

CUT ALL TIES



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Best Practices Report

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The project **Cut All Ties** aims at tackling Gender-Based Violence (GBV) through the design, implementation and validation of a Training and Education Program based on gamification and new technologies to raise awareness, prevent and reduce GBV among 14-17 years old youngsters in six high-schools of Barcelona, Madrid and Milan.

Specific Objectives

- To carry out an educational and awareness-raising intervention focusing on primary prevention, through a methodology based on peer counseling and gamification, pivoted from high-schools.
- To apply insights and practical tools from behavioral sciences in order to first, identify the main drivers of GBV among youth early affective-sexual relationships as well as the main behavioral causes. Then, to design a phase of pre-testing before implementing the pilot in full-scale and a complete impact evaluation.
- To empower and increase youngsters' autonomy, capacitating them and encouraging critical thinking to confront GBV through their own awareness-raising actions and strategies.
- Promote the capacitation of the educational community to tackle and identify GBV among their students.



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Partners



ABD (SP)

Coordinator: Asociación Bienestar y Desarrollo

Coordinator of the project, is a non-profit organization designated a public service by the government that started its journey in the 1980s. ABD provides more than 100 programs that intend to overcome situations of vulnerability or social exclusion: drug addiction and associated diseases, migration, violence within the family, early motherhood, disability, mental health, or lack of basic goods such as housing and employment... The programs are addressed to more than 100.000 people that are attended each year.

ABD as the leading partner is in charge of the Steering Committee and the overall coordination of the action at operational, monitoring, administrative and evaluation level. ABD is also in charge of the project implementation in Barcelona and Madrid, the impact evaluation and the lobbying campaign at national and EU level. They also contribute with their experience in preventing violence and discrimination trainings within the educational context, specialized in high-school trainings to combat Gender-Based Violence.



Fondazione Acra (IT)

ACRA is an Italian independent NGO engaged in international development cooperation and global citizenship education. In Italy and Europe, ACRA is engaged in educational programs in schools, strengthening the competences of teachers and students aimed at preventing racism and discriminations. It has 20 years of experience in awareness raising campaigns and training activities.

ACRA coordinates the Cut All Ties project at operational and administrative level in Italy. ACRA is in charge of identifying and describing the main drivers of GBV among youth early affective-sexual relationships as well as the main behavioral causes; the design of the Capacity-Building Training and the target groups engagement strategy; they are also in charge of the project implementation in Milan. They lead the lobbying campaign at national level (Italy) and contribute to EU level. ACRA brings to the project their expertise in engaging and training youngsters with different social and cultural backgrounds, and with their awareness raising campaigns and dissemination experience.



Citibeats / The Social Coin (SP)

The Social Coin is a Spanish organization expert in promoting and accelerating social change through innovative tools. The Social Coin is part of Citibeats, whose main goal is to collect and analyze people's opinions from public data. In 2016 TSC won the UN Global Champion Award for Inclusion at the World Summit Awards and was also awarded with a H2020 grant to develop a platform to engage citizens and governments on a citywide level. TSC will be in charge of the TSC methodology adaptation and the Follow-up of pilot's impact. They will contribute with a methodology based on Artificial Intelligence and a gamification and ICT tool addressed to youngsters in order to accelerate social change.



Innovation to foster critical thinking tackling gender based violence on youth affective sexual relationships.

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1. INTRODUCTION



In Southern European countries, gender based violence (GBV) is still significantly underreported due to a low level of awareness and also to shame and general social invisibility. Teenagers are often involved in GBV episodes or relationships, demonstrating with a low level of awareness on account of the normalization of certain practices in emotional and sexual relationships, especially those including psychological control and peer pressure. The expansion of social media also contributed to shape GBV to include new forms of harassment and coercion placed on the online world and quickly disseminated.

Research reveals that the level of internalized sexism is high in both female and male teenagers, rooted on stereotypical images of masculinity and femininity and on other risk factors that facilitate and perpetuate violent relationships. This also manifests itself through the display of sexist roles and imitation of models based on inequality and gender prejudice, with the danger that violence which starts developing and is not stopped at these ages will spread and perpetuate in their affective relationships as adults.

Particularly in Spain, 14.1% of teenage girls reveal to have been pressured to participate in some sexual act, and 6.4% have suffered sexual violence. Also 48% have received unwanted sexual images, 44% have been asked for sexually explicit photographs and 23.4% have received requests for cybersex (Aguado, 2021).

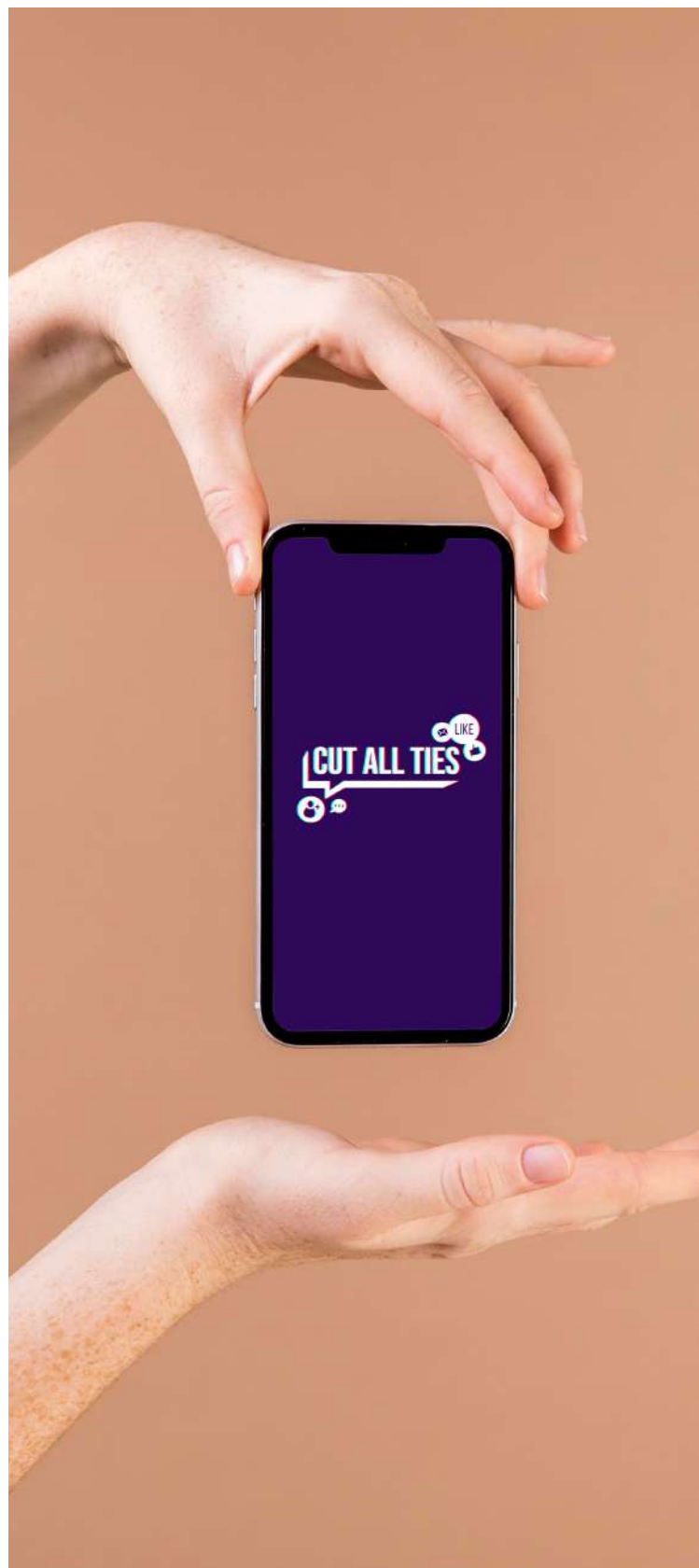
According to Save the Children surveys published in November 2020, 70% of teenage girls in Italy suffered sexual harassment or cat calling in public space and more than 18% of interviewed girls have friends who were victims of some kind of violence. Moreover, second victimisation is still widely present in youngster's thoughts: 15% of adolescents think that victims of sexual violence can actively contribute to the assault by their behaviour or way of dressing.

Besides of the dangers associated with GBV in adolescence and the possible perpetuation of violence in the adult life, research reveals that having suffered this sort of violence leads to psychological consequences, especially in younger ages. Aguado (2021) found that 80.8% of young women who have suffered violence from a current partner or from past partners sustain that this violence has produced some psychological consequence, compared to 68.6% of women aged 25 or over who have suffered this violence.

Besides psychological consequences, the WHO (2013) understands that other consequences are likely such as complex neurological, neuroendocrine and immune responses to chronic stress; increased risk behaviors (such as alcohol and other drug use) that some women resort to in order to cope with such stress and problems derived from the abusive control they suffer, which hinders their access to health resources as well as other social contexts that would favor their development.

Tackling GBV entails leading actions in order to prevent its existence, detect it and treat the victims.

In this collection of Best-practices we focus on some of the experiences that took place or are taking place across Europe to prevent GBV in teenagers, addressing mainly its' identification and the deconstruction of stereotypes which theoretically normalize inequalities and falsely justifies GBV.



2. METHODOLOGY AND CRITERIA FOR SELECTION OF BEST-PRACTICES



The selection of best-practices from projects developed in European countries was explored by two researchers, in Spain and in Italy, who examined available online projects and documents and sometimes contacted with institutions, to be able to map the existing projects which can inspire the development of the Cut all ties project toolkit of prevention of GBV in teenagers at schools.

The criteria used to select these best-practices were:



Theoretical frame

Projects that address the target population- adolescents between 13 and 19 years old, especially if they were applied in schools.



Comprehensiveness

Projects which present a comprehensive frame that takes into account a multitude of theoretical and practical elements.



Adaptability and replicability

Projects that are not context-specific and can provide a basis for adaptable best-practices..



Population

Projects that address the target population- adolescents between 13 and 19 years old, especially if they were applied in schools.



Implementation

Projects that have been implemented and are not merely theoretical



Methodology

Projects which display innovative, participative and peer to peer methodologies, as this is also the basis of Cut all Ties methodology.

Transversally, other aspects were prioritized such as addressing specific topics like masculinities and an intersectional approach. Regarding this last aspect, it seems clear that most existing best-practices are focused on autochthonous population, heteronormative relationships and ignore other axis of oppression such as race, country of origin, ability, and sexual orientation.

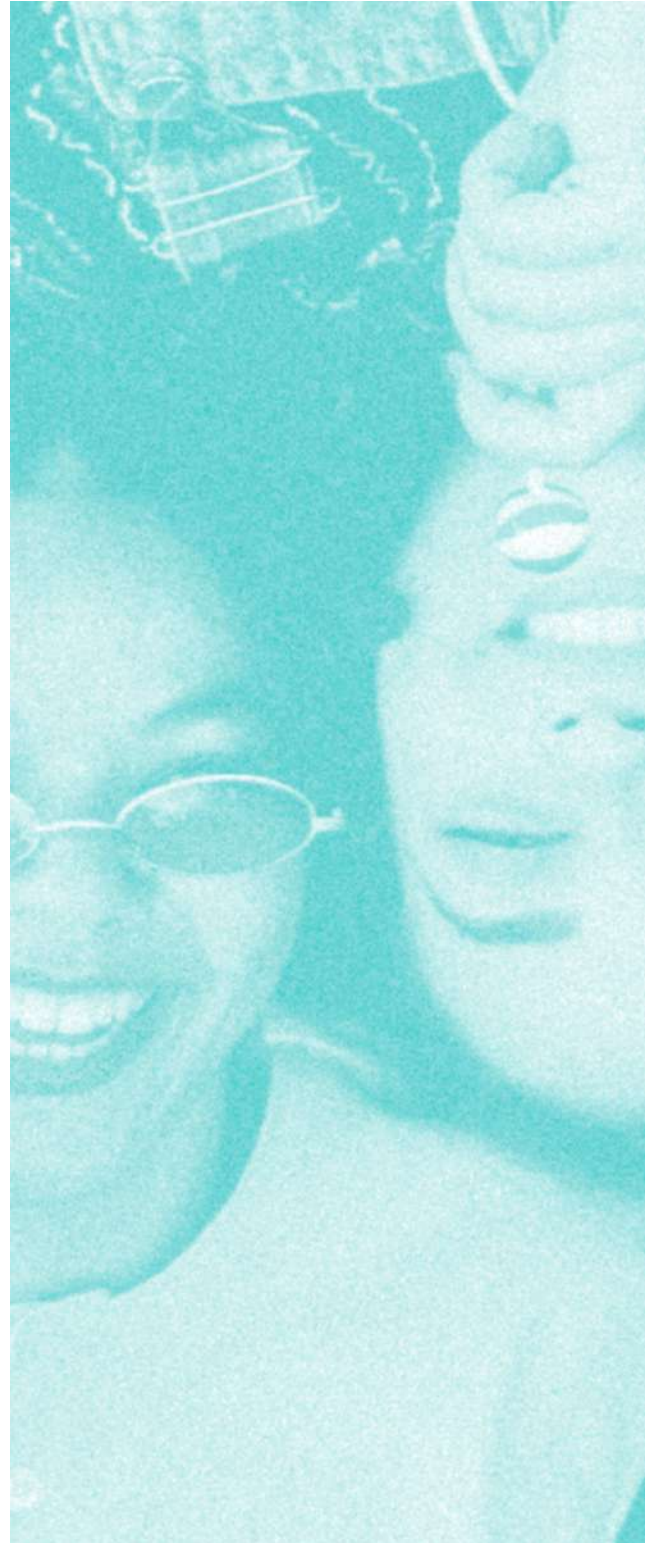
It was also taken into account if the best-practices selected had been previously tested and constituted a set of reliable actions.

The selection presented below is to be understood as an interrelated set of practices which complement each other to provide a comprehensive and polyhedral set of perspectives, in order to fulfill all the possible gaps in each individual practice. As a set, it was possible to include perspectives on deconstruction of masculinity, immigrants approach, artistic methodologies, peer to peer practices and collaborative projects.



Content

Projects which present a content coinciding with the expected content topics to be explored in Cut all Ties project.



3. BEST PRACTICES FOUND

3.1. Youth 4 youth: Manual for empowering young people in preventing GBV through peer education

General Information	Date of best-practice 2012	Country of best-practice Greece, Italy, Lithuania, Spain	Type of document Manual
Target group	<ul style="list-style-type: none"> • 14-18 y.o. students in schools • Involvement of Educational community but not of family 		
Topics addressed	<ul style="list-style-type: none"> • Psychological, emotional, physical, economic and Socio-cultural GBV 		
Methodology	<ul style="list-style-type: none"> • Cooperative, learn by doing, peer education; art activities, group discussion, role-play, brainstorming, buzz groups, scenarios, learn through experience, empowerment 		
Transversal aspects	<ul style="list-style-type: none"> • Over 2300 young people took part in the research study • 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 delivered training to over 1000 of their peers in their respective schools 		
Online information	<ul style="list-style-type: none"> • https://www.ungei.org/publication/youth-4-youth 		

The practice was developed under the frame of a Daphne European Project and departs from the principle that “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.**”

It consists of an awareness-raising, training and peer education programme explained in a Manual available online, which defines a set of consecutive 5 sessions and a final art session, providing a theoretical frame and a set of activities that are to be developed by peers, in schools and in cascade, aiming at the prevention of GBV through the development of specific skills, attitudes and knowledge.

The persons involved are the peer students- with the support from a facilitator- their teachers and/or their youth workers.

1st Session

Gender norms:

Activities to explore the gender-related expectations placed on young students by their family, their society and the media.

2nd Session

GBV in the school environment:

Activities to allow young people to develop an understanding of different types of gender-based violence including physical, psychological and sexual abuse

3rd Session

GBV in Romantic relationships:

Activities allow to explore gender-based violence in romantic relationships.

4th Session

Training for peer educators:

Session 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

5th Session

Peer education session:

Peer educators themselves to choose which activities they would like to deliver to other young people in their school or youth project.

6th Session

Art activity:

Students create art materials such as posters, short films or dramatic plays to communicate Youth4Youth programme messages to their peers.



The Manual is structured like a Toolkit and it also includes a pre and post questionnaire to be completed by participants of Sessions 1-3, aimed at measuring the shift in young people’s attitudes and tolerance towards inequality and abuse.

The material also includes:

- Preparation instructions
- Notes on monitoring and evaluation
- Instructions on how to deal with disclosures of gender based violence
- Information on the most sensitive topics approached
- Expected outcomes

Each session contains a theoretical frame and step-by step instructions on how to lead the session, including the timing of each sub-activity, learning objectives, materials, discussion questions, worksheets and specific evaluation questions. These activities were tested in all the countries in which the project was implemented.

Replicability: The practice is replicable without major changes and can serve as inspiration for the creation of Cut all ties Toolkit.

3.2. Youth 4 Love

General Information	Date of best-practice 2019	Country of best-practice Greece, Italy, Belgium, Romania	Type of document Manual
Target group	<ul style="list-style-type: none"> • 13-19 y.o. male and female students 		
Topics addressed	<ul style="list-style-type: none"> • Gender roles, gender based violence preventions, gender based violence detection, diagnosis of needs, procedures and protocols developed in schools to address cases of GBV 		
Methodology	<ul style="list-style-type: none"> • Participatory, peer to peer 		
Transversal aspects	<ul style="list-style-type: none"> • 12 European higher education institutions were involved • 1200 students and students were reached through an educational and practical program on the subject 		
Online information	<ul style="list-style-type: none"> • https://www.youthforlove.eu/ 		

This practice aims at contributing to the prevention and fight against GVB in the target group of adolescents and to support and increase the awareness of both teachers and students about the existing and unacceptable consequences of this sort of violence and the necessary procedures to be applied in these cases.



The main outcome of the project, which serves as the selected best practice, was the construction and implementation of tools validated by university researchers (Focus group and questionnaire) to perform school diagnosis in order to develop an educational programme that will be adapted to the specific contexts and needs of the four countries, and to measure the impact and behavioural change at the end of the intervention.

The project consisted, therefore, in a first phase, on the elaboration of a diagnosis to systematize:

- Students' perceptions of femininity / masculinity, gender roles, sexuality, gender-based violence, cyberbullying and harassment, as well as for school staff
- The formal and informal procedures activated at school in cases of gender-based violence
- Level of knowledge of the topic and mapping of previous initiatives carried out in the school environment
- Analysis of the needs of the class / school context in which you want to intervene

This diagnosis is done through the use of a questionnaire and also through the development of a Focus Group methodology conducted with students, which constitutes a safe-space for students to be open about their thoughts and experiences. This method had the following specific objectives:

1. Get to know the experiences of violence of and of the students, especially those related and / or occurred in the school context
2. To deepen the gender violence suffered, acted and assisted by boys and girls
3. To detect the perception of the school context by and of the students, in terms of safety and protection from any episodes of violence that may occur at school
4. To hypothesize initiatives, services and proposals that allow schools to prevent, manage and address situations of GBV



3.3. Dieci Decimi: Educazione a uno sguardo libero da stereotipi e violenza di genere

General Information	Date of best-practice 2019	Country of best-practice Greece, Italy, Belgium, Romania	Type of document Manual
Target group	<ul style="list-style-type: none"> • 15-19 y.o. male and female students • Involvement of Educational community but not of family 		
Topics addressed	<ul style="list-style-type: none"> • Intimate relations amongst teens, including LGBT perspective • Cyber behavior and its effects in human relationships 		
Methodology	<ul style="list-style-type: none"> • Cooperative, participative, innovative, peer to peer, influencer perspective 		
Transversal aspects	<ul style="list-style-type: none"> • Project applied in 8 schools 		
Online information	<ul style="list-style-type: none"> • http://www.percorsodonna.com/dieci-decimi-educazione-ad-uno-sguardo-libero-da-stereotipi-e-violenza-di-genere/ 		

The project aims to prevent GBV, rebalance intimate relationships between peers and create a climate of empathy and mutual respect that allows these issues to be addressed. The project emphasizes the violence hidden in daily life, not just physical or sexual but also economic, psychological and institutional violence, including GBV manifested on social media.

The specific objectives of the project are:

- Developing empathy and understanding among genders
- Developing the ability of young people to critically analyze so-called "natural" gender attitudes and behaviors, and understanding the concept of gender stereotypes
- Understanding the concept of violence and its different forms
- Rising youngsters' awareness about the consequences of their own actions and words (in person and online).

The implementation plan consists in several meetings with chosen target groups:

- 1 meeting with headmaster and professors
- 4 meeting with students for educational workshops
- 1 meeting with students, schools and institutions involved to present the educational activities report
- 1 public meeting with educational community where students are directly involved



1st. Meeting with the teaching group

The main purpose is getting to know the students and being aware about special situations in the group. Teachers are given information about the educational plan and methodology. All the activities have to be done in a participatory form and students can be helped to express their own minds and feelings by doing games and physical movement in order to make them to feel comfortable and safe.

1 Educational workshop (1 hour)

Addressed to introduce the project, introduce each other (students and conductors) and stimulate curiosity about the issues.

2 Educational workshop (2 hours)

Addressed to analyze the concept of gender stereotype. The participatory activities start from videos, posts, advertisements reporting so-called "natural" behaviors.

3 Educational workshop (2 hours)

Addressed to analyze consequences of gender stereotypes usually applied in intimate relationships, social life and workplace. The participatory activities start from videos, selected pieces, posts, advertisements. The conductors lead students to discuss the links among all kinds of GBV and lead them to suggest the changes our society needs.

4 Educational workshop (2 hours)

is addressed to collect ideas, starting point, thoughts and materials about the issue "preventing gender-based violence" and create on their own (leaded by the conductors) an output of the project that can be shared with other students and teachers (photos, videos, posters, guidelines etc.).

Before and after the end of the workshops, students are given a survey (available). The questions usually concern both learning concepts and student's approval of the activities. The results are presented during the last meeting with students, schools, and institutions involved.

Along the project, students become influencers and start raising their voice against GBV in different ways. The results show that in some cases, students continued their activity as "reception and broadcasting antennas" (influencers) even in the following months. In one case, a group of girls developed the idea of an antiviolence help desk independently managed by students inside the school, and the project has been approved by the headmaster.

Replicability: The project's format can easily be replicated. Trainers need deep knowledge about GBV and gender discrimination issues and expertise in conducting workshops with students. It doesn't need specific tools but requires comfortable spaces for the movement of the students and it needs the internet. The theoretical part of the project is not available.

3.4. Progetto Peer education contro la violenza e per la promozione delle life skills e della legalità

General Information	Date of best-practice 2015	Country of best-practice Italy	Type of document Online material
Target group	<ul style="list-style-type: none"> • 15-17 y.o. male and female students • Involvement of Educational community but not of family 		
Topics addressed	<ul style="list-style-type: none"> • Sexual violence, violence in intimate relationships between peers, boundaries between love and possession. 		
Methodology	<ul style="list-style-type: none"> • Cooperative, participatory, peer to peer 		
Transversal aspects	<ul style="list-style-type: none"> • 50 schools reached, 10350 students involved since 1999 		
Online information	<ul style="list-style-type: none"> • https://www.galvaniiodi.it/component/attachments/download/83.html 		

The project departs from the principles of active listening to students about their perception of the phenomenon of GBV, with the intention of offering a reflection about possible risk indicators that may be present in their lives and relationships.

The methodology used is peer to peer, in which peers create a survey to collect impressions, feelings, thoughts, perceptions of their colleagues about GBV and set meetings with them to share the acquired knowledge, launch a discussion – starting from the survey – and proposing ideas and suggestions from within the peer group.

The first step is identifying a group of peers among students of the third year of education, who in the following school year will carry out their work in the second year. The peers' training is the most important part of the project.

This practice took place contemporarily in several schools, although this is not a mandatory requisite, and the implementation plan consists in:

- **1 meeting with teachers**
- **1 meeting for each group of selected peers in every school**
- **1 or more meeting peer to peer**

First meeting with teachers: The main purpose is to share the contents of the project, some epidemiological data, research on related topics and provide with information about legal resources to face gender based violence.

Meeting with peers: Each group of peers receives a training by experts about issues related to gender based violence, sexism, rape culture, consent, etc. All the training activities are

participatory and focused on the point of view, emotions and experiences of the students, from a place of non-judgment. The main goal of this step is to promote and disseminate knowledge among peers about the phenomenon of GBV in its various forms and dynamics, and about the consequences of violence acted or suffered, with particular attention to the adolescent world and the themes related to their specific experience.

Questions and activities carried out for training students are described step by step.

Questionnaire: After the activities, each group of peers draws up a questionnaire with the aim to investigate the perception of their colleagues about gender based violence in their school or in their daily life, especially inside the intimate relationships. The questionnaire is structured in two parts:

- **10 questions about their own intimate relationships, possible violent attitudes or behaviors, consent, respect, etc.**
- **Other questions addressed to a specific hypothetical episode related to GBV**

Peer to peer meetings: Students provide other students with the anonymous survey, set the meetings and launch the discussions, starting from the questions.

Replicability: All the information about peers training, methodology and survey are available online, as well as a document which contains testimonies of trained peers. The format can be replicated in Italy and Spain.

Other aspects: The project doesn't present an intersectional approach. It also doesn't provide tools to handle online violence.

3.5. Guía de recursos para profesionales que trabajan con adolescentes varones las masculinidades no violentas

General Information	Date of best-practice 2020	Country of best-practice Spain	Type of document Manual
Target group	<ul style="list-style-type: none"> • 13-19 y.o. male students • Involvement of Educational community but not of family 		
Topics addressed	<ul style="list-style-type: none"> • Masculinity, power differences, intimate relationships, sex and love, GBV 		
Methodology	<ul style="list-style-type: none"> • Cooperative, Learn by doing, Peer education, art activities, group discussion, role-play, brainstorming, buzz groups, scenarios 		
Transversal aspects	<ul style="list-style-type: none"> • Strong theoretical background to prepare sessions and activities • Detailed description of activities • No information about testing 		
Online information	<ul style="list-style-type: none"> • https://www.observatoriodelainfancia.es/oia/esp/documentos_ficha.aspx?id=7241 		



This practice was selected due to its comprehensive theoretical frame and complete tools and activities to work at a more conceptual level with male students, although it is also a Manual implemented by the Canarias Community Government. Due to having been released during 2020 when the Covid19 pandemic hit Europe, it still hasn't been fully apply.

This Manual departs from the principle that, as a society, we still reproduce “toxic, unhealthy male stereotypes that are far from the concept of respect for the fundamental human rights of the total population.” Therefore, and in order to change these norms, “the fight for a democratic society must address the construction of egalitarian masculinities that ensure relationships between women and men that break with the subordination of the former with respect to the latter, and that promote the eradication of all sexist violence against women and girls: sexual harassment, trafficking for sexual exploitation, forced marriages, female genital mutilation, physical, economic and psychological violence, violence based on sexual orientation or gender identity, sexual violence, etc.”

Therefore, this manual is structured around the feminist motto that “the personal is political”, and around the fundamental premise that emotions should not harm anyone under any circumstances.

The Manual departs also from collectively built tools methodology, during the work that is developed with the male students, instead of giving them a set of guidelines to follow. They are invited to build their own tools by asking questions and using their ability to think critically. They can contribute with their reflections, personal experiences and knowledge they have acquired through their life's experience. The idea is that they can learn from experiences of others, and can see diverse perspectives on the same topic.

It establishes amongst the main topics addressed:

- to build their own tools for self-knowledge
- to facilitate their process of building male identity;
- to understand what patriarchy is, how men suffer and exercise it;
- to learn to manage their emotions;
- to demystify romantic love;
- to free oneself from machismo;
- to improve relationships with the women in their lives;
- to avoid violence;
- to learn to take care of themselves;
- to suffer less;
- to be able to enjoy more sex, love and relationships with their companions

The methodologies to address these topics are discussion groups based on readings and work upon questions which generate debate and interchange of opinions and knowledge. Also brainstorming activities, conflict solving activities, self-reflection and projective techniques, role-playing and games.

Replicability: The project’s format can easily be replicated.

3.6. Manutenzioni. Uomini a nudo – Young

General Information	Date of best-practice 2017	Country of best-practice Italy	Type of document Online resource
Target group	<ul style="list-style-type: none"> • 17-18 y.o. male and female students • Indirectly involves the family, involves citizenship 		
Topics addressed	<ul style="list-style-type: none"> • Sexual violence, gender stereotypes, toxic masculinity, sexuality, virility, pornography, prostitution 		
Methodology	<ul style="list-style-type: none"> • Peer to peer, theater, participatory, innovative, online violence approach 		
Transversal aspects	<ul style="list-style-type: none"> • The project was tested and involved 1500 students and 5 schools 		
Online information	<ul style="list-style-type: none"> • https://manutenzionilapiece.wordpress.com/il-progetto-manutenzioni-per-le-scuole-superiori/ 		

The practice consists of a training course and the creation of a theater play about gender-based violence, addressed to high school young men and developed by the feminist journalist Monica Lanfranco. It mixes action-research, social theatre, social media and youngster’s involvement.

The project was developed from an experiment in which Monica Lanfranco distributed an anonymous questionnaire to school students focusing on 5 key questions:

- **What does sexuality represent to you?**
- **Is violence a natural component of male sexuality?**
- **How do you feel reading about men that have raped women?**
- **What does being “a man” mean to you?**
- **Does pornography affect your sexuality? And How?**

Starting from the collected answers, the journalist wrote a theater play script with the collaboration of the students. They were involved in all different phases of the project, which are: script writing, playing, musical execution, management of the stage and theatrical play.

1st. Step

Training meeting with students, starting from the survey. All the activities are participatory in order to take in consideration the opinion, minds, thoughts and cultural background of the students. Both male and female students are involved. Girls are given a different survey in order to investigate their perception about male violence and masculinity.

2nd. Step

Students are engaged in building the web site of the project and the Facebook page. The ones that are willing to openly reveal their opinion about the issues of the survey can upload videos and writings on the fb page, replying to the questions.

3rd. Step

Cast assembling and theatrical workshop. In this phase the actors and actresses are chosen and the script is completed. The protagonists of the play are the male and female students who are also involved as narrators or voices-over, at the beginning or at the end of the play, or with some actions inside the plot.

4th. Step

Theatrical play.



Replicability: The practice can be replicable in Italy and Spain. The theoretical part related to the subject of masculinity starting from the feminist approach is available. Yet, the methodological part related to theatrical workshops is not available.

Other aspects: Skills in theater or video editing are required.

3.7. Unfollow a les violències masclistes

General Information	Date of best-practice 2018	Country of best-practice Spain	Type of document Manual
Target group	<ul style="list-style-type: none"> • 11-19 y.o. male and female students 		
Topics addressed	<ul style="list-style-type: none"> • Cyber violence (cyberbullying, sexpreading, etc.) 		
Methodology	<ul style="list-style-type: none"> • Debate groups, training sessions, video creation, role-playing 		
Transversal aspects	<ul style="list-style-type: none"> • The project is being applied since 2018 in Catalan Schools 		
Online information	<ul style="list-style-type: none"> • https://www.cnjc.cat/ca/unfollow-violencies-masclistes 		

The practice consists of activities to be developed with teenagers in Secondary schools in order to address issues like abusive relationships, cyberbullying of different types, sexpreading, control of the partner through social networks, imposition of roles and models of beauty, all of which constituting forms of cyber violence.

The practice has different activities adapted for different age groups (11-13; 14-16; 17-19). The topics are explored in 3 different blocs of activities:

- 1. Construction of Gender**
- 2. Gender based violence**
- 3. Gender based violence in social media**

For each of these blocs there is one activity planned, which varies according to different age groups. This results in 9 different activities in total, both micro and macro activities.



The activities include:

- Debates over gender topics
- Debates over videos which are included in the toolkit
- Debates over pictures
- Video storytelling
- Improvised theater scenes
- Debates over hypothetical short stories (included in the toolkit) which depict interactions between teenagers with lessons to be learned



The practice includes a Manual/Guide and support sheets with activities to be developed with the adolescents.

The practice also includes practical recommendations and best-practices for teenagers to handle cyber violence.

Replicability: The best-practice can be replicated in either country, adapting the activities to the age groups and context where the activity takes place.

3.8. Che cos'è l'amor?

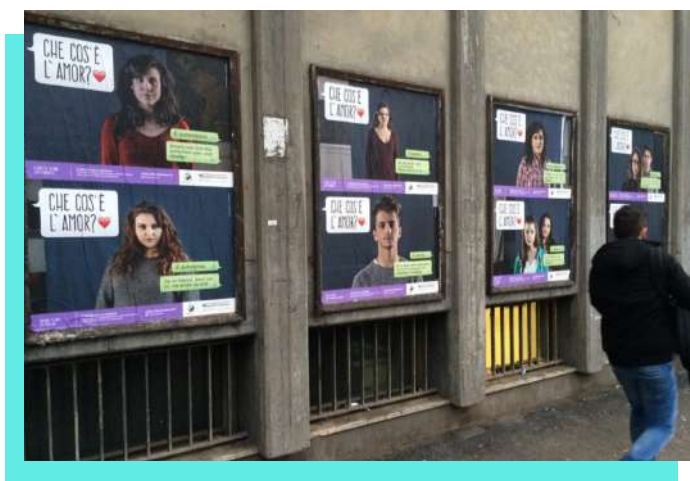
General Information	Date of best-practice 2012	Country of best-practice Greece, Italy, Lithuania, Spain	Type of document Manual
Target group	<ul style="list-style-type: none"> • 15-19 y.o. male and female students 		
Topics addressed	<ul style="list-style-type: none"> • Stereotypes, GBV in adolescence, consent culture, recognizing subtle everyday violence 		
Methodology	<ul style="list-style-type: none"> • Participatory, discussion groups, communication campaign 		
Transversal aspects	<ul style="list-style-type: none"> • The practice was applied to around 200 students in 10 schools 		
Online information	<ul style="list-style-type: none"> • https://www.facebook.com/checosaelamor 		

This practice derives from the perception that violence is often represented in a stereotypical manner and, even if the intention is to make effective communication to counter it, gender stereotypes are reproduced, proposing images of single women, martyred victims always and only of physical violence. At the same time, men are often absent in communication campaigns on violence against women, and this contributes to not questioning the male public - as if the violence were a fact that does not concern them.

Therefore, the objectives of this project are:

- **To deconstruct the main gender stereotypes on the masculine and feminine**
- **To tackle gender-based violence, with particular reference to intimate relationships between adolescents**
- **To provide girls and boys with tools to critically reflect on their identity and their emotional and sentimental relationships**
- **To promote the active citizenship of girls and boys and stimulate their voice on the phenomenon of violence**
- **To promote consensual relationships free from gender stereotypes between teenage girls and boys**

This practice consists, therefore, of an awareness campaign against gender based violence in intimate relationships between adolescents. The campaign was born and developed within an educational project that involved ten schools in the city of Bologna, Italy and Bologna province and entails the co-creation of a public campaign starred by youngsters where they express, in their own words, their views about what love is, both in posters across the city and through social media.



The practice draws from a methodology that situates the students in the center of the learning process, considering that the activities developed constitute “not a simple passage of information, but an active teaching laboratory where the experiences, opinions and emotions of girls and boys are at the center of the educational process”. It does so through dialogue and discussion, lessons with interactive methodologies and peer education workshops.

In the development of the project, students are given information to understand various kind of violence, and critical tools to recognize and dismantle gender rules and stereotypes in intimate relationships. The main question of the project is “What does Love mean?” and, departing from this question, teenagers engage in a dialogue over consent and everyday sexism.

The project also pays attention to the way in which social networks and social media are used by youngsters, mainly Facebook and WhatsApp, being these some of the social networks used to disseminate the campaign’s message.

Replicability: The best-practice can be replicated in either country, adapting the activities to the age groups and context where the activity takes place.

3.9. NoiNo.org Lab

General Information	Date of best-practice Ongoing	Country of best-practice Italy	Type of document Online resource and manual
Target group	<ul style="list-style-type: none"> • 17-18 y.o. male and female students • Educational community 		
Topics addressed	<ul style="list-style-type: none"> • Masculinity, violence in intimate relationships between peers, sexual violence, verbal aggression, psychological threat, harassment, stalking, sexist communication, sexting, revenge porn, hate speech, LGBT and immigration • Advertising communication 		
Methodology	<ul style="list-style-type: none"> • Participatory, Peer education; Adapted to e-learning school, (online resources, webinar and workshops) 		
Transversal aspects	<p>The practice was applied, which resulted in:</p> <ul style="list-style-type: none"> • 18 workshops with teachers • 18 workshop with students • 6 special events 		
Online information	<ul style="list-style-type: none"> • http://www.noino.org/pagina.php?id=7768 		



Noi no Lab starts from a communication campaign against gender-based violence called «Noi no », launched in 2012, which had the aim to prevent gender-based violence by direct engagement of men.

From 2012 up to now, the project has been growing year by year involving an increasingly wider number of students

and increasing the number of meetings and workshops with students, teachers and citizenry. Given the Covid situation, the project has been also adapted to e-learning school.

The aim of the project is to raise students' awareness, especially male students, about the existence of several forms of violence and about the phenomenon of sexist stereotypes that constitutes its cultural background. It focuses also on the sexist images imposed by social and mass media and by a wrong and stereotyped communication around violence against women, which emphasize the guilt of abused women themselves, and adds a sort of secondary victimization, by repeating exposure of the victim to the perpetrator, by using inappropriate or insensitive language.

The implementation of the project consists of a series of workshops:

1
&
2

Workshops

Consists of meetings between psychologists of the Anti-violence center «Casa delle donne di Bologna» and the students. Psychologists and students discuss femininity and masculinity, gender stereotypes, gender roles and several kinds of violence. The main purpose is making boys aware that men's violence against women directly concerns them, that their behaviour and thoughts too are unintentional influenced by the patriarchal system and we must dismantle that with the cooperation of every one of them.

3
&
4

Workshops

Focused on critically analysing the social communication relating to gender violence or aimed to prevent gender based violence. The experts of the network use both international social campaigns and paper or online resources taken from media (newspapers, TV, radio, online news) as material to work on. The purpose is to understand what can be actually useful for the goals the campaign wants to reach, and what can be, on the contrary, dangerous. 5th workshop: Students have been directly involved in the creation of a social advancement campaign. They have been divided into several working groups (some mixed ones, some only girls or only boys).

5

Workshop

Students have been directly involved in the creation of a social advancement campaign. They have been divided into several working groups (some mixed ones, some only girls or only boys).





In the first years of the project students were involved in the management of a blog, with the production of articles about different themes: from rape to sexting, from online stalking, to gender biases (relating to both males and females).

Over the years, the outputs of the classroom activities evolved (simultaneously with the increase of workshops with students) and at the present the results include several advertising campaigns from each school where the project was implemented. Each campaign is composed of posters and/or social memes with photos and texts made-up by students.

From 2016, the strategy applied by the network has been to hold each school project in pairs of two associations, always different. In this way, each project enriches itself with new intersections depending on the different expertises put in play: the social campaign can deal with gender violence adding an LGBTQ perspective, or an immigration perspective, or using different forms of art.

Replicability: The project could be replicated in Italy and Spain.

Other aspects: The theoretical part of the project is not available, which would include a methodological part relating to communication subject and advertisement.

Many worksheets and work proposals are available online, containing input for the opening of the discussions during the meetings and some lists of possible activities.

3.10. Che cos'è l'amor?

General Information	Date of best-practice 2018/2019	Country of best-practice Italy	Type of document Video & online material
Target group	<ul style="list-style-type: none"> • 14-18 y.o. male and female students • Educational community 		
Topics addressed	<ul style="list-style-type: none"> • Psychological, emotional, physical, economic and Socio-cultural GBV, gender stereotypes 		
Methodology	<ul style="list-style-type: none"> • Cooperative, Learn by doing, Peer education; Art activities, group discussion, role-play, brainstorming, buzz groups, scenarios 		
Transversal aspects	<ul style="list-style-type: none"> • Tested in 3 schools 		
Online information	<ul style="list-style-type: none"> • https://www.bolognacares.it/uniti-colorati-diversi-sui-banchi-del-liceo/ 		



GenderLab – Oltre le frontiere is part of the wider project Oltre le frontiere, run by a network of several Italian associations aiming to break down the existing prejudices about immigrants, raising awareness on their reception and on the condition of underage refugees.

It offers to Italian natives and refugees the opportunity to exchange views and get to know each other in depth.

The GenderLab part is especially dedicated to gender issues and intimate relationships between peers. It consists of eight discussion groups between native Italian students and unaccompanied underage asylum seekers, led by association experts, dealing with gender roles, gender stereotypes, gender-based violence, intimate relationships between peers, masculinity and sexuality.

The aim of the meetings with mixed groups is to prevent all kinds of discriminations based on gender, cultural and racial stereotypes.

All the activities are participatory and focused on the points of view, emotions and experiences of the youngsters, allowing them to feel comfortable and safe expressing their opinions, also if controversial.

The implementation part consists of:

1st meeting: A public meeting for all students, teachers and educational community to raise awareness on the main and critical issues about immigration, and to conceive specific inclusive strategies to apply in the schools while the underage seekers were waiting for the asylum status.

Following meetings. Eight meetings with a mixed group composed by native girls and male migrants of the same age coming from different countries. Male and female students participate in a discussion about gender stereotypes, intimate relationships, gender roles and LGBTQ issues. The exchange of opinions is stimulated by several inputs, such as:

- **Music videos of songs that belong to music genres in which both texts and images promote stereotyped and sexist relations between women and men.**
- **Posts taken from different social media sources.**
- **Role-playing games and disguise.**

Replicability: The theoretical and methodological material is not available. Nevertheless, Gender Lab is worth mentioning for the target group involved and for the expected and obtained results. A video available on Vimeo ([Here](#)) describes in a nutshell some games and practices and reports the accounts of students and asylum seekers involved.



4. CONCLUSIONS AND RECOMMENDATIONS



The collected best practices constitute a comprehensive set of approaches, activities and ideas to address GBV among adolescents in schools, mainly through peer to peer methodologies.

One of the aspects to underline about this collection is the centrality of the adolescent's role in the practices developed, as most depart from a horizontal and almost holocratic perspective, turning down traditional methods of vertical learning systems based purely on theoretical frameworks. Adolescents are now protagonists in the development of the message they want to propagate towards other adolescents, using their own symbols, language and particular ways of understanding the world. This helps to break the generation gap between adolescents and adults and provides credibility to the receivers of the message. Although the format of the message may be adapted to an adolescent audience, its content is developed under clear theoretical frameworks which aim at a change on behaviors and attitudes towards sexism, gender roles and GBV.

Another aspect to point out is the focus on social media communication as this is a powerful tool which engages adolescents all over the globe. The centrality of this form of communication in their lives has opened a world of opportunities regarding the easy access to knowledge but has also led to the rapid growth of new forms of violence which disseminate through social media. These include revenge porn, sexting, cyber harassment and other sorts of coercions which end up reaching large audiences, especially among the student population, and causing extensive damage to adolescents. Most of the best practices selected address these issues, both from the detection of GBV in the cyberspace, as well as from the perspective of using the cyberspace to spread messages in the shape of campaigns.

As recommendations for future projects aimed at preventing GBV amongst adolescents, and taking into account the previous set of best practices, we point out the following:

Theoretical frame

Ensure a strong theoretical frame which clearly feeds the activities planned with relevant content

Place of origin and racial representation

Cultural aspects may affect the way adolescents understand GBV, relationships between sexes and the construction of gender identities. Make sure to include a focus which takes into account the possible multiple cultural understandings, representing scenarios with which diverse populations may feel identified with

Community involvement

GBV is an issue that concerns the whole society and not only the women directly affected. Understanding this comprehensive reality should inform practices which include community awareness and provide communities with tools to detect GBV in adolescents

Needs diagnosis

As some of the best-practices suggest, a previous diagnosis of the perceptions around gender based violence can constitute an ideal departing point to ensure adapting the activities planned to the specific gaps in knowledge identified in each education context. This diagnosis can be done through questionnaires, focus groups or other methods

Sexual orientation representation

Make sure to take into account non-normative ways of living intimate relationships (polyamorous, lesbian, gay, etc.), adapting activities and examples to these possibilities;

Co-construction of activities

Learn by doing methodologies are pedagogically more successful than unidirectional information. Make sure to include activities in which students are invited to contribute by developing strategies, products, replicating their voices and adapting the discourse to their own cultural codes;

Educational community involvement

The education community can constitute key actors in the detection and first aid support to situations of GBV among adolescents. As presented in some of the best practices selected, involving this community in specific trainings can be paramount to prevent the dissemination and worsening of these situations

Attitudinal shift

To ensure the measurement of the efficacy of the programme, the use of a pre-project implementation questionnaire and another one after the project is concluded constitutes a methodological best-practice with the power to assess the changes facilitated by the project.

Best Practices Report

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