullying
- blackmailing

- unwanted sexting
- stalking
- hate speech
- non-consensual sharing of images/revenge porn
- grooming
- doxing

Cyber violence and the law

It is important to know that cyber violence does not only have consequences for the victim, but also for the perpetrator. Perpetrators of violence can also experience psychological consequences of their actions. And what is more, committing acts of cyber violence can also be punishable by law.

Most EU countries have laws tackling intentional violence and harassment on the basis of gender, sexual orientation, religion or ethnicity. These laws also apply when online media and communication platforms are used to commit these acts of violence repeatedly.

Victims of cyber violence, can file a complaint with the police, even when the perpetrator is anonymous. It is important to keep evidence of the posts, comments or photos as proof of the contents and characteristics of the harassment.

Within the member states of the European Union, exist different laws, policies and other documents related to cyberviolence, cyberbullying

and, more in general cybercrime.

At European level, The Council of Europe has been promoting the protection of children and their empowerment in a digital environment for many years, including through the current "**Council of Europe Strategy for the Rights of the Child**" which states that children:

"… have the right to learn, play and communicate online – and to be protected from bullying, hate speech, radicalisation, sexual abuse, and other risks of the "dark net".

furthermore, The Council of Europe has declared 18 November as the "European Day on the Protection of Children against Sexual Exploitation and Sexual Abuse"

With regard to specifically sexist hate speech, Article 9 Budapest Convention covers child pornography involving real children who are victims, but also persons appearing to be minors as well as realistic (morphed) images, that is, situations without a real child as a victim.

The **Lanzarote Convention** (2007) addresses the sexual exploitation and abuse of children, which also covers the online environment.

The **Data Protection Convention** provides safeguards against the illegal collection and use of personal data.

Detailed activities

3. Teaching safe, responsible online behavior

60 minutes

Facilitators proceed with a short overview of the different actors involved, their responsibilities and roles.

Stakeholders

Youth

Young people can be the victim, perpetrator or bystander with cyber violence. Each of these 'roles' asks for specific knowledge and skills. This knowledge and skills they can learn from teachers, parents, campaigns, websites, but also each other. Actively involving youth in developing an anti-cyber violence policy is one of the first conditions for it to be successful.

Parents

Parents too play an important role. Cyber violence often happens outside of the school context. Researches show that young people whose parents are less involved with the online activities of their child, have a higher risk of being a perpetrator of online violence. Young people who are the victim of cyber violence don't always tell their parents what they are going through. Young people who witness cyber violence, often hear from their parents that "they shouldn't get involved". That is why it is important that parents support their children in their use of online media and are able to give a good example themselves. They should also be able to recognise signals that could point at online abuse and to react in a correct way.

The school

When teens are harassed online, this has negative consequences for the school context, such as a negative school environment, a decline in school effort, and less involvement of the stu-

dents. Schools can tackle cyber violence with a comprehensive approach.
How can you help?

Take the side of the victim. Address the perpetrator and denounce their behaviour. Perpetrators often think their behaviour will make them popular. The more people in their environment address them on their behaviour and make it clear that it is unacceptable, the sooner it will stop.

Offer emotional support: ask how they are doing, and let them know that not everyone is taking the side of the bully.

Offer information. Get informed about the theme and look for advice and tips for the victim: how to react, where to get support, … Victims don't always have the energy to look for this kind of information, so you can help by doing it for them.

Don't do nothing. Not intervening is the most common reaction of bystanders of cyber bullying. This might have a reinforcing effect, as the perpetrator can feel empowered in their behaviour. Never ignore a situation of cyber bullying.

At the end of this presentation the facilitators can use the Handout 2, to promote a brainstorming session with all the participants, to discuss the possible actions of intervention.

This session provides also the possibility to deep a possible activity managed with students. Handout 3 shows of to create a poster/fanzine for the implementation of a small awareness campaign designed and promoted directly by students: this is an example of how it's possible to engage youth protagonism.

15 minutes

Ending of the module and evaluation

To assess the levels of change resulting from the training project, the facilitator suggests a group evaluation final activity, which is 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, resuming 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 up around the more external circle. Then the facilitator asks participants to write a few words or draw a picture on a card representing:

First: 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;

Second: two personal thoughts concerning the quality of the training and the quality of methodologies;

Third: 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 appropriate to the level of change they have seen so far, from a small change (inner circle), moderate change (middle circle) to a major change (outer circle). Then discuss together if others have the same or very similar observation and pile these together. The facilitators guide the emersion for three times, as the three specific given requests. The facilitator guides discussion of any differences in change level ratings and resolve these through consensus or a majority view (do not create an average). The facilitator takes notes on the reasoning and evidence for the final ratings given to each change and gives time to discuss together.

Every teacher and school professional involved in the program will also fill in a formal evaluation questionnaire.

Additional contents references

Directorate-general for internal policies (2016). Cyberbullying among young people.
Estratto da:

https://www.europarl.europa.eu/RegData/etu-des/STUD/2016/571367/IPOL_STU(2016)571367_EN.pdf

U.S. Government Department of Health and Human Services (2021). What is cyberbullying? Estratto da:

https://www.stopbullying.gov/cyberbullying/what-is-it

Tackling cyberbullying and other forms of online violence involving children and young people: fact sheet

https://unesdoc.unesco.org/ark:/48223/pf0000379486

Methodological approach

Whole school approach
Co-progettazione
Cooperative learning

NOTES

Handout 1 - Key definitions and numbers

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else without consent, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

(stopcyberbullying.gov, 2021)

because of the use of technological or digital tools and platforms. Technology makes it easier and more accessible for the perpetrator to reach their target: there is no direct confrontation between perpetrator and victim, and there is no direct control of parents or teachers. Moreover, the perpetrator can reach their target anonymously and at any time a day. This makes that cyber violence doesn't stop when school ends, unlike face-to-face violence. Despite the differences, there are also similarities. Victims of cyber bullying also tend to be victim of offline bullying, and the perpetrators often commit violence both online and offline. Traditional bullying can be continued online, by excluding the victim on social media and instant messaging, or by any other form of cyber bullying such as posting negative comments and sharing images without consent. In some cases, cyber violence only takes place online, e.g. when the victim has never met the perpetrator or when the perpetrator only resorts to cyber violence because of the anonymity and lack of direct confrontation.
Here some examples of cyberviolence:

Sexting is a contraction of the words sex and texting (Child Focus, s.d.) and involves exchanging sexually explicit messages, photos or videos. Sexting is done by both young people and adults and is not in itself criminal. It is only when boundaries are crossed, namely when there is no consent or when there is pressure or coercion, that sexting becomes criminal (Sensoa, s.d.).

Revenge porn is the phenomenon in which sexually explicit images or nude images of a person are distributed without their consent, even if the person did give permission for the images to be made or made them themselves. Actually, it is not a good term because the motive for distributing the images does not necessarily have to be revenge. Distributing sexually oriented images of a person without their consent is punishable (IGVM, s.d.). It is one of the risks one should be wary of when sexting.

Grooming is the phenomenon where an adult seeks online contact with a young person, posing as a peer, building a friendship to gain trust, but actually seeking sexual contact. Grooming is punishable when the victim is under 16 (MediaWijs, 2021; WatWat, s.d.). It is one of the risks to be wary of when sexting.

EU/global data
Recent 2020 research among young people between the ages of 12 and 18 shows that more and more children have their own smartphone at an increasingly younger age. For example, in 2020 the average age for having a first smartphone of their own is 9.4 years, while in 2018 it was still 11 to 12 years. When young people experience something online, they mainly talk about it with friends and classmates (67%). About half of young people (52%) chat about it with their parents, 31% with their siblings, 20% with other adults and only 6% ask for help from their teacher. The study also focused on the topic of sexting and found that 17% of 5th and 6th grade youth have already sent a spicy picture of themselves to someone else. 20% of 5th and 6th grade youth felt pressured to forward a spicy image of themselves to another person at some point. Of the girls who have sent intimate images of themselves, 1 in 3 later regretted it. 38% of the youngsters has sent an intimate picture of someone, without that person being aware of it. In 65% of the cases they knew the person on the photo. Only 10% of the youngsters stand up for the victim or speak to the sender about his/her actions. 9% of young people say they have sent someone else's photo. Young people are not always naked in the photos they send, but they are often in underwear.

68% of young people say they draw unrecognizable photos of themselves, which may indicate that young people are aware of the risks associated with sexting. Sexting is also already prevalent among younger children. For example, 10% of 5th and 6th grade children reported having already sent a sexy photo (well defined) of themselves (Mediawise, 2021; Sensoa, s.d.).

A recent Telefacts report reported that 15% of women and 7% of men have ever been victims of revenge porn or the unwanted distribution of their sexually oriented images (VTMGo, s.d.). 80-90% of victims of revenge porn are women (BeOut, 2020). During the period 2015 - 2018, the number of reports of crimes such as problematic sexting/ revenge porn and grooming in Belgium increased from 1,200 to 1,600 (CBS, 2019). The corona pandemic and its lockdowns also had a huge impact on online victimization of children and youth. For example, during the 2020 lockdown, 135 youth sexual assault files were started at ChildFocus compared to 60 files during the same period in 2019. That is an increase of 125%. These are cases of problematic sexting/revenge porn, sexual harassment, extortion and grooming (VRT, 2020).

Handout 2 - Case studies

SITUATION 1

Jim, Clara and Mohammed have been playing World of Warcraft together for a long time. They are in the same guild and the three of them beat everyone who crosses their path. One day Clara tries to convince Mohammed to join the game against Jim. He is way too slow and not half as good as Clara and Mohammed. If they could do without him, they would already be much further ahead in the game. Together they forge a plan to eliminate Jim's avatar.

SITUATION 2

Aylin has found a super funny website. You can post someone's picture there and let people vote how ugly they think that person is.

SITUATION 3

Thomas slipped on an ice patch at the playground today and fell super hard on his face. He had hurt himself pretty bad but at the same time it was really funny to watch. In the evening Yussef gets a video in his mailbox of the same incident. Apparently someone had quickly had their cell phone to hand… On screen it is even funnier than in real life, so Yussef sends it on to his friends while chuckling.

SITUATION 4

Lara has just returned from her trip to the Dominican Republic. The hotel photographer has made a real photo shoot of her, in bikini on the beach. Back home, she rushes to put these photos online. Surely everyone should be able to see how great she looked!!!

SITUATION 5

Maria often chats with her boyfriend. During one of these conversations he asks her to take off her clothes. Maria is excited to do this for her boyfriend and takes off all her clothes one by one.

Handout 3 - Let's build our toolkit!

Step by step:

identify the issues in relation to cyber violence topic that you would like to explore further.

• what is on line violence? The difference with the offline violence

• privacy and the use of images

• what can I do with social networks: good practices and useful tips!

• the negative effects

• netiquette

The group can be divided into small thematic groups and make them work as if they were a newspaper editorial team.

1. Choose the type of communication product: What do you prefer to communicate with? fanzine, posters, infographics, vademecum

2. Remember that the Youth for Love webgame can be the subject of an online communication product.

Some examples:
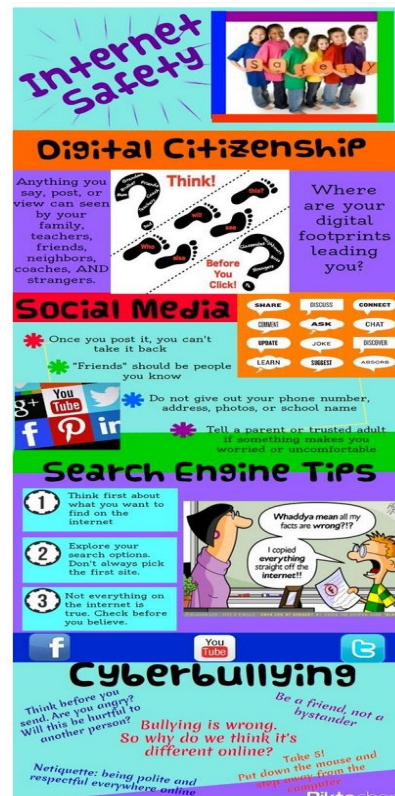
3. Setting up a search for information and materials: select keywords, check the reliability of information sources.

4. Save the images and texts downloaded into a folder.

5. Discuss the choice of material with the group.

6. Present the material to the group.

7. Start with assembly and create your campaign sites to create free infographics: Infogr.am; Piktochart.com; Easel.ly; Canva Sites to create free fanzine: flipsnack

MODULE D

Developing Comprehensive Policies and Procedures to Address peer violence in Schools

This module maintains the same methodological structure of YFL1 Module 3 "Developing comprehensive policies and procedures for addressing GBV (**Toolkit 1**) – here it's possible to find some new handouts.

Soft skills to develop

teamworking,
critical thinking, data
analysis, empathy,
communication

post-it

markers

laptop

Material needed

speakers

video projector

Handout 1
suggested phase for developing the procedures involving the entire educating community

Handout 2
Draft procedure to be adapted to local context

Handout 1 - suggested phase for developing the procedures involving the entire educating community[2]

In most cases, schools are not equipped with specific procedures or protocols to prevent and fight school-related Gender-based violence (SRGBV) and peer violence while most schools have protocols or procedures against bullying and cyberbullying which do not entirely respond to all the phenomena connected with SRGBV and peer violence. Indeed, bullying and cyberbullying are only one of the multiple forms of violence to which students and youth in general risk to be exposed.

It is thus pivotal to adopt clear strategies which involve the entire educating community through a co-design process with the aim of developing the procedures involving students, teachers and school staff in general, families, local authorities and institutions and all the relevant actors at local level such as anti-violence helpdesks and shelters, sexual and reproductive health centres, women's groups and organizations, youth centres etc. Since each context has different needs and resources, we suggest promoting a participatory process involving actors from the educating community which can be structured starting from the following phases. Please not that this is a suggestion and that the process should be adapted to local needs and resources:

The actors who compose an educating community are outlined in the image below:

[2] *An educating community involves all actors involved in the education of children and youth in a local community, such as schools and families but also civil society organizations, universities, local institutions, the private sector and children and youth themselves. The educating community does not only provide services for minors but it is be based on youth engagement and participation with the aim of educating the citizens of tomorrow and provide tools and skills to children and youth to recognize and claim their rights.*

Phase 0: creation of a working group involving the relevant actors from the educating community, with a particular attention to youth leadership.

Phase 1: raise the awareness on the topic of involved actors putting particular attention on the forms, causes and consequences of violence and on the spaces and services available locally.
How: through workshops, trainings, moments of mutual exchange and reflection
Tools and resources: Youth for Love toolkits

Phase 2: analysis and study of policies, protocols and procedures at local and school level
How: through desk research, analysis of relevant documents and interviews with key actors.
Tools and resources: school regulation and procedures, local policies, national plans and guidelines.

Phase 3: moments of reflection and exchange with the working group created in phase 0 to identify the main elements to be integrated in the procedure.
How: co-design workshop
Tools and resources: Youth for Love teacher training materials

Phase 4: sharing of the work done so fare so the wider educating community to find a consensus and approve the main points to be contained in the procedures
How: assembly open to the entire educating community
Tools and resources: documents previously produced in the co-design process.

Phase 5: drafting of procedures by a restricted working group of the school (with the possibility of also involving actors from the educating community).
How: through a series of meetings and assigning specific tasks to each member of the working group.
Tools and resources: school regulations to which the procedures will be integrated, other relevant procedures (for example on bullying and cyberbullying) to create synergies and connections with.

Phase 6: school approval of procedures/protocol
How: approval from school board or council
Tools and resources: specific procedure to prevent and fight violence developed with the engagement and active participation of the educating community

Phase 7: dissemination of procedures within the school and the educating community
How: dissemination of the document through specific actions and strategies for each target; implementation of a youth-led awareness-raising campaign developed by students to make sure all actors are aware of the procedure/protocol which has been developed.
Tools and resources: your creativity!

Handout 2 - Draft procedure to be adapted to local context

Preface
Add a preface, such as for example:
The present procedure/protocol, adopted by the school board/council on the ____ (add date), with deliberation nº ____, with the aim of preventing and managing violence among students, both at school and outside, is fully incorporated in the school regulation and becomes and integral and substantial part of it.

LEGAL FRAMEWORK

Add relevant EU, national and local legislation and policies on peer violence and SRGBV.

WHAT IS PEER VIOLENCE

Add a definition with a focus also on forms, causes and consequences of violence (all references can be found in the Youth for Love training materials).

PREVENTION

Which actions to put in place to prevent violence at school? With whom and how?

MANAGEMENT

How are cases of violence managed? What are the reporting mechanisms? What are the measures to put in place? Who are the external actors who need to be involved? When and how should they be involved?
Focus on:
1. reporting mechanisms
2. management and measures to put in place

INVOLVED ACTORS

Who is involved? what are the tasks for each one of the actors?

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

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-UNGEI.pdf

Website, projects

Myths concerning violence against women and girls:
https://ec.europa.eu/info/sites/info/files/factsheet-eu_action_to_combat_violen-ce_against_women-2019.pdf

Global women's rights organization
https://www.womankind.org.uk/

Safe and welcoming schools
http://www.endvawnow.org/en/arti-cles/1756-safe-and-welcoming-schools-.html

Violence in schools
https://www.coe.int/en/web/children/vio-lence-in-schools

Partnership:

The project involves 4 countries and 5 organizations:

ActionAid Italia, Italy
ActionAid Hellas, Greece
AFOL Metropolitana, Italy
CPE – Centrul Partneriat pentru Egalitate,
Romania
UCLL – UC Limburg, Belgium

YOUTH FOR LOVE

act:onaid

Afol
METROPOLITANA
colleghiamo il lavoro

CPE
CENTRUL PARTENERIAT
PENTRU EGALITATE

UC Leuven
Limburg
MOVING MINDS