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Youth4Youth

A manual for
Empowering young people
in preventing
gender-based violence *through peer education*



CREDITS

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1. Introduction

The Youth4Youth training manual is the culmination of a series of initiatives undertaken in several European countries that aimed at shedding more light on the issue of gender-based violence among adolescents. A number of projects funded by the European Commission's Daphne Programme have created a wealth of information on how young people think and act in relation to their gender identity and within romantic relationships, forming the basis for the work undertaken in the Youth4Youth project, a deliverable of which is this manual[1]. Most importantly, they have provided the foundation upon which interventions such as this manual can be developed and implemented in schools and in youth centres to prevent gender-based violence, and violence against women in particular, by addressing its root causes as early as possible. Emerging evidence suggests that patterns of violence and victimization may develop in early adolescence, and soon become difficult to reverse. Hence, primary prevention measures have an essential role in combating gender based violence since schools and other education centres are a critical component of adolescents' lives and one of the main contexts where gender socialization takes place, as well as where attitudes toward oneself and others are formed and reinforced.[2] This type of work goes on to stress the importance of funding programmes within the EU that prioritize gender equality and the fight against gender-based violence, including primary prevention programmes that aim to provide young people across Europe with the knowledge and skills to live healthier, more empowered lives.

Youth4Youth manual is an awareness-raising, training and peer education programme for young people in formal and non formal educational settings. It was developed within the framework of the transnational project Youth4Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education, co-funded by the European Commission Daphne III Programme, and coordinated by the Mediterranean Institute of Gender Studies (MIGS). The programme was shaped with the input of young people from five EU countries – Cyprus, Spain, Italy, Greece and Lithuania – and with support from their respective schools and partner organizations to the project. These organizations

i Long URL - Original URL
Short URL - The same URL shortened for easier typing

1) Daphne III Programme: PERSPECTIVE http://medinstgenderstudies.org/current-projects/perspective-peer-education-roots-for-school-pupils-to-enhance-consciousness-of-tackling-and-impeding-women-violence-in-europe/, http://goo.gl/A4Ql0 Daphne III programme: GEAR against IPV http://gear-ipv.eu/, Daphne II Programme: Secondary Education Schools and Education in Values: Proposals for Gender Violence Prevention http://medinstgenderstudies.org/past-projects/daphne-ii-secondary-education-schools-and-education-in-values/, http://goo.gl/F4JRb and Daphne II Programme: Date Rape Cases among Young Women http://medinstgenderstudies.org/past-projects/date-rape-cases-among-young-women, http://goo.gl/EPtfa.
2) Mediterranean Institute of Gender Studies (2010), REACT to Domestic Violence: Building a Support System for Victims of Domestic Violence, http://medinstgenderstudies.org/wp-content/uploads/REACT_ENG.pdf, http://goo.gl/TIWVY

include Casa delle Donne per non Subire Violenza (Italy), European Anti-Violence Network (Greece), Womens' Issues Information Centre (Lithuania) and Centre of Research in Theories and Practices that Overcome Inequalities, University of Barcelona (Spain).

Over 2300 young people took part in a research study which sought to identify cross-national trends in youth attitudes towards gender-related stereotypes and violence. Based on these research findings, Youth4Youth awareness-raising and training sessions were designed to enable young people, through a process of experiential learning and personal empowerment, to develop the understanding and skills necessary to challenge harmful attitudes that directly contribute to creating an environment where gender-based violence is possible and, in some cases, tolerated or even condoned.

A further 350 young people from the five participating countries took part in the Youth4Youth awareness-raising and training sessions, 200 of whom volunteered to become peer educators and successfully delivered training to over 1000 of their peers in their respective schools. It is thanks to all these young people's opinions, creativity and enthusiasm that the Youth4Youth initiative has resulted in a dynamic gender-based violence prevention programme that can easily be adapted and replicated in countries across the world.

This Manual is a guide to implementing Youth4Youth in your school or youth centre. It contains comprehensive information on the theoretical and practical framework of the programme alongside session plans, activity resources and evaluation tools. The programme can be implemented as a whole or the exercises contained herewith can be adjusted and incorporated independently depending on the needs of each training programme. In either case, the Youth4Youth project team hopes that it makes an important contribution to the fight against gender-based violence and that it constitutes an invaluable tool for teachers and youth trainers in their constant efforts for a more just, peaceful and equitable world.

Georgina Christou
Youth4Youth Project Coordinator
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2. Gender-based Violence Definition, Causes and Impact

2.1 DEFINITION OF GENDER-BASED VIOLENCE[3]

Gender-based violence (GBV) is an umbrella term for any kind of discrimination or harmful behaviour which is directed against a person on the basis of their (real or perceived) gender or sexual orientation.

GBV may be physical, sexual, psychological, economic or socio-cultural. Its root causes need to be understood in the context of gender norms, values and beliefs which support unequal hierarchies of power between women and men but also among men and among women. These hierarchies of power not only make gender-based violence possible, in some cases they create an environment where GBV is tolerated and even considered acceptable. Perpetrators may include family or community members and those acting on behalf of cultural, religious or state institutions.

Gender-based violence affects both women and men but disproportionately affects women and girls, reflecting their subordinate status in society. Different groups of women and men, such as those belonging to sexual minority groups[4], are also likely to be disproportionally affected by gender-based violence.

2.2 WHAT DO WE MEAN BY 'GENDER' AND 'GENDER NORMS'?

The words 'sex' and 'gender' do not mean the same thing. When a baby is born, it is (normally) clear from its genitals whether it is a girl or a boy. That is a sex difference. Dressing a girl in pink and a boy in blue is a choice. That is a gender difference.

'Sex' refers to biological characteristics that men and women are born with. They are universal and generally permanent, e.g. men cannot breastfeed, women menstruate etc.

'Gender' refers to the roles and responsibilities assigned to men and women by society. Girls and boys are not born knowing how they should look, dress, speak, behave or think. Their socialisation is influenced by their families, peers, communities and institutions such as the media. Gender norms are created by our culture, not by nature and can change over time. A few decades ago, for example, it would have been highly unusual, if not unthinkable, for a man to choose to give up work in order to stay at home and look after his children.

Despite many advances in equality of opportunities and rights between women and men, 'traditional' or 'rigid' gender norms remain pervasive in Europe and across the world amongst both adults and young people. Gender norms can be so ingrained that people often accept them as 'the way things are' and fail to recognise the power they have to shape expectations and behaviour (Carroll, 2010). Boys, for example, are more likely to receive positive feedback if they play with toy cars or tools whereas for girls there is generally a lot more emphasis on playing with dolls and looking after their personal appearance.

2.3 WHAT ARE THE LINKS BETWEEN GENDER NORMS AND GENDER-BASED VIOLENCE?

Rigid gender norms do not just limit people's identities and potential, they also set women and men apart based on societal expectations of how they should look, behave and act. This division gives rise to unequal hierarchies of power as, traditionally, society has valued 'masculine gender norms' of dominance, aggression and competition over 'feminine gender norms' of submissiveness, fragility and nurturing behaviour.

Though no individual has 100% 'feminine' or 'masculine' traits, boys and girls, women and men are nevertheless socialised to value and aspire to ideals of masculinity and femininity which are often unrealistic or even contradictory. Individuals who do not conform to these feminine or masculine ideals, such as men who are perceived to be 'effeminate' or women who have many sexual partners, frequently experience ostracism, discrimination and abuse. This violence, which is directed against a person on the basis of their gender or sexual orientation, is recognised as gender-based violence. GBV is perpetrated by some people to control others they perceive as having less status than themselves or as a means to 'punish' those who do not conform to idealised gender norms.

Both men and women can experience gender-based violence but GBV disproportionally affects women

3) Definition adapted from ReliefWeb, the online gateway for information on humanitarian emergencies, http://reliefweb.int
4) Sexual minority groups are those whose sexual orientation differs from the presumed majority of the population: the presumed majority being heterosexual

and girls compared to men and boys because of their subordinate position in society. Today in Europe, men have greater status in public life than women and remain in a stronger position to set the political agenda and the public discourse:

- In 2009 women in the European Union and Euro Area earned on average 17% less gross hourly wage than men doing the same jobs (EC Eurostat Service, October 2010).
- One out of ten members of boards in Europe's largest publicly quoted companies are women (around 12%) and only 3% of company chairpersons (European Commission's Network to Promote Women in Decision-making in Politics and the Economy, July 2011).
- On average women hold only 25% of seats in national parliaments of European Union Member States (European Commission's Network to Promote Women in Decision-making in Politics and the Economy, July 2011).
- An analysis of data from 24 European countries shows that women spend more time, in some cases up to 20 more hours per week, on housework compared to their male partners. (Voicu, 2008)

In general, men (and specifically heterosexual men) continue to have greater privileges and status than women and individuals belonging to sexual minority groups. The societal gender norms, laws and institutions which give rise to this unequal hierarchy of power create an environment where gender-based violence is not just possible, it may also be seen as a legitimate and acceptable mechanism to maintain this hierarchy. Gender-based violence is therefore often considered normal and justified by the broader society, and victims rather than perpetrators are often blamed and stigmatised.

2.4 WHAT FORMS OF GENDER-BASED VIOLENCE EXIST?

Intimate partner violence (IPV), domestic violence or dating violence is abuse, usually escalating over time, which is perpetrated by a person as a means to control their partner or ex-partner. It can include physical violence (such as beating, punching or kicking), sexual violence (such as sexual assault or rape), emotional violence (such as constant humiliation, isolation from family or friends, or dictating what a person can wear or do), and economic abuse (such as withholding earnings from someone). Where children are involved, they are often witness to and subject to much of this abuse, and there is a significant correlation between domestic violence and the mental, physical and sexual abuse of children.

Psychological and emotional forms of GBV include acts such as gender-based bullying, sexual harassment, stalking, isolation, ridiculing, put-downs and offensive name-calling, intimidation, controlling who a person can see or what they can wear, sexual innuendos, and jokes about the sexuality of boys and the sexual availability of women. Psychological violence can be perpetrated by people both known to the victim (e.g. a partner, family member, pupils in a school or colleagues in a workplace) and unknown (e.g. offensive remarks made by strangers in the street).

Sexual violence refers to all forms of forced sexual acts including forcing sexual activities against someone's consent and any unwelcome, usually repeated and unreciprocated, sexual advance or unwanted verbal or physical conduct of a sexual nature. It includes rape (date rape, gang and marital rape, rape as a weapon of war), child sexual abuse, sexual harassment and the trafficking of women, girls or boys for sexual exploitation.

Economic violence can include property grabbing, deprivation of basic necessities, controlling the earnings of victims, forbidding them employment and excluding them from decision-making processes. In many countries economic violence is legitimised in legislation e.g. laws that give a husband full rights over his wife's property or that exclude specific groups of people from voting in elections.

Socio-cultural violence includes harmful traditional and cultural practices such as female genital mutilation (FGM), honour related violence, wife and property inheritance, early and child marriage, forced sexual exposure and training, and dowry or bride price abuse.

2.5 WHAT IS THE EXTENT OF GENDER-BASED VIOLENCE?

Gender-based violence is present in every country and cuts across boundaries of age, culture, class, education, ethnicity and background. Gender-based violence poses a serious obstacle to equality between women and men and is recognised as a human rights violation. Acts of gender-based violence are generally committed by individuals close to the victims:

- In Europe, it is estimated that one-fifth to one-quarter of all women have experienced physical violence at least once during their adult lives, and more than one-tenth have suffered sexual violence. Figures for all forms of GBV, including stalking, are as high as 45%. The majority of such violent acts are carried out by men known to the victim, most often by partners or ex-partners. (COE, 2011).

- In Italy, it is estimated that 32% of women aged between16-70 have experienced physical or sexual male violence during their lifetime. Women aged 16-24 are most at risk of being victims of violence. (Istituto Nazionale di Statistica, 2006).

- 63.3% of Lithuanian women had been victims of male physical or sexual violence or threats after their 16th birthday; 71.4 % had been victims of sexual harassment or sexually offensive behaviour by a stranger, and 43.8% by a man known to them (Purvaneckienė, 1996).

- Studies on the prevalence of female violence against men show that while men also suffer domestic violence, they do so to a much lesser degree and the violence perpetrated against them is less severe. Moreover, men rarely suffer from multiple forms of violence and dependency in relationships that make it difficult or impossible for them to leave their violent female partner (COE, 2008).

In relation to young people's experience of gender-based violence:

- Gender-based bullying is the most common form of school violence in the USA. National surveys indicate that 80% of adolescents in the US will experience some type of gender-based bullying before graduating from high school (Anagnostopoulos, 2007).

- A number of surveys of young lesbians, gay men and bisexuals in the UK, USA and Australia, have routinely identified that between 30-50% have experienced some form of homophobic harassment in educational settings (Warwick, 2004).

- Recent research in Spain involving 11,000 young people found that a significant minority of boys and girls fail to recognise different forms of abuse. 35% of boys and 26% of girls did not consider 'controlling everything your partner does' as a form of abuse. Furthermore, 33% of boys and 29% of girls consider jealousy to be an expression of love (Diaz-Aguado, 2011).

- A UK survey of 1,353 young people aged 13+, found similar proportions of girls and boys report experiencing emotional and physical violence in their romantic relationships. Girls, however, were more likely to report that they suffered severe forms of violence, that the violence was repeated, and that it stayed at the same level or worsened over time.

- A cross-national survey of 1,850 girls aged 18-24 in Greece, Cyprus, Malta, Lithuania and Latvia found that between 10-16% of all respondents reported being subject to some form of unwanted sexual experience during a date including rape or attempted rape (MIGS, 2008b).

2.6 WHAT IS THE IMPACT OF GENDER-BASED VIOLENCE ON YOUNG PEOPLE?

All countries apart from Somalia and the USA, have signed up to the United Nations Convention on the Rights of the Child (UNCRC)[5] which acknowledges that children and young people have legally-protected rights including:

- The right to protection against discrimination or punishment on the basis of gender, sex, etc. (Article 2)

- The right to life and to the maximum chances of survival and development (Article 6)

- The right to express themselves freely, while respecting other people's right to do so (Article 13)

5) http://unicef.org/crc/index_30160.html, http://goo.gl/VrO04

- The right to be protected from abuse or neglect by parents or carers (Article 19)
- The right to an education (Article 28)
- The right to be protected from sexual exploitation (Article 34)

For young people, any experience of GBV, whether that is being bullied at school, living with domestic violence or experiencing abuse from a romantic partner, takes away all those rights. Not all forms of violence leave visible scars and while some forms of violence have a greater physical or emotional impact than others, the outcome of GBV can include loss of self-esteem, depression, self-harm, lower educational attainment, increased risk-taking behaviour, physical injury, suicide or even death.

2.7 HOW CAN SCHOOLS AND EDUCATIONAL INSTITUTIONS CONTRIBUTE TO THE PREVENTION OF GENDER-BASED VIOLENCE?

At an institutional level, the education system including schools, teachers' unions, and ministries of education can play an important role in addressing gender-based violence among adolescents but also in preventing violence in later life. School is a critical component of young people's lives, being one of the main contexts where gender socialisation takes place and where attitudes towards one-self and others are shaped and reinforced. During adolescence especially, young people begin forming their values and expectations in relation to romantic relationships.

Programmes like Youth4Youth are vital to ensuring young people have the opportunity to explore the impact of 'rigid' gender norms on their identities and behaviour and to develop the knowledge, skills and attitudes which will enable them to form healthy relationships based on equality and respect. In recognition of this, the European Parliament has called on the Commission and Member States to embark on strategies to prevent gender-based violence through targeted education initiatives in both schools and non-formal education settings (European Parliament, 2009).

SUGGESTED FURTHER READING

The Council of Europe's 'Gender Matters – A Manual on Addressing GBV Affecting Young People' contains an extensive and very readable section summarising the theory around gender socialisation and its links to unequal hierarchies of power and gender-based violence. It can be downloaded from:

http://eycb.coe.int/gendermatters/
(Available in English only)

The GEAR against IPV - Gender Equality Awareness Raising against Intimate Partner Violence Teacher's Manual (Booklet III) also contains a useful theory section focusing on the causes and impact of Intimate Partner Violence (IPV). It can be downloaded from:

http://gear-ipv.eu/
(Available in English, German, Greek and Croatian)

3. Y4Y Programme Aim and Objectives

Whether as victims, perpetrators or by-standers young people will experience different forms of gender-based violence as they grow up. In many cases this will have significant impact on their physical and mental wellbeing, their educational attainment and their relationships. Focusing attention on girls and boys aged 14-18 years does not only prevent gender-based violence in these critical formative years, but can also stem violence in later years. Young women and men, boys and girls need support systems and safe places to develop positive attitudes towards relationships in order to challenge those values and beliefs that support violent behaviour.

Youth4Youth aims to reduce the incidence and impact of gender-based violence in society and in young people's lives.

This is How

01

By: Creating a safe environment where young people can explore how gender-based violence directly affects them and their peers.

02

By: Improving young people's knowledge and understanding of the nature of gender-based violence and its root causes in the enforcement of gender norms and gender inequality.

03

By: Enabling young people to recognise their right to be valued and treated with respect and their responsibility to value and respect others.

04

By: Empowering young people with the skills and confidence to become agents of change in their own communities, challenging and preventing gender-based violence where it affects them and their peers.

05

By: Advancing the role of schools and non-formal education centres in the prevention of GBV among young people and in the promotion of relationships based on tolerance, respect and equality.

06

By: Providing educators in formal and non-formal settings with information and tools for working with young people on the prevention of GBV.

4. Y4Y Programme Overview

4.1 WHAT ARE WE TRYING TO CHANGE?

Research on gender-based violence, as reviewed in Hagemann-White et al (2010), points to specific factors which increase the likelihood of gender-based violence being perpetrated, tolerated and even considered acceptable including:

- Gender inequality, underpinned by normative beliefs about the proper spheres of women and men, the relative value of these spheres in society, and the legitimate distribution of power between women and men in each sphere.
- Traditional, rigid gender concepts of masculinity, associating masculinity with control, dominance and competition and femininity with caring and vulnerability.
- The portrayal of stereotypes about men and women in popular media and the depiction of violent actions as rewarding and successful, while sexualising violence and portraying women as available and vulnerable sexual objects.
- Peer groups (especially in adolescence) supporting sexist behaviour or violence and reinforcing hostile masculinity and aggression.
- The failure of agencies to sanction gender-based violence, for example teachers ignoring incidents of gender-based bullying at school.

In 2011, research[6] conducted with over 2,300 young people from the five Youth4Youth partner countries – Lithuania, Italy, Cyprus, Spain and Greece – evidenced that young people still support stereotypical views about gender; they demonstrate tolerance towards certain forms of GBV and subscribe to prevalent myths about why such violence occurs:

- ★ The majority of girls and boys are fully supportive of equality between women and men in terms of educational or recreational opportunities. Both girls and boys, however, still support stereotypical views about gender including, for example, that it is more acceptable for a boy to have many sexual partners than for a girl and that boys like to go out with girls just for sex.
- ★ Young people do not consider gender-based violence as an issue that affects them directly but rather consider it a 'grown-up' problem.
- ★ They recognise physical forms of violence but are less likely to recognise psychological forms e.g. shouting at your partner or controlling what a partner does or wears.
- ★ Jealousy is considered by many young people as a sign that your partner loves you.
- ★ A significant minority of boys consider it okay to pressure a girl into having sex if they have been dating.
- ★ Young people don't condone violence, especially physical violence, but they are quick to justify it under certain circumstances including if a partner cheats on you or if they have been flirting with someone else. Furthermore, the belief that women and girls can provoke sexual aggression because of the way they dress or behave was widespread amongst the research participants. These attitudes reflect victim-blaming mentalities in society.

Youth4Youth Sessions enable young participants to critically assess their understanding of gender norms - how they are shaped by society and how they, in turn, shape individual identities and behaviour patterns that can give rise to GBV. Through exploring these issues, young people begin to realise that they have the power, both as individuals and collectively, to prevent discrimination, violence and abuse from affecting their lives. As one young participant from Italy said after completing Youth4Youth: 'I understood that we, as youngsters, must and can do something to change things; beginning with us.'

At an institutional level, Youth4Youth helps schools and non-formal education organisations to foster a culture of equality and respect amongst young people and between staff and young people. It also equips education professionals with the skills to challenge incidents of GBV and support victims of such violence.

6) For more information on the Youth4Youth research methodology and findings, please visit the following webpage to read the project country research reports: http://medinstgenderstudies.org/news/youth4youth-empowering-young-people-in-preventing-gender-based-violence-through-peer-education/, http://goo.gl/aAKsd

4.2 LEARNING THROUGH EXPERIENCE AND EMPOWERMENT

There is an ancient proverb that says: Tell me, I forget. Show me, I remember. Involve me, I understand.

Though knowledge of gender-based violence can be passed down through teaching, skills and values such as respect, communication, empathy and critical thinking need to be learned through experience. Youth4Youth uses a variety of fun, experiential and interactive methodologies – group discussion, role-play, brainstorming, buzz groups, scenarios - which enable participants to learn through 'doing' and, at the same time, develop a shared ownership of the programme's messages.

Learning takes place because young people have the chance to cooperate with each other and take control of the learning process. They develop confidence to exchange their views with one another and to direct discussions based on issues that are relevant to their own lives. It is important that facilitators are able to support this process by being flexible with activities and adjusting them to focus on those issues that young people wish to address more deeply.

The key objective of Youth4Youth is to empower young people to become involved in bringing about the changes they want to see in themselves and their environment. Young people are rarely included or given a chance to actively participate in discussions that directly concern or affect them. The peer education approach is empowering because it gives young people a 'voice'. It instils greater confidence in them that their needs, views and opinions are listened to and that they matter. By training as peer educators, young people are able to see in themselves their potential to become role models and change-makers of tomorrow. They have the opportunity to experience a tremendous sense of accomplishment and to develop valuable life skills including leadership, planning, facilitation, communication and empathy.

Peer education approaches are also effective because they make use of peer influence in a positive way. In contrast to adult facilitators, peer educators have 'equal status' with other young people and can therefore gain more trust and credibility. They are less likely to be seen as an authority figure 'preaching' from a judgemental position about how young people should behave. They have shared cultural references and speak the same language as the participants in their Sessions and can better understand their feelings, thoughts and experiences. Peer educators can therefore create an environment where young participants feel comfortable to explore sensitive issues such as gender inequality or gender-based violence. They are also far better equipped than adult facilitators to help make these issues relevant to young people's lives.

4.3 SUMMARY OF YOUTH4YOUTH SESSIONS

1 SESSION — **GENDER NORMS**

Activities in Session 1 encourage young people to explore the gender-related expectations placed on them by their family, their society and the media. Young people learn to critically assess the impact of rigid gender norms on their own identities and make the links between gender norms, inequality and abuse. Through this process, they are empowered to embrace their right to be valued and respected for who they truly are (and not what society expects them to be) and their responsibility to value and respect others equally.

2 SESSION — **GBV IN THE SCHOOL ENVIRONMENT**

In Session 2, young people develop an understanding of different types of gender-based violence including physical, psychological and sexual abuse. The main activity focuses on scenarios of gender-based bullying in school. Being able to name gender-based bullying, to acknowledge its impact and understand why it happens empowers young people to stand up for themselves and their friends, as well as consider where their own behaviour or actions might be hurtful to someone else.

3 SESSION — **GBV IN ROMANTIC RELATIONSHIPS**

Session 3 explores gender-based violence in romantic relationships. Learning what constitutes an abusive relationship is an eye-opener for young people, many of whom have a 'romanticised' perception of violence and fail to recognise different forms of abuse, especially psychological abuse. As a result, young participants feel motivated to develop strategies for addressing gender-based violence if they or a friend experiences it in their romantic relationships.

4 SESSION — **TRAINING FOR PEER EDUCATORS**

Not all young people who take part in Sessions 1-3 will want to become peer educators but, in our experience, the numbers who do are overwhelming! Session 4 is designed to enable trainee peer educators develop the skills and knowledge they need to cascade Youth4Youth activities to other young people in their school or youth project.

5 SESSION — **PEER EDUCATION SESSION**

It is up to the peer educators themselves to choose which activities they would like to deliver to other young people in their school or youth project. We have provided you with some sample Sessions which were designed by young people involved in the development of Youth4Youth.

ART ACTIVITY

The Art Activity is a follow-up Session given over to young people creating art materials such as posters, short films or dramatic plays to communicate Youth4Youth programme messages to their peers. What young people create may then be showcased in their school or their wider community by organising an exhibition.

4.4 LEARNING OUTCOMES FOR YOUNG PARTICIPANTS

Youth4Youth is proven to be effective in increasing young people's knowledge and understanding about gender norms and gender-based violence. The comparison of pre- and post- questionnaires completed by young people who participated in Sessions 1-3 demonstrated a shift in young people's attitudes and tolerance towards inequality and abuse:

Even more compelling are the outcomes young people themselves identified from taking part in the programme. Their views about what they learned and gained are described through their own words.

Young people welcomed the opportunity to explore issues that are not usually discussed in schools or non-formal education settings:

> [GBV} is a taboo. Teachers don't talk about it with students and parents don't talk about it with their children. Doing this kind of project helps us to understand that it really occurs… it is not so far from us as it seems.
> *Young woman, Italy*

> I enjoyed that we discussed topics that I could not discuss with other people, i.e. topics related to relationships and sexual issues.
> *Young woman, Greece*

They became more aware of the different forms of gender-based violence and were able to recognise it:

> One thinks that there is violence when there are slaps, but violence is even more. Now I know how to recognise psychological violence.
> *Young woman, Italy*

> I used to consider that physical abuse is worse than psychological, because psychological abuse was not important for me, but now…. although psychological abuse doesn´t leave marks on the body, it can leave marks on the way you think.
> *Young woman, Spain*

Their knowledge about gender norms and how they affect their lives was greatly increased:

> I had the opportunity to consider some situations and to think about how society and other people can restrict my choices and my life.
> *Young woman, Greece*

> Before, I used to think that sex and gender are the same thing.
> *Young man, Spain*



They gained greater confidence to express their individuality and demand respect for who they are and at the same time commited to respect others equally:

In the past I would make some not-so-nice comments about girls who dressed in a certain way. Now I know that they have the right to dress any way they want.
Young woman, Cyprus

With the exercise on the line [Take a Stand] we have learnt to talk to each other with respect…to understand there is another side to the story and different beliefs than your own. I have learnt to respect people not only on issues related to gender but on all issues.
Young woman, Cyprus

The training helped me to learn to respect myself… to have confidence… to accept who I am.
Young man, Cyprus

They felt empowered to challenge incidents of gender-based violence and to prevent it from affecting their lives:

In the past, when I saw somebody hitting another person I used to say ¨they must be fighting,¨ and that´s all. I didn´t know it was bullying or gender violence, so I didn't do anything, but now we know other ways to solve these situations.
Young woman, Spain

It made me re-evaluate my beliefs about jealousy. I still do get jealous in my relationships but now that boundary has changed and I am more tolerant.
Young man, Cyprus

I realised that acting alone is not enough to exit a violent episode and that it is necessary to get help from friends or from experts.
Young woman, Italy

The young people who volunteered as peer educators felt they had gained greater confidence in their skills as facilitators and were proud of the fact that they were actively making a difference in their communities:

I remember last year I had to present a project and I was so nervous my tongue was tied. When I was a peer educator I felt different. I was relaxed and I didn't give it much thought. I even sat cross-legged on a table and talked to my peers. I felt I could handle anything that they told me. I knew I had all the arguments to convince them. The workshops helped my presentation skills tremendously.
Young woman, Cyprus

I enjoyed the experience of being a peer educator a great deal. The students were very willing to participate - they narrated their life stories, asked questions and showed interest!
Young man, Italy

Seeing the students so actively engaged in the discussion, especially as they were leaving, I felt good. I felt I had accomplished something. Those boys and girls may leave the training and then talk to their parents, their friends. It's like you helped them out somehow.
Young man, Cyprus

They enjoyed the opportunity to express their opinions, to develop their communication skills and exchange ideas with their peers:

It was not like our classes where a teacher just talks and talks. These workshops gave you the opportunity to talk and express your opinion. Moreover, the discussions helped us learn not only to respect others' opinions but also that you can learn from others.
Young man, Cyprus

4.5 SKILLS, ATTITUDES AND KNOWLEDGE PARTICIPATION OFFERS...

for

All Participants

Skills

- ★ Active listening and communication: being able to listen to different points of view, to express one's own opinions and evaluate both
- ★ Critical thinking: distinguishing between fact and opinion, being aware of prejudices and preconceptions, recognising forms of manipulation
- ★ Cooperating in group work
- ★ Consensus building and addressing conflict positively
- ★ Participating democratically in activities with peers
- ★ Expressing oneself with self-confidence
- ★ Problem solving
- ★ Techniques for challenging gender inequality, discrimination and abuse
- ★ Improved help-seeking behaviour

Attitudes

- ★ Respect for self and others
- ★ Increased self-esteem
- ★ Confidence to be yourself and express your views
- ★ A sense of responsibility for one's own actions
- ★ Curiosity, an open mind and an appreciation of diversity
- ★ Empathy with others and confidence to stand up against inequality and discrimination
- ★ Empowerment: the desire to contribute to the betterment of the school or community and the knowledge that young people have the power to shape their environment and their futures

Knowledge

- ★ Understanding of gender norms– how they are shaped by society and how they, in turn, shape individual identities and behaviour patterns that can give rise to discrimination and abuse
- ★ Awareness of gender-based violence, its root causes and consequences
- ★ Knowledge of different types of GBV (i.e. physical, psychological and sexual) and how they impact on young people and adults
- ★ Understanding of what constitutes a healthy and an unhealthy romantic relationship
- ★ Knowledge of strategies to challenge GBV and help protect themselves and their peers

4.6 BENEFITS FOR SCHOOLS AND NON-FORMAL EDUCATION CENTRES

Positive outcomes for the wider population of the school or non-formal education group/organisation include:

- ✓ A decrease in incidents of gender-based violence and the creation of a safer learning environment for young people and staff.

for Peer Educators

Skills	Attitudes	Knowledge
★ Planning and preparation: being able to plan and prepare an education session for young people	★ Leadership	★ Increased in-depth understanding of the issues explored during the Youth4Youth Sessions 1-3
★ Time management and organisational skills	★ Confidence in ability to influence and educate others	★ Understanding of strategies to engineer positive change in the school or the wider community
★ Research skills	★ Confidence in ability to be an effective change-maker in the community	★ Teaching and facilitation methodologies
★ Presentation and public speaking	★ Motivation to continue involvement in positive activities	
★ Facilitation/teaching: being able to support young people to explore sensitive topics		
★ Supporting others towards equal participation		
★ Flexibility: the ability to 'think on your feet' and adapt /modify a training exercise if the situation calls for it		

- ✓ Increased engagement of young people in creating a positive, non-violent school or youth project environment.
- ✓ Staff feel more informed around issues of gender-based violence and are more confident to support young people and colleagues who may have personal experience of such violence.
- ✓ Introduction of different teaching methodologies and educational approaches to the curriculum or non-formal education youth training programme.
- ✓ Ability to meet national curriculum priorities e.g. on citizenship and health.
- ✓ Improvement of community connections between schools, organisations promoting non-formal youth education and other external agencies.

Education to promote gender equality and tackle discrimination should be considered as an ongoing process that cannot be limited to a one-off educational activity in a single class. Youth4Youth will have longer lasting impact if it is delivered as part of an embedded 'whole-school' or 'whole-youth project' approach to challenging gender stereotypes and empowering young people as agents of change.

5. Implementing Youth4Youth in your School or Youth Project

5.1 PARTICIPANT AGE GROUP

It is expected that facilitators will be in a position to assess the suitability of activities for the age range they will be working with. Youth4Youth activities are primarily designed for young people aged 14-18. This age group is considered old enough to have had various experiences in and out of the school environment including, in many cases, involvement in romantic relationships and it is likely they will be able to relate to the issues raised in the Sessions. For those aged 14-16, there is the additional benefit that they are likely to have a few more years at school or in their youth project, and are therefore able to continue acting as agents of change amongst their peers in these settings.

Participants in the Peer Education Session (Session 5) should ideally be around the same age or younger than the peer educators themselves as this helps create immediate rapport between the group and the peer educators delivering the activities.

5.2 GROUP SIZES AND GENDER MIX

Youth4Youth has involved groups of up to 30 young participants with great success but, because of the interactive nature of the activities, Sessions do work best if they are delivered to smaller groups of up to 22 young people, enabling everyone to have an equal say and equal involvement. Activities also work best in groups where there are equal numbers of boys and girls, though they can be used with same-sex groups.

5.3 NUMBER AND GENDER OF FACILITATORS

Though this is not always possible, having two facilitators allows for different facilitation styles to be used, increasing the likelihood that activities will engage a wider number of participants. It also ensures there is always someone 'extra' who can, if necessary, take time out of the group for young participants who need space to talk about personal experiences of GBV. Furthermore, having both male and female facilitators helps build rapport with all members of a mixed-sex group. Male educators tend to be perceived as more credible by male participants and having both female and male co-facilitators embodies the recognition that men have an equal role and responsibility in helping to end gender inequality and GBV.

It is anticipated that peer educators will always work in a team of two or three at least for their first few interventions until they have gained enough confidence and skills to provide training to a group of students on their own.

5.4 STRUCTURE, DURATION AND FREQUENCY OF SESSIONS

The duration of Sessions depends on which activities facilitators choose to deliver. We have included a recommended time to be allocated to each individual activity in the Activity Plans but this is only a guideline and activities may be adapted by facilitators to fit flexibly into delivery schedules.

Some of the activities in each Session are considered 'core' activities. These core activities provide the basic knowledge and understanding of the specific subject addressed in each Session. Others could be considered 'follow-up' activities. These are specifically designed not only to increase awareness, but also to motivate and empower young people to be active agents against the perpetration of gender-based violence and discrimination. Details on the activities can be found in Section 7: Outline of Youth4Youth Session Activities. It is important to note that the activities in this Manual can be used independently by being incorporated in trainings which touch upon gender-related issues. Given time limitations that are present in every training event, facilitators might want to choose some activities over others depending on the subject they are addressing. However, the Manual can also be implemented as a full training programme on gender norms and GBV.

It would be best if Sessions are delivered on a weekly or bi-weekly basis to help keep participants' learning fresh and their enthusiasm alive. They are designed to be delivered consecutively – each Session builds on the knowledge and skills gained in the previous one. As a note on delivery, during the implementation phase of Youth4Youth we found that trying to deliver the whole programme over a one-week period was quite an intense experience for participants and does not give them time to absorb and reflect on the things they are learning.

5.5 THINGS TO THINK ABOUT BEFORE IMPLEMENTING YOUTH4YOUTH

We have put this list together based on our own experience of developing and implementing the Youth4Youth programme in Cyprus, Lithuania, Greece, Italy and Spain. Though not exhaustive, it may help you plan the delivery of Youth4Youth in your own school or youth project.

IDENTIFYING YOUNG PEOPLE TO TAKE PART IN YOUTH4YOUTH

- ✓ Will you invite young people to participate on a voluntary basis or will you involve a specific class or youth group? In schools, for example, Youth4Youth has been delivered to whole classes as part of the curriculum or as an after-school activity which young people from different classes chose to opt into. Both models worked well.
- ✓ How will you invite young people to take part in Youth4Youth?

PERMISSIONS

- ✓ Do you need permission from your school or organisation to deliver the programme Sessions?
- ✓ If you plan to do an Art Activity, do you need additional permission to exhibit young people's artwork in a public space like a school, municipality building or public square?
- ✓ Do you need to secure the consent of parents to enable young people to participate in Youth4Youth?

MATERIALS & BUDGET

- ✓ Do you have access to materials and resources (e.g. art materials and photocopying or printing facilities) that are needed to deliver Youth4Youth?
- ✓ Do you need a small budget to obtain these materials or resources?

FACILITATOR'S KNOWLEDGE

Before starting the programme, facilitators should explore their own views and attitudes towards gender and gender-based violence. As you go through the Session theory and activities in preparation for delivering Youth4Youth, question your own beliefs and assumptions about the issues you will be raising with the young participants. If you think you would benefit from training, there are likely to be local expert organisations that can provide such opportunities.

- ✓ Would you find training on gender-related issues beneficial in preparation for delivering Youth4Youth?
- ✓ Are there local expert organisations that you can get additional information and training from?
- ✓ Are there local expert organisations that you can collaborate with to deliver Youth4Youth in your school or youth group?

ACKNOWLEDGING YOUNG PEOPLE'S PARTICIPATION

- ✓ How will you acknowledge and reward young people's participation in Youth4Youth? (e.g. certificates for all participants, references for those who have trained as peer educators, providing credits for thematically relevant lessons)

DEALING WITH DISCLOSURES OF VIOLENCE OR ABUSE

- ✓ Does your school or organisation have guidelines about how staff should deal with young people's disclosures of bullying or abuse?
- ✓ Are young people aware of these guidelines?
- ✓ Do you have a list of organisations or phone-lines that can help and support young people who have experience of bullying or abuse if they need to speak to someone?
- ✓ Do you have leaflets or information from support organisations to give out to young people?

EVALUATING THE PROGRAMME

- ✓ How will you evaluate the effectiveness of Youth4Youth?



Notes on Monitoring and Evaluation

Evaluating young people's participation in Youth4Youth – what they learned, what skills they gained and whether they enjoyed being involved – will enable you to:

- ★ Measure the impact of Youth4Youth on young people's knowledge and attitudes.
- ★ Improve the programme by taking on board the views and suggestions of young participants.
- ★ Ensure peer educators get feedback on the impact of their Sessions with other young people.
- ★ Provide feedback on the programme implementation to other interested parties – colleagues, external organisations, parents etc.
- ★ Evaluation Questionnaire: You can find a sample Evaluation Questionnaire in Appendix A.
- ★ Qualitative feedback from young participants: Gaining a snapshot view of young people's views on the programme Sessions may be logistically easier than administering a questionnaire. To do this you can use open questions which young people can respond to verbally or by writing answers on a flipchart e.g.:









This approach is encouraged as a way to 'debrief' with peer educators after they have delivered their Session to other young people. It is also suggested that the peer educators themselves finish their Session by doing a similar feedback exercise with the young people who participated in it.

6. Dealing with Disclosures of Gender-based Violence

Young people may experience different forms of GBV as they grow up. They may be victims of gender-based bullying at school, they may be living in a household that is affected by domestic violence or they may experience abuse in their own relationship with a boyfriend or girlfriend.

There are no specific 'signs' which enable the easy identification of young people experiencing gender-based violence. Some young people may be withdrawn, seem depressed or anxious, lose concentration in class or display disruptive or troublesome behaviour. Others may excel in lessons and volunteer for every activity so they don't draw unwanted attention on themselves. Regardless of what 'signs' young people display, it is vital to keep in mind that all forms of gender-based violence, whether psychological, physical or, after sexual can have devastating effects on a young person's wellbeing. Any disclosure should therefore be taken seriously.

Impact of Gender-based Violence on Young People

Physical injury	Lower academic performance
Depression	Post-traumatic stress disorder
Anxiety	Sleeping disorders
Withdrawal	Difficulties developing social relationships
Loss of confidence and self-esteem	Pregnancy
Self- harm	Sexually Transmitted Diseases
Unhealthy eating habits (weight loss, anorexia)	Increased risk-taking or disruptive behaviour
Low attendance at school	Suicidal ideation and suicide attempts
Lack of concentration in class	Death

Youth4Youth facilitators may not know whether the young people they are working with have personal experience of gender-based violence but through fostering a culture of openness about the issues, young people are likely to feel safe to talk about their concerns and more confident that they will be taken seriously. It is difficult for a facilitator to prepare in advance for dealing with disclosures in the group. The young person may get very emotional, as might other participants listening to their story. Therefore you should consider the following:

- Make sure you establish 'Ground Rules' for your group which specifically request all participants to maintain confidentiality about any personal information that is shared in group discussions and ensure that everyone agrees to respect each other's opinions, views and experiences. Moreover, participants need to feel comfortable to leave the room if they need to in case the training becomes too emotionally stressful for them.
- If you are working with a co-facilitator, make sure you have agreed beforehand what to do if a young person chooses to disclose personal experience of abuse. It may be that one of you can offer to leave the room with the young person if the young person wishes privacy to talk about things or just a little space.
- If you are supporting peer educators who are delivering Sessions to other young people, it is important that you talk to them beforehand about how they should handle disclosers and what your own role will be in such instances.

If there is a disclosure in the group:

- It is imperative not to ignore, interrupt or try to stop the young person.
- Make sure you hear the young person through as far as they are willing to go.
- If appropriate and if the young person is okay with this, invite thoughts from the wider group, bearing in mind that this discussion needs to be facilitated closely, especially if participants attempt to blame the young person for the abuse they have experienced.
- A good way to diffuse the situation if necessary is to call for a break and tell everyone to go and freshen up.
- Pay special attention to the participant in question and make sure they are not left alone if they do not want to be. You or your co-facilitator might accompany them to another room to give them some space. They may need a short time away from the group, or alone.

When speaking to a young person about their experience of abuse, these are the six things that they want to hear from you:

1. I believe you.
2. I am glad you have told me this - you are very brave to have come forward.
3. I am sorry this has happened to you.
4. You are not alone in having experience of abuse - it can happen to lots of people.
5. It is not your fault.
6. There are people who can help.



To assist you and the young person decide the best course of action, it is useful to consider:

- Is the disclosure about current or past abuse?
- Is the young person in immediate risk?
- How does the young person feel about the situation?
- Does the young person want/need to take any action today? Does the young person want to tell anyone?
- What has the young person done in the past (if anything) to get safe and how helpful was this?
- Does the young person know anyone who can help?

Young people do not expect you to promise confidentiality (nor should you). If you are a teacher or a youth worker, then it is not your job to counsel the young person. Your role is to listen to them and then suggest courses of action or make appropriate referrals (e.g. to the school counsellor or another agency). Always consult with the young person about what they think is the best way to help them and offer them information about local support agencies or help-lines that have expert knowledge on gender-based violence.

Before implementing Youth4Youth, you will need to familiarise yourself with the policies of your agency on dealing with disclosure and on your legal obligations in relation to informing relevant authorities e.g. the police, social services etc. If you need to take action, it is vital you keep the young person fully informed of what is going on and ensure that your action does not put them at any further risk. In cases where a young person is living with domestic violence for example, contacting the abusive parent to discuss the disclosure is likely to put both the young person and the non-abusive parent at greater risk of abuse.

7. Outline of Youth4Youth Session Activities

'Core' activities provide the basic knowledge and understanding of the specific subject addressed in each Session. 'Follow-up' activities are designed not only to increase awareness, but also to motivate and empower young people to be active agents against the perpetration of gender-based violence and discrimination.

01 SESSION

GENDER NORMS

General theme of Activity	Activity Name	'Core' or 'follow-up'	Time
Differences between gender and sex	Gender and sex	Core activity	20 min
Gender norms	Gender in a Box	Core activity	60 min
Gender norms	Target Shooting	Follow-up activity	30 min
Empowerment activity	It's my right!	Follow-up activity	20 min

02 SESSION

GBV IN THE SCHOOL ENVIRONMENT

General theme of Activity	Activity Name	'Core' or 'follow-up'	Time
Types of gender-based violence	Types of Gender-based Violence	Core activity	30 min
GBV in the school environment	Scenarios of GBV in School	Core activity	50 min
Empowerment activity	Vote with your feet!	Follow-up activity	30 min
Empowerment activity	School Rules	Follow-up activity	25 min

03 SESSION

GBV IN ROMANTIC RELATIONSHIPS

General theme of Activity	Activity Name	'Core' or 'follow-up'	Time
Myths and realities about GBV	Myths and realities about GBV	Core activity	35 min
GBV in romantic relationships	Role-play	Core activity	60 min
Empowerment activity	Bystander interventions	Follow-up activity	25 min

04 SESSION

TRAINING FOR PEER EDUCATORS

General theme of Activity	Activity Name	'Core' or 'follow-up'	Time
Introduction to peer education	What is peer education and why is it effective?	Core activity	40 min
Qualities and skills of a peer educator	Qualities and skills of peer educators	Core activity	20 min
Group facilitation skills	Peer educators in action- role-play	Core activity	70 min
Peer educators plan and practice delivery	Planning and practicing a Peer Education Session	Core activity	2 hrs +

05 SESSION

PEER EDUCATION SESSIONS (SAMPLE)

General theme of Activity	Activity Name	'Core' or 'follow-up'	Time
Introduction	Short introduction about the training	-	5 min
Gender norms	Gender in a Box	Core activity	60 min
GBV in the school environment	Scenarios of GBV in School	Core activity	50 min
Short evaluation by participants	Give out questionnaires to be filled in anonymously	-	5 min

06 SESSION

ART ACTIVITY

General theme of Activity	Activity Name	'Core' or 'follow-up'	Time
Students create artwork to communicate Youth4Youth programme messages to their community	Art Activity	Follow-up activity	n/a
Artwork is showcased (either permanently or as a one-off exhibition)	Exhibition	Follow-up activity	n/a

8. How to use this Manual

Each Session begins with a brief overview of what we know about young people's views and attitudes towards the topics explored in the activities. This information, which is intended to provide a background and context for the Sessions, has been drawn from research conducted with young people as part of the development of Youth4Youth and other relevant European studies.

For each Session activity, an Activity Plan has been developed which consists (at most) of the following sections:



Time
The estimated time it will take to facilitate the activity.



Learning Objectives
Purpose of activity and specific skills and abilities the students will gain from the activity.



Materials
Materials needed to conduct the activity.



Preparation
Any preparation needed prior to the activity (if necessary).



Activity - Suggested step by step process
Step-by-step instructions to carry out the activity.



Facilitator
Special notes for the facilitator (if necessary).



Discussion Questions
Questions to discuss during the facilitation of the activity.



Expected Outcome and Activity Wrap Up
Expected outcome. Points to review with the students at the end of the activity, including any "take-away" messages.



Sensitive Topics
Contentious or sensitive subjects that may be raised in the activity and ideas for how to address them.



For activities where preparation is not needed or there is no need for any special notes for the facilitator, these sections will be omitted from the outline.

CREATING GROUND RULES

Time
10 -20 minutes

Learning Objectives
Students arrive at commonly agreed upon and mutually respectful norms of behaviour which help create a safe and supportive environment during the course of the programme.

Materials
1) Flipchart with paper
2) Markers
3) A pre-prepared flipchart of "Ground Rules"

Preparation
Prepare a flipchart entitled "Ground rules" (see the "expected outcome" of this activity).

Activity - Suggested step by step process
- Provide students with a brief overview of the purpose of Youth4Youth and the programme structure.
- Explain what Ground Rules are and why they are useful (they help students feel comfortable and safe sharing their thoughts and opinions especially when the activities will be dealing with sensitive topics like abuse or inequality). Ask students: What are the Ground Rules you would like to set?
- Write down their responses and compare them to your pre-prepared flipchart with the 10 Ground Rules in the Activity Wrap-up. You can suggest any Ground Rules the students have missed.
- Place the Ground Rules flipchart in a visible spot (e.g. on the wall) where it will remain during all Sessions.

Expected Outcome and Activity Wrap Up
1) Team spirit: We all work as a team.
2) Equality & respect: We respect other's opinions, even when they're different to our own
3) Allow people to speak: Listen carefully, without interrupting the speaker.
4) Be confident to ask questions: There are no stupid or wrong questions! Ask whenever you don't understand something.
5) Speak freely but don't feel pressured to share any personal information: Everybody is free to express their opinions but nobody is obliged to share intimate details or discuss things that make them feel uncomfortable.
6) Personal attacks are not allowed: Nobody should accuse anybody of anything.
7) Inappropriate, degrading or humiliating comments have no place here.
8) Respect the timelines set.
9) Information is confidential: Whatever you say and share among you is confidential and is not to be discussed outside the room or shared with others. "Gossip" is not allowed.
10) We all have fun!

1 SESSION

Gender Norms

In this session

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YOUNG PEOPLE'S PERCEPTIONS OF GENDER NORMS AND WHAT IT IS TO BE A MAN OR A WOMAN IN SOCIETY

Most young people are aware of expectations on men and women to behave or act in certain ways. They recognise to some extent the pressure put upon them by their family, peers, community and the media to conform to sometimes contradictory stereotypes about men and women in order to 'fit in'. Girls, for example, should be pretty, thin, caring, gentle and modest but also (and in complete contradiction) they are expected to be sexy, provocative and flirtatious. Boys should be strong, tough, athletic, macho but also sensitive and caring. Men are expected to be the breadwinners of the family while women should be 'superwomen', responsible for child care but also managing to balance housekeeping with a career.

Young people acknowledge that to some extent these 'gender norms' have changed over the years but, at the same time, both boys and girls continue to experience situations where they are treated differently or are offered different opportunities. They themselves frequently subscribe to 'traditional' beliefs about men and women – in a survey recently conducted in Cyprus, for example, many young people disagreed with the statements that 'if both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry', and agreed with the statement that 'it's more acceptable for a boy to have many sexual partners than for a girl'. Notably, boys were more likely than girls to subscribe to these beliefs (MIGS, 2010). Considering the influence of popular culture on young people today, it is also noteworthy that women are often depicted in the media in male-dependent roles such as victims, sexual objects, sacrificial wives or mothers (EC Advisory Committee on Equal Opportunities, 2010).

YOUNG PEOPLE'S UNDERSTANDING OF THE LINKS BETWEEN GENDER NORMS, DISCRIMINATION AND ABUSE

Gender norms set women and men apart. They create a damaging division, often from the minute a baby is born, and this division causes inequality. Men and women are assigned different levels of freedom and different levels of privilege, status and value by society. Even amongst men and women, certain groups who do not conform to the 'ideal norm' (for example 'effeminate' men, 'butch' women, lesbian, gay or transgender individuals) are assigned different levels of value, status and privilege. This power imbalance that exists between men and women or amongst men and amongst women can give rise to gender-based violence (GBV). GBV can be psychological, physical, sexual, economic or socio-cultural violence and is used by some people to exert control over those they perceive as having less value or status than themselves.

The fact remains, however, that most young people do not view gender norms as necessarily limiting their potential or the choices they have, nor do they link the enforcement of gender norms with their own lived experiences of inequality, discrimination or violence. The opportunity to explore these issues through Youth4Youth is an eye-opening journey, key to which is gaining understanding that people experience inequality or abuse not because they are different in general but because they are different compared to a desirable ideal which is shaped by societal constructs of gender. It is the process of questioning the validity of rigid gender norms which young people find most empowering alongside embracing their right to be valued and respected – and their responsibility to value and respect others – regardless of how much they conform to these norms.

OVERVIEW OF ACTIVITIES

	Objectives
1.1 ACTIVITY GENDER AND SEX	20 min Students understand the difference between biological sex and the social construction of gender.
1.2 ACTIVITY GENDER IN A BOX	60 min Students: • Explore gender norms and stereotypes that are created and enforced by society, including the media; • Explore their beliefs concerning what it means to be a boy or a girl in the society they live in; • Challenge gender stereotypes and the 'accepted' or 'normalised' beliefs about masculinity and femininity; • Recognise the negative impact of rigid gender norms for both boys/men and girls/women and explore how these stereotypes limit the choices of men and women; • Understand the link between gender socialisation, gender inequalities and hierarchies of power; • Understand how the enforcement of gender norms contributes to gender-based violence.
1.3 ACTIVITY TARKET SHOOTING	30 min • Students explore how gender stereotypes impact on their own lives; • Students acknowledge that no matter how much pressure they are under to conform, they and their peers have the right to 'live outside the box' without fear of violence or abuse.
1.4 ACTIVITY IT'S MY RIGHT!	20 min • Students recognise their right to live without fear and discrimination (and their responsibility to recognise other peoples' right to live without fear or discrimination); • Students gain confidence to express their unique individualities and identities.

GENDER AND SEX

Time
20 minutes

Learning Objectives
Students understand the difference between biological sex and the social construction of gender.

Materials
PowerPoint
Hand-out of statements on gender and sex (Worksheet 1.1)

Activity- Suggested step by step process

1) Start with a short definition of gender and sex :
   - Sex (biological): This refers to biological attributes that men and women are born with. They are universal and generally permanent, e.g. men cannot breastfeed; women menstruate.
   - Gender (social): This refers to the socially constructed roles and responsibilities assigned to men and women by society. Gender norms are not biological facts; girls and boys are not born knowing how they should look, dress, speak, behave, think or react. Gender differences are created by our culture and not nature, and can be changed.
2) Give each student a copy of Worksheet 1.1 and ask them to have a quick read through the statements on their own (for 3-4 minutes) identifying whether each statement refers to gender or sex.
3) Discuss each statement with the whole group.
4) Ask the students why they classified each statement under 'gender' or 'sex'.
5) Look for differences: did any students classify a 'gender' statement under 'sex' or the other way around? Explore their reasons why.
6) Make any corrections necessary and explain the reasons why.

Discussion Questions
- Did any statements surprise you?
- What can we learn from the differences between sex and gender?

Expected Outcome and Activity Wrap-up
The take-home message for this activity is that a person's gender identity is not set in stone. From the moment a boy or girl is born, they are treated differently according to their sex e.g. baby girls are dressed in pink while baby boys are dressed in blue, girls play with dolls while boys play with cars and weapons. These are just societal 'norms' and can be changed. There is no reason why boys can't wear pink or girls can't play with a tool set instead of dolls.

WORKSHEET[7]

Please indicate whether each statement refers to sex or gender.

Question	Gender	Sex
Women can give birth but men cannot		
Girls are not as good as boys in math		
Women can breast feed whereas men cannot		
Girls are modest, timid and cute, while boys are hard and tough		
Sports are more important for boys than girls		
Girls need to find a good husband; boys need to find a good job		
Women can get pregnant but men cannot		
Women do not drive trains		
A boy's voice breaks at puberty but a girl's voice does not		
In India, it is customary for women to get paid 40-60% less than men for the same type of work		

7) Statements adapted from 'Doorways I': Student Training Manual on School related gender based violence prevention and response and GEAR against IPV' Student's Manual

GENDER IN A BOX[8]
TARGET SHOOTING

Time
60 minutes
- 20 minutes to work with the magazine clippings/pictures in small groups
- 10 minutes to create the gender box
- 30 minutes facilitation/ discussion

Learning Objectives
Students:
- Explore gender norms and stereotypes that are created and enforced by society, including the media;
- Explore their beliefs concerning what it means to be a boy or a girl in the society they live in;
- Challenge gender stereotypes and the 'accepted' or 'normalised' beliefs about masculinity and femininity;
- Recognise the negative impact of rigid gender norms for both boys/men and girls/ women and explore how these stereotypes limit the choices of women and men;
- Understand the link between gender socialisation, gender inequalities and hierarchies of power;
- Understand how the enforcement of gender norms contributes to gender-based violence.

Materials
- Magazine clippings of advertisements portraying men and women and pictures with celebrities
- Flipchart
- Markers
- Hand-outs with instructions for the 'Gender in a box' exercise (Worksheet 1.2)

Preparation
- Go through women's and men's magazines and clip any advertisement or picture that is striking in conveying messages about how men and women are 'supposed' to look and behave.
- Prepare two flipchart posters where the two 'gender boxes' will be drawn.

Activity - Suggested step by step process
- Split the group into smaller, preferably mixed groups of boys and girls.
- Half of the groups will work with pictures of women and the other half will work with pictures of men.
- Give each group clippings of magazines and a copy of Worksheet 1.2
- Ask the groups to discuss among themselves the questions on Worksheet 1.2. While they are doing this, prepare two flipchart papers: one with GIRLS/WOMEN as a title the other with BOYS/MEN.
- Once the groups have had time to discuss the activity, ask them to feed back their answers. Write the qualities discussed for each gender on the relevant flipchart.
- Draw a box around the qualities mentioned, one for men and one for women. Explain that these are gender boxes and that they encircle how we expect people to act, depending on the society's idea of what is considered masculine or feminine behaviour. Explain that the box encircles what we call gender roles for women and men.
- Encourage discussion on the activity.

8) Activity adapted from 'GEAR Against IPV' Booklet III: Teacher's Manual (http://gear-ipv.eu) and the 'Gender Matters' training manual of the Directorate of Youth and Sport, Council of Europe (http://eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf, http://goo.gl/lcjcE).

Discussion Questions

- In your experience, how are girls supposed to look and behave? What makes a girl attractive / popular?
- In your experience, how are boys supposed to look and behave? What makes a girl attractive / popular?
- If students identify additional qualities to the ones already in the box you can add them to the two flipcharts.
- Where do we learn these gender norms? When do we begin learning them? Who teaches us these norms? Do we see these attitudes in our parents?
- What differences do you observe in the way that women and men are expected to behave?
- Does one of the two genders seem to have more powerv or a stronger position in our society? (see comments in the Sensitive Topics section of this activity)
- Considering the box that encircles all the qualities you have mentioned, how easy is it for boys and girls to stay 'in the boxes'?
- What if a girl or boy acts in a way that is outside the gender box? What happens to them? How are they treated by their families, peers and the community if they look or behave differently than what is 'expected of them'?
- Alternatively, what happens to people who conform and seem to fit in? What keeps us in the box?
- Is there a system of 'rewards' and 'punishments' in place? How does this system affect the choices we make?
- Note down students views on 'rewards' and 'punishments' on a flipchart.

Expected Outcome and Activity Wrap Up

The qualities in the gender boxes are likely to include:
GIRLS: Sensitive, have long hair, slender, fragile, vulnerable, dependent on men, cry easily, weak, good in language and arts, good mothers, shy, timid, modest, not proper to swear, sexy, flirtatious, take care of children and family members etc.
BOYS: Tough, macho, are involved in fist fights, good in math and science, like sports cars, play football, have facial hair, athletic, ambitious, strong, muscular, they don't cry, wear the 'pants' in the family etc.

After the completion of the gender boxes, students like to point out similarities and differences between the two genders (women are sensitive vs. men are aggressive). They also like to point out contradictions within each gender (for instance women expected to be 'modest' but also provocative and sexually experienced), depicting in some ways the 'fluidity' of gender identity.

The list of punishments and rewards is likely to include:

PUNISHMENTS: bulling, isolation, mocking, rumours, discrimination, name calling, physical violence etc.

REWARDS: Respect, notoriety, popularity, influence, more opportunities, freedom from abuse etc.

There can be heated debates about certain punishments and rewards - what some young people see as a reward, e.g. notoriety, others may see as a punishment.

Take-home messages from the Activity:

- Gender norms are not set in stone but are shaped by society. Traditions, popular culture, the media, peers, family and the community (including schools) all play a role in shaping and reinforcing these norms. Young people have the power to accept or reject them.
- Gender norms and stereotypes create a damaging division between women and men and give rise to gender inequality.
- Children, young people and adults alike experience pressure to conform to ideals of what it is to be a man or a woman. Depending on how much they conform, they may be rewarded or punished.
- We are all unique and complex individuals who do not fit into boxes. Everyone has the right to be valued and respected for who they are and we have the responsibility to value and respect others.



Sensitive Topics

The issue of gender inequality which is likely to be raised during discussions can be a very sensitive subject. Both boys and girls may reject the fact that there is inequality between women and men or try to defend why males and females are treated differently - they may argue that it is just a reflection of each gender's different qualities e.g. men have more physical strength than women. It is important to help students explore whether these qualities are dictated by society rather than based on biological fact.

A different way of asking the question 'who has more power in our society?' is asking 'who has more freedom and more privileges?'. Young people will readily highlight examples of where boys and men have more freedom (boys can go out later at weekends, they can wear what they want, men don't have the same pressure to look after children, they are more likely to be in positions of power, and they often get paid more than women for doing the same job).

It may be helpful for facilitators to research country-specific statistics on gender inequality, including information on the pay gap between women and men, and the number of women in positions of power compared to men.



Facilitator Note

The completed flipchart with 'punishments' can be used to introduce Session 2, Activity 2.1.

'GENDER IN A BOX' QUESTIONS

Please discuss the following questions in your group and write down your feedback to each question.

For women

Q1 How are the women portrayed in the pictures? Describe their appearance and their physical characteristics.

Q2 What messages do these pictures project about the character of these women? How are they supposed to behave? Describe them with adjectives.

Q3 Overall, according to your own experiences and reflecting on what you have heard (from your parents, peers, friends, the media, at school etc.), what different roles do women assume in their lives? Are they professionally successful? Do they hold a position of authority? What is their role within their own families?

For men

Q1 How are the men portrayed in the pictures? Describe their appearance and the physical characteristics.

Q2 What messages do these pictures project about the character of these men? How are they supposed to behave? Describe them with adjectives.

Q3 Overall, according to your own experiences and reflecting on what you have heard (from your parents, peers, friends, the media, at school etc.) what different roles do the men assume in their lives? Are they professionally successful? Do they hold a position of authority? What is their role within their own families?

1.3 ACTIVITY GENDER NORMS

Time

30 minutes

- 10 minutes for 'target shooting'
- 20 minutes to plot the scores and discuss

Learning Objectives

- Students explore how gender stereotypes impact on their own lives (do you live inside the box?)
- Students acknowledge that no matter how much pressure they are under to conform, they and their peers have the right to 'live outside the box' without fear of violence or abuse.

Materials

- Flipchart
- Markers
- Copies of scale of percentages (Worksheet 1.3)
- A copy of a blank 'dart board' on a flipchart where the class 'scores' will be plotted

Preparation

Prepare an empty 'dart board' on a flip chart beforehand. This will be used to 'plot' students' scores.

Activity- Suggested step by step process

- Give each student a copy of Worksheet 1.3.
- Ask the students to mark on the 'Scale of percentages' the degree to which they think they fit in the box. (0 = outside the box, 100 = completely in the box).
- Once they finish collect all the Worksheets.
- You can ask a couple of students to plot all the scores on the 'dart board' flipchart. The centre of the 'dart board' should be labelled as 100 and the outside will be 0 so that people who do not fit in the box are plotted as far away from the centre of the circle as possible.
- Ask the class to reflect on the scores.
- Discuss how they feel about fitting or not fitting the gender box.

Discussion Questions

- Reflect on the 'dart board' with the class scores. What do you observe?
- How do you feel about not fitting in the box?
- How do you feel about sometimes having to conform so you fit in the box?
- How do you feel about others who do not fit in the box?

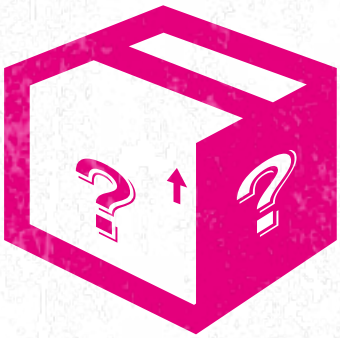
Expected Outcome and Activity Wrap Up

- The vast majority of students, if not everyone in the group, will see themselves as living outside the box i.e. far from the centre of the target.
- Conclude the activity by saying that no matter how difficult it is not to conform, students have the right to stay outside the box. Similar to the 'Gender in a Box' Activity, the take-home message is that we are all unique and complex individuals who do not fit into boxes. Everyone has the right to be valued and respected for who we are and we have the responsibility to value and respect others.

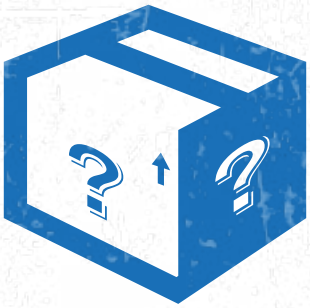


WORKSHEET

To what extent do you recognise yourself in the box?
Please circle (0= not at all, 100 = fully in the box).



0
10
20
30
40
50
60
70
80
90
100



IT'S MY RIGHT!

Time
20 minutes

Learning Objectives

- Students recognise their right to live without fear and discrimination (and their responsibility to recognise other people's right to live without fear or discrimination).
- Students gain confidence to express their unique individualities and identities.

Materials

- Flipchart and markers
- Post-it notes (optional)

Activity- Suggested step by step process

1) Ask students to think about what rights they have in relation to:
   - living their lives happily as the men and women they want to be (without being confined by society's expectations);
   - protecting themselves from the harmful behaviours that are used to enforce 'normalised' or 'accepted' beliefs about masculinity or femininity.
2) Put the flipchart up in the front of the class and ask students to come up and write one statement beginning with the phrase: 'It is my right to.....'

Expected Outcome and Activity Wrap Up

- Students are likely to come up with statements similar to these:
  - It is my right to.... dress how I like!
  - ...to be who I want to be!
  - ....to be free from bullying!
  - ...to be myself!
- Occasionally, students who are doing this activity as one big group will come up with statements that are not entirely serious e.g. 'It is my right to go to school wearing my pyjamas' or 'It is my right not to answer this question'. This is less likely to happen if students are asked to write their statement in private first e.g. on a post-it note, then stick the post-it note on the flipchart.
- At the conclusion of the activity it is important to remind students that rights always come with responsibilities!

Facilitator Note

Ask the students what they want to do with the completed flipchart – it could, for example, be used as a poster in the classroom.

2 SESSION

GBV in the School Environment

In this session

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WHAT IS GENDER-BASED BULLYING?

In all countries, bullying in school is identified by young people as one of the biggest problems they face and has a tremendous, sometimes long-term, impact on their educational attainment as well as their physical and emotional wellbeing (Currie 2008, UNICEF 2006). Many bullying behaviours that young people experience or perpetrate are gender-based, including sexually harassing another person, or humiliating, abusing, isolating or spreading rumours about someone because of their real/perceived gender or sexual orientation (Anagnostopoulos 2007). The most common forms of bullying amongst young people are: verbal bullying, especially by spreading negative rumours, sexual harassment, especially in the form of remarks or gestures of a sexual nature, physical abuse and social exclusion (isolation, peer rejection).

Gender-based bullying is aimed at individuals considered not to conform to the ideal norms associated with masculinity and femininity in a given context. Bullying can be seen as an act of punishment towards the victim or as an attempt to 'normalise' victims into 'proper males' and 'proper females'. Emerging technologies such as mobile phones and the internet are frequently used as a means for bullying, for example by harassing peers though text-messaging or publicly humiliating them on Facebook. The EU Kids Online survey found that 6% of 9-16 year olds in Europe have been sent nasty or hurtful messages online, and 3% have sent such messages to others (Livingstone, 2011).

YOUNG PEOPLE'S PERCEPTIONS OF GENDER-BASED BULLYING

Young people do not distinguish gender-based bullying from other forms of bullying: people are bullied because they are different (e.g. a girl with short hair may be called a lesbian) or they stand out in the wrong way (e.g. a boy who is into art rather than sports may be labelled as 'sissy'). The preservation of status is also understood to be a reason why bullying takes place (Huuki 2003, MIGS 2008a). Examples of gender-based bullying given by young people include boys sexually harassing girls because it makes them seem macho and girls labelling a boy 'gay' if he shows no interest in going out with them.

Though girls are far more likely than boys to view sexual harassment by the opposite sex as annoying or hurtful, both boys and girls are likely to be victims or perpetrators of all forms of gender-based bullying. This bullying does not always go unchallenged but, for most young people, it is considered a normalised part of their interactions with peers and its impact is rarely fully acknowledged. It is notable that, during Youth4Youth Sessions, young people begin to recognise behaviours like sexual harassment and isolating someone as forms of violence or emotional abuse, something that many claim not to have considered before.

YOUNG PEOPLE'S PERCEPTIONS OF WHO IS TO BLAME FOR GENDER-BASED BULLYING

When discussing bullying scenarios, young people are frequently quick to suggest that victims go looking for trouble by not conforming to a perceived norm i.e. that it is the victim's fault through their actions, behaviour or even just the way that they look that they get bullied. Victim-blaming mentalities, which shift the focus of blame and therefore responsibility from the perpetrator to the victim, are very prevalent amongst young people. In Youth4Youth Sessions, facilitators should ensure these notions of blame are challenged in lively group debates so that young participants may begin to reach a shared understanding that bullying is a choice that perpetrators make, rather than the victim's fault. Being able to name gender-based bullying, to acknowledge its impact and understand why it happens, empowers young people to stand up for themselves and their friends, as well as consider where their own behaviour or actions might be hurtful to someone else.

Objectives

2.1 ACTIVITY

FORMS OF GENDER-BASED VIOLENCE

30 min

- Students review the list of 'punishments' from the flipchart prepared in Session 1.
- Students are able to name the 'list of punishments' as forms of gender-based violence and understand the reasons why these types of behaviours constitute gender-based violence.
- Students understand that verbal or psychological abuse is equally serious as physical abuse.

2.2 ACTIVITY

SCENARIOS OF GBV IN SCHOOL

90 min

- Students have increased understanding of GBV, what forms exist, when it happens and what causes it.
- Students understand the impact of abuse and develop empathy for those who experience it.
- Students understand the definition of power, hierarchies of power and that abuse of power is a choice (i.e. abuse is the perpetrator's choice, not the responsibility of the victim).
- Students understand the links between GBV and people choosing to abuse the power they have.
- Students identify specific techniques for challenging peers' attitudes and behaviours that support GBV in the school environment.

2.3 ACTIVITY

VOTE WITH YOUR FEET!

30 min

- Students identify possible barriers preventing young people from standing up to GBV.
- Students explore different ways of reacting to incidents of GBV.

2.4 ACTIVITY

SCHOOL RULES

25 min

- Students identify things that they themselves can do to take a stand against GBV in the school environment.
- Students identify things that the school (e.g. teachers) can do to support pupils against GBV.

OVERVIEW OF ACTIVITIES TYPES OF GENDER- BASED VIOLENCE

Time
30 minutes

Learning Objectives

- Students review the list of 'punishments' from the flipchart prepared in Session 1.
- Students to be able to name the 'list of punishments' as forms of gender-based violence and understand the reasons why these types of behaviours constitute gender-based violence.
- Students understand that verbal or psychological abuse is equally as serious as physical abuse.

Materials

- Flipcharts of the previous Activity 1.2 (to link gender norms with punishments)
- Flipchart and flipchart paper, markers

Activity- Suggested step by step process

1) Remind students of the main messages from Session 1, i.e. that society places rigid expectations on boys and girls to look and behave in certain ways. People who don't conform to societal norms or ideals and are not in the 'gender box' are punished in various ways. These 'punishments' are forms of gender-based violence.
2) Show students the list of 'punishments' that they came up with and ask them to add other forms of violence or abuse that they know of. If not already mentioned, probe for: bullying, intimidation, isolation, name-calling, spreading rumours, homophobic abuse, sexual violence, sexual harassment and different types of physical violence like pushing, punching etc.
3) Once the list is complete, ask students to put each type of violence into a category from 1 to 5, where 1 is 'very serious' and 5 is 'not serious at all'. You can write the categories by each type of violence on the flipchart.
4) After completing this activity, encourage discussion on students' choices.

Discussion Questions

For each type of violence on the flipchart:

- Why do you think this type of violence is more serious/less serious?
- What is the impact of this type of violence?
- What if someone is called names/isolated/mocked every day at school? How would they feel? What might they do? Is this less serious than being physically abused?

Expected Outcome and Activity Wrap Up

Before the discussion, it is likely that students will have categorised physical and sexual forms of violence as 'very serious'. Psychological forms of violence will be 'less serious' and some may even be 'not serious at all'.

It is important that, by the end of the discussion, students develop an understanding of the impact of psychological violence and a consensus that all types of violence are equally serious.

SCENARIOS OF GBV IN SCHOOL

A variety of optional scenarios are outlined in this activity. Please select those that you feel are the most appropriate for your group of students.

Time

50 minutes

- 20 minutes for the students to read the scenarios and answer the questions in small groups
- 30 minutes for discussion and facilitation

Learning Objectives

- Students have increased understanding of GBV in the school environment, what types exist, when it happens and what causes it.
- Students understand the impact of abuse and develop empathy for those who experience it.
- Students understand the definition of power, hierarchies of power and that abuse of power is a choice (i.e. abuse is the perpetrator's choice, not the responsibility of the victim).
- Students understand the links between GBV and people choosing to abuse the power they have.
- Students identify specific techniques for challenging peers' attitudes and behaviours that support GBV in the school environment.

Materials

- Hand-out of scenarios (adapt from Worksheet 2.1)
- Flipchart and flipchart paper, markers

Activity- Suggested step by step process

- Hand out a different scenario to each small group of 4-6 people (preferable mixed groups).
- Ask students to read the scenarios and then discuss the questions among themselves.
- Come back to plenary and ask the students to very briefly summarise the plot of their scenario and their group discussion.

Discuss the scenarios with the entire group using the discussion questions below.

Discussion Questions

- What types of violence (e.g. isolation, threats, physical violence) were the people in the scenarios subjected to? Please provide examples.
- Was this type of violence gender-based? Why?
- Why were the people in the scenarios subjected to these types of abusive behaviour? (If not mentioned, probe for peer reinforcement, hierarchies of power, victim blaming, GBV as 'acceptable' or 'normal' behaviour, 'just a joke', teachers not intervening etc.)
- What assumptions did you make about the person who received the abuse? Do you think they provoked their 'punishment' in any way?
- Did they share the blame for what happened?
- Did they deserve what they got in any way?
- Can anyone really provoke violent behaviour?
- What were the 'perpetrators' trying to achieve with their behaviour?
- What relationships of power did you observe? Who has power in these situations? Why?
- What should the person who is being abused do? What might stop them from speaking out or taking action?
- If you were their friend, how would you help them? What would you advise them to do?



Sensitive Topics

As with the previous activity (Activity 2.1), facilitators should note that students often find it difficult to recognise non-physical forms of violence. They may also believe that experiencing psychological abuse has minimal negative consequences for victims.

The most important learning point from this activity is that gender-based violence is never the victim's fault – it is a choice that perpetrators make. This is something that students find hard to acknowledge. In discussions around Scenario 1 for example, students are likely to blame Anna for behaving in what they perceive as a 'sexually provocative' manner. In Scenario 2, Maria may be blamed for giving her phone to a classmate. Peter (Scenario 3) may be blamed for not helping his friends with homework and for making his team lose. Layla (Scenario 4) may be blamed for 'not having a sense of humour' or for taking boys looking at porn 'too seriously', despite the fact that what the boys are doing is demeaning and hurtful to women. Finally, Eric (Scenario 5) may be blamed for rejecting Laura and in Scenario 6, Giuseppe may be blamed for refusing to participate in Giulia's harassment.

While managing the discussion, facilitators need to encourage students to challenge the notion that the bullying described in the scenarios was in some way justified. For guidance, facilitators may use the following definition of bullying: Bullying involves a desire to hurt + a harmful action + a power imbalance + an unjust use of power + evident enjoyment by the aggressor and generally a sense of being oppressed on the part of the victim (Rigby, 2002).

Facilitators can refer to the previous Session on gender norms to reinforce the notion that every individual has the right to be respected regardless of how much they choose to/seem to 'fit in' with their peers. It is important to probe students on defining the types of violence they identify as gender-based. Students often identify abusive behaviour as violence but it is difficult for them to understand that this violence maybe gender-based.

Some students may believe that if you're abused you should retaliate with abuse, so as to defend yourself and not 'lose face'. It is important that facilitators turn the discussion around to more positive ways of dealing with abusive situations than resorting to violence.

Expected Outcome and Activity Wrap Up

In the activity wrap-up you may choose to ask students to identify one thing they've learned from the scenarios. The take-home messages are:

- Gender-based violence happens at school and it is very common. This, though, does not mean that it is right.
- Gender-based bullying is incredibly hurtful and damaging to victims.
- Victims do not provoke violence with their behaviour/appearance.
- Acts of violence are the conscious choice of the perpetrators (perpetrators could have dealt with the situation in different ways but opted to act abusively).
- Violence only stops with an intervention. Silence, impartiality or denial only perpetuates the problem and does not break the cycle of violence. An intervention could include assertive behaviour, saying no, putting boundaries, asking for an adult/ teacher/ parent/friend to intervene.

SCENARIOS OF GBV IN SCHOOL

Scenario 1 – Anna

There is a new girl in your class and her name is Anna. She is very beautiful and often wears short skirts, low-cut tops and tight clothes that accentuate her figure. She is very popular and is seen with a different boy every month. There is a lot of negative talk about Anna in the school. Many of the boys and girls comment that she must be very easy to 'get into bed'. Most of the other girls avoid her and don't include her in their group of friends because they don't want to create a 'bad name for themselves'.

Over the weekend, Dino, a boy in your class, found Anna at a party and they hit it off. They were both drinking quite heavily and dancing together for most of the night. While they were flirting, kissing and having a good time, Dino tried to push his hand up Anna's skirt. She started screaming at him to stop. Dino called her a 'bitch' and walked off. On Monday everyone in the school was discussing how this incident was Anna's fault because she was 'asking for it' with her 'provocative' behaviour.

1) How do you think Dino and Anna's classmates made her feel?

2) How do you view Anna's classmates' behaviour? What were they trying to achieve?

3) How do you view Dino's behaviour? What was he trying to achieve?

4) Would you define Anna's experience as gender-based violence? If so, how was the abusive behaviour Anna experienced gender-based?

5) What do you think Anna should do now?

6) What would you do/say if you were Anna's friend?

7) What would you do/say if you were Dino's friend?

Scenario 2 – Maria

Maria is a new pupil in your class. You know she is lonely and really wants to make friends. Another girl asks her if she can borrow her mobile phone to contact her parents. You later see this girl holding Maria's phone and laughing with a group of pupils in the corridor. When you ask what's going on, the girl explains she has used Maria's phone to send a text message saying 'Contact me for free sex' to most of the boys in your class. She shows you that there are already several explicit replies to the text from boys asking her to meet them. All the pupils in the group are joking that Maria is 'really popular now'.

1) How do you think Maria's classmates made her feel?

2) How do you view the girl's behaviour? What was she trying to achieve?

3) How do you view the behaviour of the other people involved (the pupils who were laughing and the boys who answered the text message)? What were they trying to achieve?

4) Would you define Maria's experience as gender-based violence? If so, how was the abusive behaviour Maria experienced gender-based?

5) What do you think Maria should do now?

6) What would you do/say if you were Maria's friend?

7) What would you do/say if you were friends with the girl who took Maria's phone?

Scenario 3 – Peter

Peter is one of the top pupils in your class. Other pupils ask him for his homework so they can copy it but he always refuses. He has asthma and this makes it difficult for him to participate in sport activities. Recently, you saw him have an asthma attack whilst playing football. His team mates made fun of him and called him a 'weakling'. One of the boys pushed him to his knees in the mud and took a photo of him on his mobile phone. Later on, the same boy asked you to have a look at his Facebook page. He had uploaded the photo of Peter with the caption 'This is what failure looks like'. He told you that several pupils in the class 'liked' the photo already. He asked you to tell as many people as possible to 'like' the photo.

1) How do you think Peter's classmates made him feel?

2) How do you view the boy's behaviour? What was he trying to achieve?

3) How do you view the behaviour of other people involved (all the people who called Peter a 'weakling' and 'liked' the Facebook photo)? What were they trying to achieve?

4) Would you define Peter's experience as gender-based violence ? If so, how was the abusive behaviour Peter experienced gender-based?

5) What do you think Peter should do now?

6) What would you do/say if you were Peter's friend?

7) What would you do/say if you were the boy's friend?

Scenario 4 – Layla

Recently, some of the boys in your class have been cutting out photos of women from porn magazines and bringing them into school. They discuss them loudly in front of everyone and compare them to girls in your school. You overhear one of your classmates, Layla, tell the boys that they are disgusting, but they just laugh at her. They call her a 'virgin' and offer to email her some photos to help educate her about sex. Some of the other pupils in class also laugh when they say this.

1) How do you think the boys in your class made Layla feel?

2) How do you view the boys' behaviour? What were they trying to achieve by bringing porn into the class and by calling Layla a 'virgin'?

3) How do you view the behaviour of the people who laughed when the boys called Layla a 'virgin'? What were they trying to achieve?

4) Would you define Layla's experience as gender-based violence? If so, how was the abusive behaviour Layla experienced gender-based?

5) What do you think Layla should do now?

6) What would you do/say if you were Layla's friend?

7) What would you do/say if you were the boys' friend?

Scenario 5 – Eric

Eric is in your class at school. Another classmate, Laura, asked him out but he wasn't interested. Since then, Laura and her friends laugh at him every time he walks past them. They ask him loudly whether he 'prefers boys to girls' so that everyone can hear them. Some of the teachers also overheard them say this but they ignored the comments. Recently, Laura and her friends left information leaflets about gay rights and support organisations on Eric's desk.

1) How do you think Laura and her friends made Eric feel?

2) How do you view Laura's behaviour? What was she trying to achieve?

3) How do you view the behaviour of Laura's friends and the teachers who ignored the comment? What were they trying to achieve?

4) Would you define Eric's experience as gender-based violence If so, how was the abusive behaviour Eric experienced gender-based?

5) What do you think Eric should do now?

6) What would you do/say if you were Eric's friend?

7) What would you do/say if you were Laura's friend?

Scenario 6 – Giulia and Giuseppe[9]

Giulia attends the third year of the high school. Every time she has an English lesson she has to walk through a corridor near the gym. Sometimes there's a group of boys in the gym and every time they see her they begin to joke and make sexual innuendos about her. They do not talk to her directly but make comments of a sexual nature such as "Look at her bottom! I would have sex with her". All the boys participate except Giuseppe who does not seem to be interested in this type of behaviour. The rest of the group begin teasing Giuseppe by saying that he is obviously not interested in women and that he is quite strange.

1) How do you think the boys in the gym made Giulia feel?

2) How do you think the boys in the gym made Giuseppe feel?

3) How do you view the boys' behaviour? What were they trying to achieve?

4) Would you define Giulia and Giuseppe's experience as gender-based violence? If so, how is the abusive behaviour Giulia and Giuseppe experienced gender-based?

5) What do you think Giulia should do now?

6) What do you think Giuseppe should do now?

7) What would you do/say if you were Giulia or Giuseppe's friend?

8) What would you do/say if you were the boys' friend?

9) The scenario 'Giulia and Giuseppe' has been adapted from an activity in the White Ribbon Campaign Education & Action Kit (http://whiteribbon.ca/educational_materials/, http://goo.gl/WuAvj)

VOTE WITH YOUR FEET![10]

Time
30 minutes

Learning Objectives
- Students identify possible barriers preventing young people from standing up to gender-based violence.
- Students explore different ways of reacting to incidents of gender-based violence.

Materials
- A line drawn on the floor with duct tape
- A list of questions for the facilitator

Preparation
- Divide the room into two parts using the duct tape and put up signs reading AGREE and DISAGREE at either end.

Activity- Suggested step by step process

1) Explain to the students that you will read out certain statements regarding possible action the victims in the Scenarios in Activity 2.1 could have taken to defend themselves against GBV. Explain that they will need to express their degree of agreement or disagreement regarding each statement by 'voting with their feet.'
2) Point to the line that has been drawn on the floor and explain that the line separates the floor into two hemispheres, one for 'agreement' and another for 'disagreement'. Once they decide where they 'stand' on each statement, they need to move to the relevant part of the floor.
3) Students from each corner should then give the reasons why they chose to stand there. The goal will be to use solid arguments in an effort to try and convince other students to change their opinion and position and move to the other hemisphere.
4) Some useful guidelines:
   - No-one can speak until everyone takes a position.
   - The more strongly you agree or disagree with the statement, the further away from the centre you will stand (i.e. away from the line).
   - No-one can stay on the middle line, but if one cannot decide or feels confused about a question, they can stay towards the middle on one side or the other.
   - Students have the right to change their original position if they find the arguments presented valid and convincing. If this is the case they need to move 'hemispheres'.
5) Before you start reading the statements remind students of the Ground Rules and explain that everyone has the right to express his or her opinion without being judged, put down or disrespected.

10) Adapted from 'Doorways I': Student Training Manual on School related gender based violence prevention and response

Statements to be read out for voting:

1) The person who was abused should fight back by doing something similarly abusive to the people bullying them.
2) The friends of the person being abused should NOT interfere.
3) If the person being abused talks to their parents about what s/he is going through, s/he will make things worse.
4) The person being abused should talk to her/his friends about the abuse and ask for their advice.
5) If the person being abused talks to a teacher about the incident, nothing will change.
6) The person being abused should talk to a counsellor or psychologist about the incident.
7) Adults always listen and take you seriously when you talk to them about your problems.

Discussion Questions

After the activity you may wish to continue the discussion using some of the following guide questions:

- Is it preferable that someone who experiences GBV stays passive and does not react? Why is it preferable? Why is it not preferable?
- What would be the risk if someone who experiences this type of behaviour (GBV) stays quiet and doesn't report it?
- What is more preferable, to ask for support from an adult from a friend?
- Why may talking to an adult such as a teacher be difficult?
- What may be the benefit of asking for help from an adult?
- Would it be easier to talk to a friend? If so, why?
- How can friends help?
- What are the limitations of the support that friends can provide?

Expected Outcome and Activity Wrap Up

- Remind students that parents, teachers and other adults want to protect them from violence and will do anything they can to help them and support them.
- They should tell a trusted adult (teacher, parent etc.) as soon as possible if they experience any type of violence.
- Point out that no matter what happens, violence and abuse is not their fault. They should never feel ashamed or guilty.
- If someone tells them not to tell or threatens them or anyone they know, they should tell a trusted adult immediately.
- Friends can also provide a safe environment for them to express their feelings and also provide psychological support.
- People who witness incidents of GBV as bystanders should not remain quiet or passive. Remaining silent is a way of saying that the abuse is okay.

WORKSHEET

Please answer the questions as best you can.

Q1 Can you reflect on instances where you personally experienced or witnessed GBV in your school environment? (you do not need to share this experience if you do not want to)

Q2 Can you reflect on instances where you yourself have been a perpetrator of GBV , i.e. you have used abusive behaviour towards others?? (you do not need to share this experience if you do not want to)

Q3 What can you and your classmates do to take a stand against GBV?

Q4 What should your school do to help you and your classmates take a stand against GBV?

SCHOOL RULES

Time
25 minutes

Learning Objectives

- Students identify things that they can do to take a stand against GBV in the school environment.
- Students identify things that the school (e.g. teachers) can do to support students take a stand against GBV.

Materials

- Hand-out of questions (Worksheet 2.3)
- Flipchart and markers

Activity- Suggested step by step process

1) Hand out one copy of Worksheet 2.3 to each student.
2) Give them 5 minutes to read through the questions and to think about their responses.
3) Explain that for parts a) and b) they do not have to share their responses if they do not want to. These questions are for their own personal reflection.
4) Discuss the students' recommendations on what can be done to combat GBV in their school environment, i.e. their responses to questions c) and d).
5) Write students' responses to questions c) and d) on a flipchart.

Expected Outcome and Activity Wrap Up

At the end of the activity you can ask the students if they have any ideas about what they would like to do with the 'School Rules' they have developed (e.g. give them to the Head-teacher, use them to create a poster for the school etc.).

3 SESSION

GBV in Romantic Relationships

In this session

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INTRODUCTION

WHAT IS AN ABUSIVE RELATIONSHIP?

Many young people will experience some form of gender-based violence from their partner or ex-partner before they reach adulthood including physical violence or threats of violence, humiliation or control tactics, isolation from friends and family, or sexual abuse. It is important not to confuse GBV with occasional arguments or consensual play-fighting, both of which can take place in healthy and loving relationships. An abusive relationship is one where intimidation and fear is used by one partner to control how another partner acts or behaves.

It is also important to acknowledge that gender-based violence does not just occur in 'stable' romantic relationships (e.g. between long-term partners), but may also occur in more transient romantic encounters such as a one-off date (Valls, 2008).

YOUNG PEOPLE'S PERCEPTIONS OF VIOLENCE IN ROMANTIC RELATIONSHIPS

Young people often minimise the violence they perpetrate or experience in their own relationships or do not recognise it as abusive behaviour, in part due to media attention and public awareness campaigns focusing on gender-based violence among adults.

Though physical forms of abuse such as hitting, kicking or slapping are recognised as 'violence', young people are far less likely to recognise psychological forms of abuse and tend to think that such abuse does not have particularly serious repercussions. Humiliation, for example, or control tactics such as continuously checking up on a partner, limiting who a partner can see or dictating what she/he can wear, are almost expected as a normal part of relationships. It is often difficult for young people to identify where such behaviour is abusive despite the fact that they have serious and lasting effects on a victim's confidence, self-esteem, emotional wellbeing and mental health.

Young people do not condone violence, particularly physical violence, but they are quick to justify it under certain circumstances such as when a partner is unfaithful or caught flirting with another person. For many young people there is a 'romanticised idea' of violence, and the fact that their partner is jealous is perceived as a sign of love. Furthermore, as explained by participants in a Cypriot research project investigating teenagers' models of attraction in relation to romantic relationships, a lot of girls are willing to disregard the aggressive, dominating or rude behaviour of a boy if he is considered handsome or popular (MIGS 2008a). Girls often believe that a boy's behaviour will be different towards them if they begin going out or that it won't affect them. Similar research on adolescents' models of attraction which was conducted in Spain found a general agreement amongst teenagers interviewed that the most attractive boys were frequently those they call a 'bastard' or a 'show-off'. It is of interest to note that some adolescent girls explained that they choose 'bad' boys only for sporadic relationships and will look for 'good boys' later for stable relationships (Valls, 2008). Moreover, several research studies initiated by Gómez (2004) demonstrate the existence of a mainstream process of socialization which links attractiveness to violence. Breaking such connections through education on gender-based violence can bring effective prevention of such violence in the future. It is necessary, however, for such education

to focus on all types of romantic relationships, both stable and sporadic. Usually, preventive education focuses on stable relationships, despite the fact that dating and sporadic relationships are more common among young people.

In relation to sexual violence, findings from the survey conducted to inform the development of Youth4Youth Sessions showed that, amongst boys especially, a significant minority think that it is acceptable to pressure a girl into having sex if they have been dating[11]. Separate, qualitative research with young women in Cyprus showed that many young girls feel under pressure to have sexual intercourse because of fear that, if they do not do so, their boyfriend he will break up with them (MIGS, 2008a and 2008b).

YOUNG PEOPLE'S PERCEPTIONS OF WHY SUCH VIOLENCE OCCURS

Though knowledgeable about different forms of gender-based violence such as domestic violence and rape, many young people will buy into prevalent myths about why such violence occurs. Their reasoning reflects victim-blaming mentalities in our society – women are raped because they wear provocative clothing and continue to experience domestic violence because they don't leave the relationship. Young people, like adults, find it difficult to believe that an assertive and dynamic person can be a victim of abuse, and consider victims as weak or deficient in some way. Perpetrators' violence is not necessarily understood as a desire to control another person, but rather as a result of underlying mental health problems, stress levels, substance abuse, childhood experiences of abuse, or an inability to control 'sexual urges'.

As with the Sessions on gender norms and gender-based bullying, Youth4Youth Activities on violence in relationships provide young people with a safe space to challenge their perceptions and beliefs, thus enabling them to prevent such violence from affecting their lives. The key message is that violence in relationships is never justified and is the fault of the perpetrator, not the victim.

GIRLS AND BOYS EXPERIENCE VIOLENCE IN ROMANTIC RELATIONSHIPS IN DIFFERENT WAYS

In the process of understanding the causes and consequences of gender-based violence in relationships, young people are likely to question the emphasis placed by Session activities on male violence against women and girls. When delivering these activities, it is important to acknowledge that there are fundamental differences between the experiences of boys and girls.

Research conducted in the UK with 1,353 young people aged 13+ found that similar proportions of girls and boys reported experiencing emotional and physical violence in their romantic relationships. Girls, however, were more likely to report that the violence was repeated and that it stayed at the same level or worsened over time. Girls were also almost three times more likely to report that they had experienced more severe forms of physical violence like punching or being hit with an object and, most notably, they were over five times more likely to say that the violence impacted negatively on their wellbeing. 31% of girls and 16% of boys reported some form of sexual partner violence, yet only 13% of boys, compared to 70% of girls, reported any negative impact on their wellbeing (Barter, 2009).

These findings do not imply that gender-based violence does not impact on boys' wellbeing but, instead, that the impact is (or is perceived to be) less severe. It may be that, because of the way that boys are socialised, they find it more difficult to recognise or disclose such violence. Conversely, if boys consider the impact of their own victimisation as negligible, they may also believe that their abusive behaviour has similarly negligible impact on their partner. An approach to discussions which ensures that the severity of partner violence on girls is openly acknowledged and addressed will enable boys to recognise the implications of such violence for their partners as well as for themselves. Without a doubt, no young person wants to experience or perpetrate violence or abuse in their relationships. Describing their ideal partner, young people, both boys and girls, put physical attraction high on their list but they also want someone they can trust, who is funny and sociable, is understanding and respects them.

11) For more information on the Youth4Youth research methodology and findings, please visit: http://medinstgenderstudies.org/news/youth4youth-empowering-young-people-in-preventing-gender-based-violence-through-peer-education/, http://goo.gl/Gwclv

Objectives

3.1 ACTIVITY
MYTHS AND REALITIES ABOUT GBV

30 min

- Students can identify and dispel the common myths about gender-based violence.

3.2 ACTIVITY
SCENARIOS OF GBV IN SCHOOL

50 min

- Students can identify the warning signs of GBV in romantic relationships.
- Students understand the fact that GBV is 'systematic' abuse, not just a one-off act.
- Students discuss how experiences of GBV in romantic relationships are different for boys and girls.
- Students explore how violence in relationships can be romanticised.
- Students explore their own reactions to GBV in intimate relationships and identify the barriers people often experience in challenging GBV (lack of awareness, fear, belief that it is a 'private matter').

3.3 ACTIVITY
VOTE WITH YOUR FEET!

30 min

- Students identify the barriers that people often experience in challenging GBV (lack of awareness, fear or belief that it is a 'private matter').
- Students explore how they can respond to instances of GBV in intimate relationships in a safe way.
- Students understand how they can protect themselves and others from GBV in intimate relationships.

OVERVIEW OF ACTIVITIES

Time
35 minutes

Learning Objectives
Students can identify and dispel the common myths about gender-based violence.

Materials

- Hand-out with statements to be discussed (Worksheet 3.1)
- Duct tape

Preparation
Print off copies of Worksheet 3.1

Activity- Suggested step by step process

1) Explain to students that Session 3 is about exploring how GBV impacts on romantic relationships. Before looking at this topic though, they will explore some common beliefs about violence. The purpose of this activity is to decide whether these beliefs are facts or myths.
2) Split the students into small groups of 4-6 and give each group a copy of Worksheet 2.2.
3) Give the groups 10 minutes to read through the statements and discuss whether they are myths or facts.
4) Ask a student from each group to read the first statement and present the group's opinion on it.
   a) Ask the rest of the students if they agree or disagree.
   b) Ask why they believe the specific statement constitutes a myth or a reality.
   c) Provide the correct answer and explain.
5) Move on to the next statement and so on...

A great way to make this activity more dynamic is by asking students to 'vote with their feet'. Create a line down the middle of the room using duct tape and identify which side represents 'myths' and which side represents 'facts'. Read out each statement and wait for students to move to their chosen side. People who are not sure of their answer can stand in the middle.

Expected
Ask the students if there was anything particularly surprising about the statements. At the end, summarise the results of this activity and highlight the following points:

- Myths about gender-based violence generally blame the victim for the violence or some other factor, such as alcohol, anger or mental illness. As a result, these myths divert attention from the actions of the abuser who is responsible for the violent behaviour.
- Understanding the myths and realities of intimate partner violence can help us focus on the responsibility of the abuser. This is a critical part of challenging and preventing violence.

MYTHS AND REALITIES ABOUT GENDER-BASED VIOLENCE

This is a list of common beliefs about violence. Please think about whether these statements are myths or facts and circle your answer!

1	Victims of violence are usually weak characters.	MYTH	FACT
2	Physical abuse is more serious than verbal abuse.	MYTH	FACT
3	Violent people are people who can't control their anger – violence is a momentary loss of self-control.	MYTH	FACT
4	People who don't report ongoing abuse by others must want it to continue.	MYTH	FACT
5	Malicious gossip and negative rumours are forms of violence.	MYTH	FACT
6	Making fun and mocking someone via Facebook is not as serious as doing it in person.	MYTH	FACT
7	It is OK for a boy to pressure a girl into having sex if they have been dating.	MYTH	FACT
8	The seriousness of sexual harassment is exaggerated - most harassment is minor and involves harmless flirting.	MYTH	FACT
9	Alcohol and drug abuse are causes of violence.	MYTH	FACT
10	Violence in romantic relationships is more common among adults than among young people.	MYTH	FACT
11	Violence in relationships is more common among people who are poor or not well educated.	MYTH	FACT
12	Jealousy is an indication that someone loves you.	MYTH	FACT
13	Sometimes girls provoke sexual violence because of the way they dress or behave.	MYTH	FACT
14	When a girl refuses to have sex with a boy she has been flirting with, she is just "playing hard to get".	MYTH	FACT
15	Women are most likely to be sexually abused by someone they know rather than by a stranger.	MYTH	FACT
16	Rape cannot take place when two people are on a date, or in a romantic relationship.	MYTH	FACT
17	If the victim leaves the abuser, the violence will stop.	MYTH	FACT

WORKSHEET ANSWERS TO WORKSHEET 3.1 (FOR FACILITATOR ONLY)

1) **VICTIMS OF VIOLENCE ARE USUALLY WEAK CHARACTERS (MYTH)**
There is no particular 'type' of person who is more likely to be a victim of abuse or violence – it can happen to anyone. Very strong individuals might get bullied because they are new to a school and do not have friends or other support network. They might be picked on because of their beliefs or opinions, or because they are otherwise different. Ultimately, there is nothing in a victim's character or behaviour that can 'cause' violence to happen. Violence is always the choice of the person who perpetrates it.

2) **PHYSICAL ABUSE IS MORE SERIOUS THAN VERBAL ABUSE (MYTH)**
Verbal abuse can be just as harmful and frightening as physical abuse. Constantly being put down or picked on can cause long-term mental and emotional trauma which may be as damaging to an individual's well-being as physical abuse.

3) **VIOLENT PEOPLE ARE PEOPLE WHO CAN'T CONTROL THEIR ANGER – VIOLENCE IS A MOMENTARY LOSS OF SELF-CONTROL (MYTH)**
Most people who get angry do not use violence to deal with it. Violent or abusive people are not 'out of control' - they make rational and conscious choices to be violent or abusive and choose their victim.

4) **PEOPLE WHO DON'T REPORT ONGOING ABUSE BY OTHERS MUST WANT IT TO CONTINUE (MYTH)**
There are many reasons why people don't report abuse. They may be frightened of the abuser, they may worry they won't be believed or that telling someone will make the situation worse. They may also feel ashamed or even responsible for causing the abuse to take place. Without support from friends or trusted adults, it can be very difficult for someone to take that first step towards talking about their experience and asking for help.

5) **MALICIOUS GOSSIP AND NEGATIVE RUMOURS ARE FORMS OF VIOLENCE (FACT)**
Spreading malicious gossip or rumours is a form of psychological violence and can have a long-term impact on a person's emotional and mental wellbeing.

6) **MAKING FUN AND MOCKING SOMEONE VIA FACEBOOK IS NOT AS SERIOUS AS DOING IT IN PERSON (MYTH)**
Experiencing abuse through electronic media (whether that is through text messaging, emails or social networking sites) is just as serious as experiencing it in person.

7) **IT IS OK FOR A BOY TO PRESSURE A GIRL INTO HAVING SEX IF THEY HAVE BEEN GOING OUT (MYTH)**
Nobody should be pressured or coerced into having sex or engaging in any sexual act regardless of whether they are in a relationship. Being forced to engage in sexual activities is a form of sexual abuse and has nothing to do with love.

(Note for facilitator: during the discussion, you can turn this sentence around to "it is OK for a girl to pressure a boy into having sex if they have been going out")

8) **THE SERIOUSNESS OF SEXUAL HARASSMENT IS EXAGGERATED, MOST 'HARASSMENT' IS MINOR AND INVOLVES HARMLESS FLIRTING (MYTH)**
Sexual harassment can be devastating. It often has nothing to do with flirtation on the part of the perpetrator but is largely about control, domination, and/or punishment. Examples of sexual harassment include direct or indirect threats or bribes for sexual activity, sexual innuendos and comments, sexually suggestive jokes, unwelcome touching or brushing against a person, pervasive displays of materials with sexually illicit or graphic content, and attempted or actual sexual assault.

9) **ALCOHOL AND DRUG ABUSE ARE CAUSES OF VIOLENCE (MYTH)**
Although alcohol and drugs are often associated with violence, they do not cause non-violent persons to become violent. An abuser may use alcohol as an excuse for the violence, or alcohol may prevent him/her from realising the level of force he/she is using, but alcohol is not the cause. Many people are violent towards their partners or others when they are sober and there are also many abusers who do not drink at all.

10) **VIOLENCE IN RELATIONSHIPS IS MORE COMMON AMONGST ADULTS THAN YOUNG PEOPLE (MYTH)**
Violence in relationships is just as common among young people as it is among adults. This includes emotional abuse such as controlling who your partner sees or what your partner

wears, humiliating your partner, calling them names, and threatening to 'break up with them' if they don't behave in a certain way. It also includes physical and sexual violence. It may be that because most public awareness-raising campaigns focus on violence amongst adult partners, young people are less likely to recognise or acknowledge that such violence takes place in their own relationships.

11) **VIOLENCE IN RELATIONSHIPS IS MORE COMMON AMONG PEOPLE WHO ARE POOR OR NOT WELL EDUCATED (MYTH)**
Violence in relationships is pervasive in all levels of society, whether rich or poor, and cuts across racial, ethnic, socio-economic and religious boundaries. There is no evidence to support the idea that people from certain socio-economic or educational backgrounds are more likely to experience abuse either as victims or as perpetrators.

12) **JEALOUSY IS AN INDICATION THAT SOMEONE LOVES YOU (MYTH)**
Some people deliberately provoke a jealous reaction to test whether their partner truly cares about them. However, jealousy must not be confused with feelings of love. Up to a certain point, jealousy may be considered a valid and acceptable emotion within a romantic relationship, but often jealousy is used as justification for controlling and/or abusive behaviour. This is a form of emotional abuse and does not constitute evidence that your partner loves or cares about you. On the contrary, excessive jealousy is a sign of lack of trust and insecurity.

13) **SOMETIMES GIRLS PROVOKE SEXUAL VIOLENCE BECAUSE OF THE WAY THEY ARE DRESSED (MYTH)**
Every woman or girl has the right to wear what she wants, and to choose her sexual partner. We often hear that a woman was 'asking for it' because she dressed or behaved in a 'provocative' manner. No woman ever 'asks' to be sexually assaulted no matter what she wears, where she goes, or who she talks to or socializes with. The idea that women "ask for it" is often used by perpetrators to justify their behaviour. It also places responsibility for the crime on the victim rather than on the perpetrator.

(Note for facilitator: during the discussion, you can turn this sentence around to "boys sometimes provoke sexual violence because of the way they are dressed")

14) **WHEN A GIRL REFUSES TO HAVE SEX WITH A BOY SHE HAS BEEN FLIRTING WITH, SHE IS JUST "PLAYING HARD TO GET" (MYTH)**
When a girl says 'no', she means 'no'.

15) **WOMEN ARE MOST LIKELY TO BE SEXUALLY ABUSED BY SOMEONE THEY KNOW RATHER THAN BY A STRANGER (FACT)**
Most girls and women who are victims of sexual violence are assaulted by someone that they know such as a boyfriend, an acquaintance, a colleague or a family member. Statistics from the 2005 National Crime Victimisation Study by the US Department of Justice, indicate that two thirds of rape cases were committed by someone known to the victim and 73% of sexual assaults were perpetrated by a non-stranger. Data from the UK British Crime Survey 2001 mirrors a similar pattern: only 17% of rapes were committed by someone who was a stranger to the victim.

16) **RAPE CANNOT TAKE PLACE WHEN TWO PEOPLE ARE ON A DATE, OR IN A ROMANTIC RELATIONSHIP (MYTH)**
Victims of rape by their intimate partners have the same rights as those assaulted by strangers. Sexual violence does not become permissible because the perpetrator is, or has been, in an intimate relationship with the victim.

17) **IF THE VICTIM LEAVES THE ABUSER, THE VIOLENCE WILL STOP (MYTH)**
In many cases violence can continue long after a relationship has ended. Research has shown that the point at which a victim leaves a violent relationship is the most dangerous time, as the abuser is likely to try to punish the victim for doing so. This does not mean that a victim should not attempt to leave an abusive relationship. With the right kind of assistance and support from experienced professionals, family, and/or friends it is possible to safely escape violence.

ROLE-PLAY



Time

60 minutes

- Preparation : 15 minutes
- Acting out the role-play: 15 minutes
- Discussion: 30 minutes



Learning Objectives

- Students can identify the warning signs of GBV in romantic relationships.
- Students understand the fact that GBV is 'systematic' abuse, not just a one-off act.
- Students discuss how experiences of GBV in romantic relationships are different for boys and girls.
- Students explore how violence in relationships can be romanticised.
- Students explore their own reactions to GBV in intimate relationships and identify the barriers people often experience in challenging GBV (lack of awareness, fear, belief that it is a 'private matter').



Materials

- Scenario of the role-play to disseminate to the 'actors' (Worksheet 3.2)
- Copy of the Scenario for the role-play to be disseminated to all students AFTER the role-play has been acted
- Flipchart and flipchart paper, markers



Facilitator Notes

This exercise can be very emotional for some students. Bear in mind that you do not necessarily know 'who is in the room'. Someone may have been a victim of violence and will therefore need to feel that they are in a safe environment when participating. Prior to the commencement of the exercise, remind students of the Ground Rules: no-one is obliged to share intimate details or discuss incidents that may make them feel uncomfortable. They need only disclose what they feel comfortable with sharing. Ask all students to treat what others share with sensitivity and care. Also remind them of the need to maintain confidentiality at all times. Facilitators should make sure that students can access information about sources of support or help-lines should they need to speak to someone after the Session.

The discussion should be conducted in a 'non-personal' manner, so that even if someone has personal experience of abuse, they do not have to refer to it directly.



Preparation

1) Introduce the activity and encourage students to participate by volunteering for one of the roles in the role-play. You need 6 volunteers for the following roles:
   - George
   - Evelyn
   - Narrator
   - Natalie
   - Natalie's friend (boy)
   - One more girlfriend
2) Brief the 'actors' in advance about the scenario. Give them a copy of the story and ask them to read it and familiarise themselves with it. It would be best if the 'actors' can practice their scene prior to 'performing' in front of the group.
3) Prepare the working space so that all students can sit in front of the actors and can observe all the action clearly.

4) While the actors are preparing, open a group discussion with the rest of the students on what constitutes violence in relationships.



Activity - Suggested step by step process

Role-play

1) Explain to students that they will hear a short story about a couple and their relationship. Afterwards there will be a discussion about the issues it raises.
2) The actors move to the middle of the room and start acting the scenes. Once they finish, they leave the scene and sit down.

After the role-play

3) After the acting has been completed, hand out a copy of the story to students so that they can review certain passages as necessary. Begin debriefing by following the questions in the discussion section.



Discussion Questions

- How healthy is the relationship of the couple you just witnessed?
- What signs indicate the relationship is becoming abusive?
- What instances of violence/abuse can you identify? Please provide examples.
  - Prompt for instances of threats, verbal abuse, acts of intimidation, control, humiliation and isolation.
- Can we identify any of these incidents of abuse as gender-based? Why / Why not?
- Were any of the behaviours of the abuser justified or acceptable? Why?
  - For instance, is jealousy a sign of love and caring?
  - Is it ok to threaten someone to get what you want?
- Did Evelyn do anything that provoked the violence she experienced in any way?
- Was Evelyn's response to the abuse justified? Why?
  - Is it expected that you should consent to your partner's wishes so you don't risk losing them?
  - Is it justifiable to accept certain behaviours in order to maintain 'some sort of peace' in the relationship and avoid conflict?
  - Do you think she considered certain behaviours as normal and 'expected'?
- Do you think Evelyn somehow romanticised her relationship? In what way was this done? How was violence 'romanticised' in Evelyn's stories?
- Do we also tend to romanticise violence? How? What are the risks of doing this?
- What do you think is the purpose of such violent behaviours within a relationship? What was the perpetrator trying to achieve with his behaviour?
- What would happen if the roles in the story were reversed? What if it was Evelyn exercising the same control over George? Would you still have the same perception of her actions and classify them as abusive or would your perceptions differ because Evelyn is a girl?



Sensitive Topics

Recognising different types of violence

Young people sometime struggle to recognise psychological forms of violence and they are likely to consider that psychological abuse has very little impact on victims. The role-play itself focuses on psychological violence including:

- Control tactics such as checking the mobile phone of your partner, telling them what to wear, where they can go or not, persistent phone calls to check on them etc.
- Verbal abuse e.g. name calling, demeaning comments etc.
- Intimidation and threatening behaviour

Facilitators may wish to give students an opportunity to fully explore the impact of psychological abuse on victims as well as the notion of 'romanticised violence' in relationships. Young people, for example, often perceive jealousy to be an expression of

love rather than one of control and aggressive, possessive or dominant behaviour by boys is sometimes regarded as attractive or 'cool' instead of being condemned.

Blaming the victim
When discussing the scenario, it is likely that some students will try to justify George's behaviour by highlighting things that Evelyn could have done to prevent it e.g. like spending more time with him, not wearing revealing clothing or even breaking up with him. It is vital to ensure that students understand that George is responsible for his own behaviour and not Evelyn. George is trying to control Evelyn through harassment, intimidation and threats. In healthy relationships, partners do not try to control each other and resolve differences through discussion and compromise rather than intimidation and abuse. Evelyn may have many reasons for not leaving George including that she loves him, is scared of him, hopes he will change,or blames herself for the abuse. It is very common for victims to try and change their own behaviour in the hope that they can minimise the abuse they experience.

The focus on women as victims and men as perpetrators
Students are very likely to question why the role-play focuses on a female victim and a male perpetrator and may argue that female to male violence is just as common in romantic relationships. Girls may feel alienated by being portrayed as victims and boys may feel that being labelled as perpetrators is an unfair generalisation.

Enabling students to explore the question 'what would happen if the roles in the story were reversed' is vital to ensuring they understand that boys and girls have very different experiences of gender-based violence in romantic relationships. The key message is that girls and women are disproportionally affected by gender-based violence, not just because they are more likely to be victims of GBV (including sexual violence), but also because they are more likely to experience severe forms of abuse which have a long-term impact on their emotional and physical wellbeing. It is important to clarify to students that the vast majority of men are not abusive, and that exploring the impact of GBV will give both girls and boys the confidence to recognise it and seek help if they experience it. It is also important to clarify that GBV can and does take place in same-sex relationships. Ultimately, no form of abuse is ever acceptable regardless of who perpetrates or experiences it.

To address the issue of the prevalence of gender-based violence in relationships, facilitators may wish to research country-specific statistics (if available) on domestic violence, rape, sexual assault and dating abuse.

Expected Outcome and Activity Wrap-up
This activity gives rise to a wonderful heated debate amongst students and it is important that facilitators can close the discussion without leaving too many 'loose ends'. It is suggested that five minutes before the allocated time, facilitators should let students know that the activity is drawing to a close and invite any comments or questions on what they have just learned.

The take-home messages are:

- Violence in relationships can and does affect young people. It is not just a problem involving adults.
- Violence can take many forms – it can be physical, psychological or sexual. Psychological forms of violence may be equally as damaging and serious as physical forms.
- There is a tendency among young people in particular to romanticise violence in relationships and this can perpetuate and/or legitimise it.
- Victims of violence are never to blame for the abuse they experience.
- Friends, parents, teachers or other trusted adults can really help if a young person is experiencing violence in a relationship.
- Everyone wants and deserves a healthy relationship based on mutual respect.

WORKSHEET: ROLE-PLAY: GEORGE AND EVELYN

Narrator	George and Evelyn have been together for 9 months. They share great chemistry and there is a lot of love in the air.
George	Wow Evelyn! You are amazing! You are beautiful, you have style, you have such a wonderful personality! I am so lucky to be with you!
Evelyn	I think you are perfect too! You are very handsome, you are so strong and nice and you are the sweetest and most caring person I know!
Narrator	It's Saturday night and Evelyn is getting ready to go meet her girlfriends for a 'girls' night' out.
George	So are you guys going to 'Dreamers' pub?'
Evelyn	Yeah... didn't I tell you?
George	I read the text Natalie sent you on your phone while you were putting on your makeup.
Evelyn	[really confused] Oh... ok... I didn't know you read my SMS
George	I thought that maybe it was something urgent... And you left your phone on the coffee table when you were in the bathroom. [Changes mood and talks in a strict tone] So are you really going out by yourself again? And you're going to leave me all alone? Don't you feel sorry for me?
Evelyn	[in a joking mood] Oh, you're a big boy. You can handle it!
George	[in an angry tone] I am serious Evelyn! I think you're spending too much time with your girlfriends. I miss you and I want to be with you all the time! You have to start cutting down on the time you spend with other people and start spending more time with me. We both agree that our relationship is the most important thing in our lives!
Evelyn	But we hardly go out for girls' night anymore! I haven't seen the girls in over 6 months!!
George	Anyways... I will let it slide for now... I don't want to spoil your good mood. As long as you promise that you'll start cutting down on the amount of time you spend alone with your friends.
Evelyn	[she gives him a quick peck on the cheek and smiles] Off I go now. I will see you in the morning.
George	Hold on a second! Are you going out like that? With that skirt and that top? Don't you think it's a bit short and daring? Don't you understand? I'm just worried about you! Others may look at you and get the wrong idea about you. Please go change! That would make me feel better!
Evelyn	I like my skirt but I love you and I don't want to get in an argument with you over such an insignificant thing. So I will go change my clothes.
George	That's a good girl. And besides,now that you have gained all this weight, that skirt makes you look like a cow! I am sure no-one would have liked to see your big thighs.
Evelyn	Hmm... Maybe you are right... I should be more careful with the way I dress and choose clothes that compliment my figure.

Narrator	Evelyn goes out with her girlfriends. She is having a lot of fun. While they are enjoying themselves, her phone rings, AGAIN. She picks it up and realises that she has already had 15 missed calls from George!
Natalie (Evelyn's friend)	Evelyn, your phone is ringing again. How many times is your George going to call? He already called 15 times in an hour!!!! This guy is totally checking on you!
Evelyn	Oh, he only does that because he loves me! He cares about me and wants to make sure I am safe.
Narrator	A boy they know approaches Evelyn and her friends and they all start talking and laughing. As Evelyn is talking to the guy she feels someone grabbing her by the arm forcefully and dragging her away. It's George and he came to find her!
George	[in a very aggressive tone] What the hell are you doing talking to this guy? Who is this bastard anyways?
Evelyn	He's a guy from my school. He's very good friends with Natalie and we were having a very interesting conversation.
George	As if you ever have something interesting to say!!!! We all know you have very limited capabilities...Ha..ha...
Evelyn	[in an angry voice] Look, I've had enough of your 'little jokes'. Stop this ok!!! It's not funny! You have to be more respectful!
George	So you're getting upset now? Because I care about you and want to protect you from evil men? Do you think this guy really likes you? He probably just wants to sleep with you! [really angry] Are you cheating on me Evelyn????? I swear to God Evelyn if you're cheating on me....
Evelyn	No, of course not! We were only talking. Nothing is happening. You are the only man I love. You have to believe me!
Narrator	The friends look at the couple shocked. They don't know what to say or how to act. The couple leaves the bar and Evelyn's friends are worried. They know that there is something that is not right in this relationship.
George	[as they are in the taxi going home] I told you many times Evelyn. You spend way too much time with your girlfriends. Am I not enough for you? Don't we have such a great time together? You shouldn't trust your girlfriends. I think they are a bad influence on you. And I don't like the way you talk to me after you have been with them. You behave so arrogantly and make me get upset and yell at you. You're lucky I am still able to control my temper but I don't know how long I can last like this.
Evelyn	I am sorry you feel this way. I will watch my behaviour from now on. I don't want you to be unhappy.
Narrator	Evelyn isn't happy with the way things are between her and George. In reality she has started becoming afraid that, he could turn violent. She also begins to see less and less of her friends. Soon her friends have been left behind altogether. Evelyn is worried about her relationship. She does not want to lose it and believes it's best to have 'peace' with George. But, truly, is there peace in their relationship?

BYSTANDER INTERVENTIONS

Time
25 minutes

Materials
- Flipchart
- Markers
- Scenario of the role-play (Worksheet 3.1)

Learning Objectives
- Students identify the barriers that people often experience in challenging GBV (lack of awareness, fear
- or belief that it is a 'private matter').
- Students explore how they can respond to incidents of GBV in intimate relationships in a safe way.
- Students understand how they can protect themselves and others from GBV in intimate relationships.

Activity- Step by step process

1) Introduce the activity by explaining that the exercise will help the students come up with some effective ways they can use to respond to incidents of GBV in romantic relationships.
   A 'bystander' is a person who witnesses abuse and whilst they may not in any way perpetrate or condone the abuse, their inaction can contribute to its continuation. It is often difficult for people to take action or speak out in these situations: often they may feel threatened, embarrassed to speak out or take action in front of their peer group, or simply not know what to do or say in such a situation. The barriers to intervening or challenging this behaviour are multi-faceted and include: fear of putting yourself at risk, social punishment for speaking out, not having the confidence or language to challenge, and 'keeping quiet' being reinforced by societal, community or institutional norms.
   Ask the students to refer to the Scenario of the role-play while doing this exercise.
2) Start by asking the following questions:
   - Why do you think Evelyn did not turn to anyone for help?
   - How did the bystanders (friends of the couple) in the story react to the abuse?
   - Why do you think the bystanders did not intervene? (e.g. because they were not aware, they felt scared, they were not asked to intervene or they found it difficult to react because they didn't know what to do)
3) Then ask the students:
   - Who thinks the friends should intervene?
   - Who thinks the friends should NOT intervene?
4) Ask the two groups (those supporting the intervention and those who oppose it) to have a debate amongst themselves, trying to persuade the other group to adopt their point of view.

Ask the students to concentrate on HOW friends can intervene (How should friends approach Evelyn, what advice should they give her? How should friends approach George, what advice should they give him?)

Expected Outcome and Activity Wrap Up
- Remind students that before they intervene they must be confident that they are safe to do so and that
- they look after themselves as well as their friends.
- It can be very hard to support a friend who is in an abusive relationship, but being there for them can
- help them make the right decisions.
- Equally, it's not easy to confront a friend about their abusive behaviour, but remaining silent sends the message that the abuse is okay. Talking about things can make a huge difference. You can help your
- friend understand that what they are doing is wrong and help them want to change their behaviour.
- Students should tell a trusted adult (teacher, parent etc.) as soon as possible if they experience any type
- of violence, or if they are worried about someone's well-being or safety.

4 SESSION

Training for Peer Educators

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PEAR EDUCATION

WHAT IS A 'PEER'[12]?

A peer is someone who belongs to the same social group as another person or group. The social group may be based on age, sex, sexual orientation, occupation, socio-economic status and other factors. In the Youth4Youth programme, peers are young people of the same or similar age who have shared cultural references from spending at least part of their lives growing up in the same country or place. A young person's peer group has a strong influence on the way she or he behaves and, not surprisingly, young people get a great deal of information from their peers, especially on issues that are sensitive or are not normally explored in mainstream education settings, including through the school curriculum.

WHAT IS 'PEER EDUCATION' AND HOW DOES IT WORK?

Peer education makes use of peer influence in a positive way. Since gender-related issues are particularly sensitive, peer education offers a way to approach them within a safe environment. In contrast to adult facilitators, peer educators have 'equal status' with young people and can therefore gain more trust and credibility. They are less likely to be seen as an authority figure 'preaching' from a judgemental position about how young people should behave. They have shared cultural references, speak the same language as the participants in their Sessions and can better understand their feelings, thoughts and experiences. After all, young people are experts on their own lives and know what needs to change and what doesn't to improve their environment and wellbeing (Tammi, 2003).

Peer education is also a way to empower young people. It offers them the opportunity to become agents of change, to gain a deeper understanding of gender-related issues and GBV, as well as develop skills that will serve them for life such as confidence, public speaking, team work, communication skills, group coordination and facilitation, presentation and listening skills.

PEER EDUCATION IN THE CONTEXT OF YOUTH4YOUTH

Youth4Youth Sessions 1-3 aim to empower young people with a greater awareness of the causes and consequences of gender-based violence. By participating in these Sessions, young people begin to understand that societal change is possible and that they can use their new-found knowledge and skills to make the changes they want to see in themselves and their environment.

The logical approach for a facilitator is, therefore, to take a step back and, rather than delivering Youth4Youth to a new group of young people, she/he should focus on building a partnership with participants who have 'graduated' from the programme, fostering their enthusiasm and motivation, and helping them to develop the additional skills and confidence they will need to deliver the Sessions themselves.

Session 4 outlines a training programme for young peer educators. The emphasis is on three themes:

1) Understand the role and responsibilities of a peer educator

2) Developing skills as peer educators

3) Planning and preparing Sessions

It is important to note that it is up to the facilitator, in partnership with the young people and the school/youth project, to plan the logistics of the Sessions peer educators will deliver. Depending on logistical factors, it may be that peer educators do not attempt to replicate all three Youth4Youth Sessions with a single group of their peers. Instead, peer educators might deliver specific activities, e.g. the 'Gender in a Box' Activity or the 'Role-play', as one-off Sessions to different groups.

SELECTION OF PEER EDUCATORS

What was amazing about Youth4Youth was the number of young people who, after completing Sessions 1-3, volunteered for further training on how to deliver Peer Education Sessions. Their enthusiasm and motivation to share everything that

12) All definitions adapted from the United Nations Population Fund YouthNet Peer Education Toolkit: http://fhi360.org/en/Youth/YouthNet/Publications/peeredtoolkit/index.htm, http://goo.gl/xFZ27

they had learned with other young people in their school or youth project was boundless. If you are inviting young people to volunteer, the only 'selection criteria' we would highly recommend is that they have participated in all three Sessions of the Youth4Youth programme. This is vital to ensure they have the theoretical grounding necessary to communicate the programme messages to their peers and the 'direct experience' of an activity necessary to replicate it with confidence.

THE ROLE OF THE ADULT FACILITATOR IN TRAINING AND SUPPORTING PEER EDUCATORS

By participating in Sessions 1-3 of Youth4Youth, students will already have grounding in the programme theory and, through observing your facilitation of the activities, they will have picked up some group-work skills. Your role in preparing them to deliver Sessions to their peers is to:

- Ensure they are clear about what they are signing up for: it is important that from the outset you give students enough information to ensure they take their role seriously and consciously undertake the commitment (i.e. that they attend all the training, are well prepared and are able to manage their time).
- Give them confidence in their abilities: they already have a great deal of background knowledge and skills - they can do it (better than you because you are an adult)!
- Give them confidence to make mistakes and face challenging situations: activities will not always run smoothly! Use your own experience as a facilitator to prepare them for difficult situations e.g. situations where you just freeze, when none of the participants have anything to say, when someone discloses very sensitive information etc.
- Address gaps in their knowledge about the theoretical background of the programme: always be open to questions and show patience with addressing contentious or sensitive topics but don't worry about making sure they understand everything - it takes years to grasp all the theory surrounding gender and gender-based violence and everyone has to start somewhere!
- Help them develop skills as a facilitator: focus on helping them gain the skills you have learned as a facilitator e.g. how to manage discussions or how to give good instructions.
- Encourage their creative ideas and treat them as equals in all aspects of planning the Sessions they will deliver to other young people: the whole point of peer education training is to encourage young people to take ownership of the programme and develop initiative and leadership skills. Since they've participated in the Sessions themselves they will have expert knowledge on how they can be improved.
- Give them time and space: time for preparation and time for practice is vital, as well as space to develop their own training styles.
- Provide them with as much logistical information as possible: even though you will be co-planning the Sessions with the peer educators, it is vital you give them detailed, written information on what they are expected to do (step-by-step activity instructions), which classes they will be delivering to, locations, times, what materials they will need, who will bring them etc. The more details they have, the more confident and prepared they will feel.
- Provide them with personal feedback: it is important to 'debrief' with peer educators after each Session, and also to get feedback from the young people that participate in the Sessions that peer educators deliver.
- Provide them with acknowledgement and reward: e.g. feedback, certificates, help with their CV, references.
- Help provide them with continuity and follow-up: For those who have trained as peer educators, the most important thing is to keep being involved! Peer education should be an ongoing project, and peer educators should have the opportunity for long-term participation if they wish this.

TRAINING AGENDA FOR PEER EDUCATORS

In order to ensure that potential peer educators feel comfortable and confident enough to conduct the Peer Education Sessions, it would be preferable to devote as much time as necessary to the training of those students that have expressed the desire to be peer educators.

You can go about the training of the peer educators in any way you think appropriate, and according to the specific needs of your group of students (for instance some groups may need additional clarifications on the concepts, others may need more time for practicing the exercises etc.). The training agenda below is only a guideline and can be amended accordingly:

Objectives

4.1 ACTIVITY — WHAT IS PEER EDUCATION AND WHY IS IT EFFECTIVE?

20 min

- Students understand what peer education is.
- Students discuss why peer education is effective.
- Students begin to identify what is expected from a peer educator.

4.2 ACTIVITY — QUALITIES AND SKILLS OF PEER EDUCATORS

60 min

- Students explore the qualities of a peer educator and the skills they will need to conduct a peer training.
- Students identify ways peer educators can demonstrate each quality or skill.

4.3 ACTIVITY — PEER EDUCATORS IN ACTION- ROLE-PLAY

30 min

- Students practice facilitating a group.
- Students explore how a facilitator can use various skills to support, guide and interest the group.
- Students receive feedback on their facilitation skills and identify how they can further improve.
- Students receive feedback with regards to non-verbal skills, i.e. body posture, tone of voice, eye contact.
- Students have the chance to talk about their fears and anxieties concerning delivering Sessions to their peers.
- Students' fears and misconceptions are dispelled and their confidence is boosted by providing advice on techniques they can use to be more effective.

4.4 ACTIVITY — PLANNING AND PRACTICING A PEER EDUCATION SESSION

20 min

- Students learn how to plan the Sessions they will deliver to their peers.
- Students have the opportunity to practice delivering these Sessions.

WHAT IS PEER EDUCATION AND WHY IS IT EFFECTIVE?

Time
40 minutes
- 25 minutes for Part 1
- 15 minutes for Part 2

Learning Objectives
- Students understand what peer education is.
- Students discuss why peer education is effective.
- Students begin to identify what is expected from a peer educator.

Materials
Flipcharts and markers
Hand-out 4.1 (for PART 1)

Preparation
Prepare two flipchart papers for PART 2 – one that has the title 'A peer educator is' and one that has a title 'A peer educator is not'.

Activity- Suggested step by step process
1) Start the activity by reminding students that they are here to gain the skills they need in order to pass on their knowledge on gender norms and gender-based violence to other young people.

PART 1

2) Ask them to take a few minutes to fill in Hand-out 4.1.
3) Once they have completed the hand-outs open up discussion on the questions:

What is a 'peer'?
Answers can include: anyone who shares something with another person, people of the same age, people who have similar interests, people with similar backgrounds etc.

What do you think 'peer education' is?
Answers can include: when young people educate other young people, learning from people your own age, being taught by someone who is your equal, being able to speak the same language as the people you are trying to educate, really understanding the needs and interests of the people you are trying to educate because they are similar to your needs and interests, people giving knowledge to their peers etc.

What would you include in a list of things that help people learn and in a list of things that make learning difficult?
For 'help people learn' answers can include: it is interesting and fun, it relates to your real life, there is good communication between you and the teacher, you are allowed to choose how you learn and what you learn, there are many different activities, it is not just reading and listening to the teacher.

For 'make learning difficult' answers can include: learning is boring, you don't trust your teacher, the information is not relevant to you, the teacher does not respect you, some subjects are really difficult, your classmates are disruptive.

What do you think would be the benefits and difficulties of peer education?
For benefits, answers can include: peer educators are on the same wavelength as participants, can will be trusted, they can speak the same language, they can make things real for participants, they know how to make things fun, it won't be like a normal class so people will be more interested, they can make participants feel more comfortable to talk about things they might not talk to adults about.

For difficulties, answers can include: they might not be taken seriously, they might be ignored, they need a lot of time to prepare, they might not have the same training as teachers and be less confident, they might not know enough theory, they may find it challenging to facilitate a group, they may find it difficult to actively engage participants

4) Before wrapping up the discussion on PART 1, it is important to make sure you have addressed all the 'difficulties' students have identified in response to Question 4.

PART 2

5) For the second stage of the activity, ask two students to be responsible for noting down participants' responses on the two flipcharts.
6) Invite thoughts on 'what a peer educator is' and 'what a peer educator is not'

A peer educator is...

- Most of all, s/he is a peer, an equal, a member of the group
- Is a role model to others
- "Practices what s/he preaches"
- S/he demonstrates behaviour that can influence others in a positive way
- Is someone with adequate knowledge on the subject but not necessarily an expert
- Is sensitive, open minded, a good listener and a good communicator
- Someone who can lead and guide group discussions
- Someone who can motivate people to learn new things

A peer educator is not...

- Necessarily an expert
- Boring! Use humour, fun games and slang...make it real!
- Is not a 'teacher' - a peer educator's role is not to tell people what to think but to help them reach their own conclusions
- Judgemental – s/he respects other people's opinions and views
- Dominant – it would be very boring if all you can hear is the sound of your own voice! Peer educators should listen more than they speak

Expected Outcome and Activity Wrap Up

The most important outcome from this activity is that students begin to get a clear understanding of what their role is as a peer educator and, as a result, begin to realise that they are already well on the way to becoming one!

WORKSHEET[13]

Q1 What does the word 'peer' mean to you?

Q2 What do you think 'peer education' is?

Q3 What would you include in a list of things that help people learn and what would you include in a list of things that make learning difficult?

Q4 What do you think would be the benefits and difficulties of peer education?

13) Adapted from Council of Europe Domino Manual www.coe.int/t/dg4/youth/Source/Resources/Publications/DOmino_en.pdf, http://goo.gl/gJ0jP

QUALITIES AND SKILLS OF A PEER EDUCATOR

Time
20 minutes

Learning Objectives
- Students explore the qualities of a peer educator and the skills they will need to conduct a peer training.
- Students identify ways peer educators can demonstrate each quality or skill.

Materials
Cards with qualities and skills of a peer educator

Preparation
Prepare the cards with the qualities to be discussed beforehand

Activity- Suggested step by step process
1) Hand out cards with the different skills and qualities to students in a random manner. Each card will only have one skill or quality:
   - Good listening skills
   - Empathy
   - Being inclusive
   - Intuition
   - Creativity
   - Humour
   - Flexibility
   - Balance
   - Impartiality
2) Ask the students who hold a card to tell you what they understand by it. For instance, how can a peer educator display good listening skills?
3) Move to the next skill (or quality) until all of them have been discussed.

SKILLS IN GROUP FACILITATION

Time

70 minutes

- 45min for the peer education role-play preparation, role-play and discussion.
- 25 min for discussion on worries.

Learning Objectives

- Students practice facilitating a group.
- Students explore how a facilitator can use various skills to support, guide and interest the group.
- Students receive feedback on their facilitation skills and identify how they can further improve.
- Students receive feedback with regards to non-verbal skills, i.e. body posture, tone of voice, eye contact.

Materials

- Cards with role-plays for peer educators and audience members (Worksheet 4.2) – to be given out at the beginning of the activity.
- Enough copies of the Card for Peer Educators for the whole group (Worksheet 4.2) – to be given out at the end of the activity.
- Three copies of the Myths and Realities Activity Plan and three copies of the answers to the Myths & Realities Worksheet.
- Copies of the Myths & Realities Worksheet for the whole group (Worksheet 3.1).
- Flipcharts and markers.

Preparation

1) Ask for three volunteers who will act as peer educators. They will recreate Activity 3.1 on Myths & Realities around GBV. Give them their copies of the Activity Plan and the answers to the Myths & Realities Worksheet. Explain to them that they only have 15 minutes to deliver the activity so they should choose which Statements they want to use (they will not have time to use them all). Also explain that they will need to do this activity as a 'sit-down' exercise, not as a 'vote with your feet'.
2) Give them 10 mins to prepare the activity and decide who will facilitate which part (e.g. one peer educator can do the introduction and hand out Worksheet 3.1 to the whole group, the second can facilitate a discussion on two of the statements and the third can facilitate a discussion on two further questions). Ask them to look at their 'role' in Worksheet 4.2 as part of their preparation.
3) While the peer educators are preparing the activity, hand out the role cards to the rest of the group and explain that they need to act as the 'audience'.
4) If there is time while the peer educators are still preparing, ask the rest of the group to begin listing some of the worries they have about delivering Sessions to their peers.

Activity- Suggested step by step process

When doing this activity, it is important that the peer educators have enough room to move around freely in order to be able to use their body posture effectively.

1) The peer educators start their activity and each group participant plays his/her pre-determined role as per their 'role-card'.
2) Once the peer educators finish, ask the following questions:
   a) What did they do well?

b) What qualities did they portray that were useful and effective?
c) Ask them to provide examples of the effective techniques they used?
Effective Techniques may include: keeping instructions simple, asking open questions, including everyone in discussions, really listening to what people say, acknowledging people's answers, being encouraging to people e.g. saying things like 'there are no right or wrong answers', challenging disruptive behaviour in a positive way, working as a team, being non-judgemental, remaining neutral and impartial.
d) How did they include/engage the whole group?
e) How did they deal with difficult people?
f) How was their posture and tone of voice? Why was it effective?
In terms of posture and voice, it is fascinating to note that 50% of your communication is body language (gestures, posture, eye contact etc.), 40% is down to the tone of your voice (the speed, volume, enthusiasm etc.) and only 10% is down to what you actually say1[14]!
g) Was there anything that could have been done differently? What?

It is very important that you, as the facilitator, also provide feedback to the participants, especially positive feedback!

3) At the end of the discussion hand out a copy of the Card for Peer Educators (Worksheet 4.2) to everyone in the group and return to the list of worries that you started with the group during preparation time. Ask everyone if they have anything to add and use the discussion to help address the peer educators' worries.

Common worries may include:

a) Presentation anxiety – what if I freeze?
Presentation anxiety or fear of public speaking is one of the most common fears in the world, on a par with fear of death, spiders, dentists and heights! The best way to overcome this fear is through practice and being prepared. Peer educators will have time to practice. They will have a step-by-step Activity Plan they can follow if they get stuck on what to say, will be working in pairs or groups, and will be able to call on the back-up of the facilitator if this is needed. Taking a sip from a glass of water is always a good way to collect yourself too!
b) What if I don't know my subject well enough?
Peer educators are not expected to be experts on a topic. The important thing is that you are more expert than the groups you are educating – you have knowledge that they do not have. Also, it is okay to say you don't know something and promise to find out answers for them after the Session.
c) What happens if someone gets emotional and discloses experience of abuse?
This is a situation that facilitators and peer educators will need to decide together how to handle if it arises.
d) What happens if the group is really disruptive and I can't engage with them?
Again, this is a situation that facilitators and peer educators will need to decide together how to handle if it arises. The bottom line is that peer educators are not disciplinarians and deserve the respect of the group.
e) What happens if we run out of time?
Keeping to time is vital!! It is really important that peer educators monitor how long activities are taking so they do not run out of time.
f) What if participants learn nothing at all from the Sessions?
It is very unlikely that participants will learn nothing at all, but it is also unlikely that, in the short time peer educators have with them, it will be possible to challenge all their misconceptions about gender norms and gender-based violence – this can take years! What the Peer Education Sessions will succeed in, however, is in planting a seed that will help group participants begin to critically asses certain situations if they arise in their lives.
g) Expected Outcome and Activity Wrap Up
End the activity by reassuring the group that most of their worries will be addressed through practice and experience. They do not need to be superstars at their first attempt at peer education (no one is!), and the adult facilitator will support them at all times.

14) Cited from Salto Youth, Peering in and Peering Out: Peer Education Approaches in Cultural Diversity Projects

WORKSHEET

Peer Educator Role Card

- ✓ Make sure that you involve everyone.
- ✓ Work as a team but don't speak on top of each other.
- ✓ Ask open ended questions to invite your group to talk.
- ✓ If some people are 'dominant', thank them for their opinions and tell them that you also want to hear from the rest of the group as well.
- ✓ If some people are shy, call their names and ask them for their opinions.
- ✓ If some people are talking among themselves and are disturbing the group, tell them that they need to respect others and ask them to be quiet.
- ✓ If some people are 'falling asleep', are absent minded or bored, either ask them to speak by calling their names or ask them to help you, i.e. to write on the flipchart.
- ✓ LISTEN more than you speak.
- ✓ Thank your group for their responses and summarise what they are saying ('if I understand correctly, you're saying that ..... ', 'so you believe that.....', etc.).
- ✓ Maintain eye contact with everyone.
- ✓ Make sure you have 'an open posture'. Your hands are open by your side and you don't cross them in front of your chest.
- ✓ Make sure you use different 'colourings' in your voice. Show emotion. Be passionate and enthusiastic when you speak. A monotonous voice will make your group fall asleep.

Roles for the other participants

- ✓ **The shy participant:** You are very shy. Even though you have a lot to say, you don't say anything. You continually maintain eye contact with the trainer 'begging' him/her with your eyes to ask you to speak. You speak only if someone calls your name and asks you to talk.
- ✓ **The talker:** You want to talk all the time. You have an opinion about everything. You constantly raise your hand and want to voice your views. When you answer a question that was asked by the trainer, your answer is long. You like to repeat yourself.
- ✓ **The bored one:** You are very bored. You have no interest in the training. You look outside the window, play with your mobile, look at your shoes. You are almost falling asleep.
- ✓ **The nuisance (3 people):** You are the nuisances of the class. You create noise. You talk among yourselves, you pay no attention to the training, you laugh and you disturb others.
- ✓ **The good kid:** You are the good kid of the class. You pay close attention to what the trainer is saying. You express your opinions politely and you agree with the trainer most of the time.

PLANNING AND PRACTICING A PEER EDUCATION SESSION

Time

2 hours +

- The time needed depends on how many peer educators are in the group and what Sessions they will be delivering)

Learning Objectives

- Students learn how to plan the Sessions they will deliver to their peers.
- Students have the opportunity to practice delivering these Sessions

Materials

All materials that peer educators would need if they were delivering a peer education Session to their peers

Preparation

It is not possible to be proscriptive about this activity, as the logistics will depend on the situation in individual schools and youth projects, as well as the interests and ideas of the peer educators themselves.

It is anticipated that, as part of the preparation, facilitators will have completed a lot of the groundwork with respect to identifying groups of young people who can take part in the Peer Education Sessions.

Activity- Suggested step by step process

Based on the groundwork undertaken by the facilitator and, possibly, the peer educators (e.g. in Spain, the peer educators themselves recruited young people from their school to take part in the Sessions they would deliver), this activity should be structured around:

1) Organising the logistics of the Sessions (who they will be delivered to, when, where, what they will cover, what materials are needed, what preparation needs to be done e.g. how should the classroom furniture be arranged, should teachers be present etc.) – the facilitator should provide all this information in written form to peer educators once it has been agreed. The facilitator should also provide step-by-step Activity Plans to peer educators.
2) Agreeing on the role of each peer educator – who will deliver which part of the Sessions.
3) Agreeing on the role of the facilitator – should the facilitator be in the room during the Peer Education Session? If yes, what is their role and when should they step in?
4) Practicing the Sessions with each other (facilitators should encourage the peer educators to give feedback to each other similarly to Activity 4.3).
5) More practice if needed!

SESSION 5

Peer Education Sessions

In this session

Selecting young people to take part in the Peer Education Sessions 80

Sample Peer Education Sessions 80

Evaluating Peer Education Sessions 80

Facilitators' debrief and follow-up with peer educators 80

Sample Peer Education Sessions 81

What are your views about the training? 82

SELECTING YOUNG PEOPLE TO TAKE PART IN THE PEER EDUCATION SESSIONS

In many cases, it will be up to the school or youth project to identify groups of young people who will take part in the Peer Education Sessions. As a guideline, these groups should ideally be the same age or younger that the peer educators themselves, and should, at the very least, be able to commit to one full hour of training.

Another way of selecting young participants is to support the peer educators themselves in recruiting young people on a voluntary basis. This can be done through creating advertising posters or providing 5 minute inputs in classrooms encouraging pupils to attend the Sessions.

SAMPLE PEER EDUCATION SESSIONS

It may be possible to involve peer educators in cascading the whole of Youth4Youth, i.e. Sessions 1-3, to their peers but sometimes competing pressures (especially in schools) mean that young people can only dedicate one or two hours out of the curriculum to participate. The Sessions on See Page 81 have been delivered successfully in countries participating in the development of Youth4Youth.

EVALUATING PEER EDUCATION SESSIONS

The best way to evaluate these Sessions is through a quick anonymous questionnaire that participants can fill in during the last 5 minutes of the Session. A sample is provided on page 82.

FACILITATORS' DEBRIEF AND FOLLOW-UP WITH PEER EDUCATORS

For peer educators the most important part of the whole experience is having the opportunity to debrief and reflect on what they learned with their facilitator and with each other. Specific time should be set aside for debriefing and to celebrate the peer educators' achievements.

In terms of follow-up, peer educators are very likely to want to continue delivering Sessions to their peers and, with support from the facilitator, their teachers and/or their youth workers, they can become actively involved in advocating for the continuation of the Youth4Youth programme in their school or youth project...they may even become involved in spreading the programme to other agencies!

SAMPLE PEER EDUCATION SESSIONS

5 SESSION

PEER EDUCATION

2 hrs

General theme of Activity	Activity	Time
Introduction	Short briefing from peer trainers about the training	5 min
Gender in a Box	Activity 1.2	60 min
Gender-based Bullying in the School Environment	Activity 2.2	50 min
Short evaluation by participants	Give out questionnaires to be filled in anonymously	5 min

5 SESSION

PEER EDUCATION

1 hr

General theme of Activity	Activity	Time
Introduction	Short briefing from peer trainers about the training	5 min
Gender in a Box (adapted to fit shorter time period)	Activity 1.2	50 min
Short evaluation by participants	Give out questionnaires to be filled in anonymously	5 min

5 SESSION

PEER EDUCATION

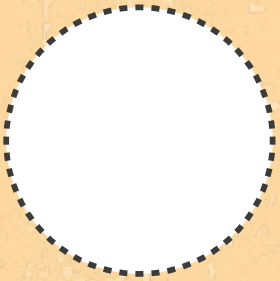
Case Study from Spanish peer educators

Young peer educators who took part in Youth4Youth in Spain came up with their own Session Plan which enabled a large number of peer educators to work collaboratively on delivering an activity to a single group of participants. With the help of their teachers and Youth4Youth facilitators, the peer educators wrote three short role-plays depicting different scenarios of GBV which they acted out in front of their audience. Each role-play was followed by discussion.

This approach created a role for 9 peer educators: one introduced the session, seven were involved in acting out the role-plays (each team of 'actors' then facilitated the discussion), and a final peer educator summarised the take-home messages from the activity. The Session took a lot of coordination and planning but was a huge success!

What are your Views about the Training?

Please fill the face in and write a description to tell us how you felt about the training. You can draw more than one face if you like!





Excited Enlightened Sad Suprised Worried



Confused Angry Cool! Happy Bored

Please tell us one thing you learned?

THANKS!



Art Activity

In this session

What is Art Activity 84

What sort of things do facilitators need to think about before starting the Art Activity with students? 84

Tips on facilitating the Art Activity 84

Worksheet for facilitating the Art Activity 85

Examples of artwork created by Youth 4 Youth participants 86

WHAT IS THE ART ACTIVITY?

The purpose of the Art Activity is to give students the opportunity to work collaboratively to create artwork which communicates Youth4Youth programme messages to their peers, their parents or other members of their community. The artwork can then be showcased at events or exhibited permanently in schools, youth organisations or in other public spaces.

The Art Activity is another way, albeit a less direct one than delivering Peer Education Sessions, of enabling young people to influence and change the environment around them. In all five countries where Youth4Youth has been implemented, the creativity of young participants resulted in incredibly effective awareness-raising tools, some of which are included in this Manual. The type of artwork that students have created as part of Youth4Youth is not just limited to posters but includes:

- Digital stories (short animations or films)
- Photographic exhibitions
- Posters with collage, pictures or drawings
- Posters with clippings from newspapers that depicted issues related to violence
- Writing lyrics or composing songs
- Writing short stories or articles for a newsletter or website
- Creating and producing drama plays
- Creating information leaflets about gender-based violence
- Speaking on local radio or doing interviews for the media

WHAT SORT OF THINGS DO FACILITATORS NEED TO THINK ABOUT BEFORE STARTING THE ART ACTIVITY WITH STUDENTS?

Prior to starting the Art Activity, it would be good to have a clear idea of:

- ✓ How you will assist students in arriving at the specific messages they would like to convey through their artwork (making sure that these messages are clear, easily understood and relevant to the issues of GBV).
- ✓ Whether and how students' artwork can be further promoted so as to reach young people more widely (e.g. displays in places where young people hang out, media coverage, use of social media, displays in the project's website etc.).
- ✓ What sort of materials you will be able to provide students (e.g. paper, pens, paints, magazines, laptops, cameras, professional support to help with staging plays or creating short films etc.).
- ✓ How you will support students to complete their Art Activity within the allocated Session time (if necessary).

TIPS ON FACILITATING THE ART ACTIVITY

Brainstorm with students on the types of messages they would like to convey: encourage them to reflect on the Youth4Youth Sessions and think of things that made a particular impression on them, or issues that are of particular importance to them and they want to place emphasis on. Ask them to consider any misconceptions they themselves had prior to Youth4Youth, and any myths they'd like to dispel amongst their peers (NB. you can use the worksheet below to guide the discussion).

Emphasise how their artwork can provide an opportunity to capture other people's interest on issues related to GBV: students should treat this activity as an opportunity for them to become agents of change and take it seriously!

Encourage their creative ideas: There's no limit to what students can create (as long as it is non-offensive and you have the right materials!). Acknowledge their unique talents to boost their confidence and interest in participating in the Art Activity - you don't have to be a Picasso or a Frida Kahlo . The Art Activity provides a wonderful opportunity to the rather shy and more 'withdrawn' members of the group to express themselves.

Encourage the use of a variety of mediums: young people should be prompted to use any medium they feel comfortable with (print, posters, collage, painting, role playing, music, video art, dance, social media, the internet etc.) to reach others. You can also provide examples of the use of the various media

so as to help them envision how each medium can be used to convey their messages.

Even though teamwork should be encouraged, respect the wishes of some students to work alone on this activity: certain people are more creative and can express themselves artistically only when they can work individually.

Give them time: time to brainstorm, discuss, envision, prepare and create. We have not included a time-frame for the Art Activity. During the implementation of Youth4Youth in Cyprus, Greece, Lithuania, Spain and Italy, Art Activity Sessions lasted from 1 to 3 hours. Additional time and support within the allocated Session time was occasionally needed for the students to complete their artwork, though many chose to work at home.

Make sure they know the deadlines for completing their artwork and how you are planning on exhibiting it: it is important that students feel that their work will be used somehow and that they feel committed (and personally accountable) for completing it on time!

WORKSHEET FOR FACILITATING THE ART ACTIVITY

Q1 Reflecting on the Youth4Youth Sessions you have attended, what has made a particular impression on you?

Q2 Thinking about all the issues that have been discussed throughout the Sessions, which ones would you say are the most relevant to young people? If you had to pick the three most relevant, which ones would they be?

Q3 Thinking back on some of the perceptions you had prior to the Sessions, which ones would you say have changed, even to a minor degree?

Q4 Are there any myths related to how young people experience GBV that need to be dispelled?

EXAMPLES OF ARTWORK CREATED BY YOUTH 4 YOUTH PARTICIPANTS

1 'Appearances can be misleading' Poster from Spain

2 ' Don't say 'by accident' as it may become 'bullying ' Poster from Lithuania

3 'Stop the silence' Poster from Italy

4 'We Say No to Gender-based Violence' Poster from Greece

5 'Do not romantisize violence!' Poster from Cyprus

1



2



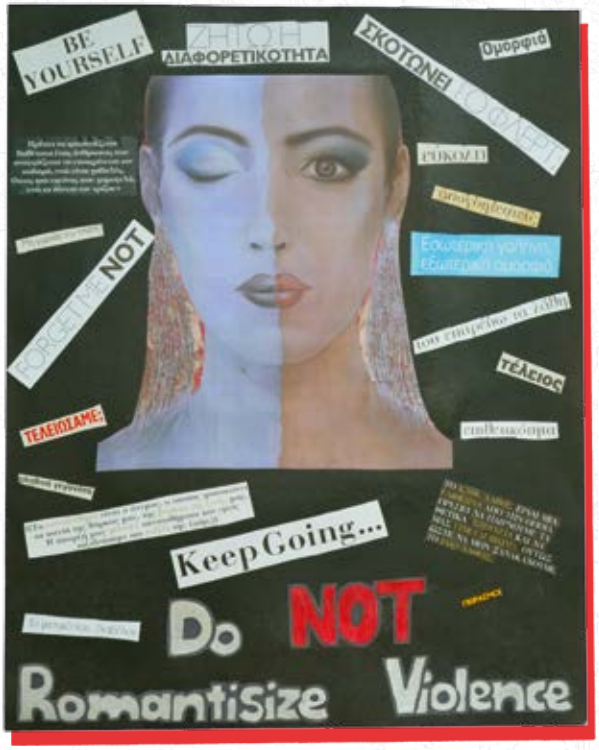
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4



5



Elena

'Elena' is a short story written as part of the Art Activity by a group of girls who took part in Youth4Youth in Italy. The students worked in small groups to create fictional stories about the impact of GBV on young people which were later presented in an exhibition illustrating the results of the Youth4Youth training workshops.

I have known Elena for seven years and I've never felt her so distant from me. She was a bright girl who loved to have fun with her friends but, since she met Dominic, she has put aside everybody to be with him.

They met six months ago at a friend's party and, from that moment, they have become as one. Everybody thinks of them as a happy couple but, lately, a shadow ruins Elena's eyes, as she is hiding a secret.

One morning I saw a bruise on her shoulder, half-hidden by her T-shirt. I was concerned but she told me that there was no reason to be worried as she had just fallen over while she went skating. I felt relieved.

The truth came up the following week when I decided to visit her without telling her first. I rang the bell but Elena took several minutes before opening the door. She was crying and she froze when she heard Dominic's voice coming from the back of the flat. I came in to calm her down; when Dominic saw me he left with a careless and detached goodbye.

Alone in the flat, Elena told me everything she had been going through in the last months. I was shocked but I knew I had to be strong for her. I convinced her to talk to her parents. The first weeks were very tough; full of anxiety and tears, but Elena was brave enough to break up with Dominic thanks to all our support.

Two months have passed and now she has finally overcome her fears and become the friend I used to know.

Appendix A : Evaluation Questionnaires

TRAINING EVALUATION QUESTIONNAIRE

Please circle which of the following feelings you experienced during the course of the training

Happy	Challenged	Dissatisfied	Content
Surprised	Disappointed	Enjoyed yourself	Intrigued
Empowered	Reevaluated your previous opinions and stances	Bored	Engaged/Involved
Interested	Stressed	Inspired	Disinterested
Rushed/ Pressed for time	Enthusiastic	Tired and low energy	Relaxed

Please tell us how satisfied you were with the training by noting your level of agreement / disagreement with the following statements. Please note that 1 means COMPLETELY DISAGREE and 5 means COMPLETELY AGREE.

	Completely DISAGREE				Completely AGREE
The training fulfilled my expectations	1	2	3	4	5
The topics discussed were interesting					
The topics discussed addressed issues that concern me in my everyday life	1	2	3	4	5
The training methods used in the course promoted my active engagement	1	2	3	4	5
The training activities stimulated my learning	1	2	3	4	5
The training encouraged active participation and expression of ideas successfully	1	2	3	4	5
I enjoyed the activities I participated in	1	2	3	4	5
Trainers were well prepared	1	2	3	4	5
Enough time was devoted to each session	1	2	3	4	5
There was adequate time allocated for discussion / questions					
The theoretical aspect of the course was satisfactory	1	2	3	4	5

To what extent did the workshop contribute to enhancing your knowledge and understanding of gender stereotypes and gender-based violence?

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

What is the most important thing that you have learned?

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Write at least three aspects that you have particularly enjoyed about the training. Why did you enjoy these aspects of the training the most?

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Reasons why .....

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Which part of the course did you enjoy the least?

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Reasons why .....

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Please circle the appropriate percentage to indicate to what degree the Workshop...:

helped you recognise incidences of gender-based violence

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

helped you recognise if your relationships are healthy or not.

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

helped you understand when your own behavior may become unhealthy.

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

helped you to know what you should do if you or someone you care about is being abused.

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

to what extent do you now feel ready and more capable to take action against incidences of gender-based violence?

10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Why do you feel more capable to take action against gender violence? What has changed?

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Please tell us your opinion of the following:

	Certainly YES	Most probably YES	Most probably NO	Certainly NO
Would you like to participate in other similar workshops in the future?				
Would you recommend such workshops to a friend?				
Would you be willing to act as a peer educator among your classmates to issues related to gender-based violence?				
Do you think that such workshops should be conducted by teachers as part of the school curriculum?				

Is there something else you would like to say that we did not ask you about?

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Thank you very much!



Appendix B : References

Long URL - Original URL
Short URL - The same URL shortened

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