

Daphne III – LOG IN: Laboratories on Gender Violence in New Media

PILOT ACTIONS

SYNTHESIS REPORT

By the Mediterranean Institute of Gender Studies (MIGS)

The Report on Pilot Actions was elaborated by MIGS based on the local reports produced by each LOG IN partner organisation, and is a descriptive report of the quantitative and qualitative impact of the training sessions that took place from October 2013 - June 2014. The synthesis of the local pilot action reports, aims to provide an overview of the implementation of the pilot actions that took place in the 4 pilot cities - Nicosia, Modena, Sibiu and Vilnius - focusing on the implementation of the peer education methodology and the training workshops for adults showcasing the differences and good practices among the local experiences.

Pilot Action 1 Training Addressed to Adolescents

1. Schools and Participants

LOG IN PILOT ACTION 1 TRAINING ADDRESSSED TO ADOLESCENTS SCHOOLS AND PARTICIPANTS								
S/N	Country	Number of Schools / Foundations /Centres	Type of School Urban	Type of School Rural	Training Sessions Carried Out	Students Trained [Face-to- Face]	Female	Male
1.	Cyprus	8	6	2	82	161	88	73
2.	Italy	8	8	-	60	251	105	111
3.	Lithuania	12	12	-	36	284	158	126
4.	Romania	5	5	-	35	275	132	138
	TOTAL	33	31	2	213	971	483	448

1.1. Timetable and duration of the training sessions

The training sessions were implemented during school time in Cyprus, Italy, Lithuania and Romania during the period November 2013 – July 2014, on a regular basis according to the availability of each participating school/ student center/ student foundation. In some schools the sessions took place once a week and in others once every two weeks. When the laboratories were implemented in foundation housing schools or other educational centres, the sessions were implemented in the afternoon.

Duration of each session: 2 academic hours (90-100 minutes) to 4 academic hours (according to school availability).

Duration of series of workshops: The laboratories constituted of 6 sessions in total. In some schools additional sessions or meetings were organized when the thematic areas were not covered in the estimated timeframe.

Number of students in each session: 23-25 max.

NOTE: Two to four weeks' time was allowed to each participating school to organize and implement the peer education sessions.

1.2. Thematic Areas Covered

Overview of Thematic Areas per Session	
Session 1	<ul style="list-style-type: none"> • Introduction to LOG IN Project and the laboratories [goals, structure, outcomes]
	<ul style="list-style-type: none"> • PRE Questionnaire
	<ul style="list-style-type: none"> • Sex and Gender
	<ul style="list-style-type: none"> • Social Roles and Social Norms [discussion, group work, practical examples of Facebook /Media images]
	<ul style="list-style-type: none"> • Gender Equality, Discrimination, Stereotypes & Prejudices [practical exercises with media images]
Session 2	<ul style="list-style-type: none"> • Gender Based Violence – Definition and Forms
	<ul style="list-style-type: none"> • Understanding and identifying the forms of gender based violence in the school environment and on the internet; the role of new technologies play in its perpetuation [focus: intimate partner violence; trafficking; feminization of poverty]
	<ul style="list-style-type: none"> • Myths and realities of gender-based violence in teenage relationships and how it is expressed through new media [group work, short movies, discussion of statistics and real examples and case studies]

	<ul style="list-style-type: none"> Dissemination of guidelines for online interactions (online peer education) and video creation
Session 3	<ul style="list-style-type: none"> Communication in Media and Active Citizenship
	<ul style="list-style-type: none"> Gender-based violence and gender stereotypes on the internet / new media channels
	<ul style="list-style-type: none"> Tips for managing web image, profile- privacy aspects /Rights and Obligations to Privacy
	<ul style="list-style-type: none"> Understanding Regulations in the dissemination of electronic content, especially in relation to electronic violence
	<ul style="list-style-type: none"> Correct and positive use of the internet [discussion of examples of cyber-bullying and harassment, 5-question elf-test “How safe are you online?, movie screening , etc]
Session 4	<ul style="list-style-type: none"> Introduction to Peer Education
	<ul style="list-style-type: none"> Peer Educators Skills [assertiveness tools, practical activities,
	<ul style="list-style-type: none"> Group facilitation skills
	<ul style="list-style-type: none"> Self-selection of peer trainers
	<ul style="list-style-type: none"> POST Questionnaire
Session 5	<ul style="list-style-type: none"> Training of Peer Educators [Practical activities,
	<ul style="list-style-type: none"> Creative Art Activity
	<ul style="list-style-type: none"> Presentation by video making expert [tools and advice in creating a story board and make a video using smart phones and simple devices]
	<ul style="list-style-type: none"> Reminder: slogan competition and encourage participation/interaction on LOG IN page on Facebook (dissemination of guidelines for online interactions and video creation)
PEER EDUCATION ACTIVITIES	SESSIONS DESIGNED BY PEER EDUCATORS PREFERABLY COMBINING FACE-TO-FACE AND ONLINE/SOCIAL MEDIA PEER EDUCATION
Session 6	<ul style="list-style-type: none"> Presentation material or encourage discussions online.
	<ul style="list-style-type: none"> Classroom presentation of their work in classroom groups or on their profiles by the peer educators

	<ul style="list-style-type: none"> Assessment / Reflections /To review the experience
	<ul style="list-style-type: none"> Optional - Video: Video shooting of their experience/ reflections or view short videos that student may have created during the workshops.
	<ul style="list-style-type: none"> Launch autonomous peer education activities to make the positive messages go viral online.
	<ul style="list-style-type: none"> Reminder: slogan competition and encourage participation/interaction on LOG IN page on Facebook (dissemination of guidelines for online interactions and video creation)

2. Peer education sessions

2.1. Face-to-Face peer education

NUMBER OF PEER EDUCATORS						
S/N	COUNTRY	PEER EDUCATORS	FEMALE EDUCATORS	MALE PEER EDUCATORS	PEER EDUCATION SESSIONS	ESTIMATED OUTREACH of PEER SESSIONS
1.	Cyprus	57	38	19	34	802
2.	Italy	20	13	7	6	38
3.	Lithuania	6	4	2	14	307
4.	Romania	11	6	5		200
	TOTAL	94	61	33		1347

2.1.1 Examples of Peer Education Activities

Romania

In Romania the peer education sessions took place either in schools or at A.L.E.G.'s office in the following formats:

I. Classroom Sessions

Students received special training as peer educators with the support of an adult trainer and developed their own session plans covering the following themes:

- The use of different social media channels
- Administrating Facebook profiles safely
- The risks in the use of social media
- Differences between gender based violence in school and in the internet
- Promoting legitimate and correct use of new communication tools and avoiding risky behavior on the internet
- Analysis of stereotypes in viral clips, advertisements etc.
- Movie screening *The Cyberbully* (2011) followed by discussion

Presentations were combined with practical activities such as:

- Finding and discussing cyber harassment examples on the internet, news articles, pictures, hate speech/comments etc.
- Group work (mixed groups of 4-5 students) for the creation of posters with slogans for the project, showing positive use of internet and combating VAW/GBV.
- Enhance participation to the slogan competition during peer trainings and also to share the slogan contest with friends.

TIP! A special occasion for peer education was the *Week of Non-formal Education* which has been part of the school curriculum in the last 2 years taking place during the 1st week of April. Two peer educators held a two-hour session with around 20 students who in pairs created posters with possible slogans for the project showing positive use of internet and combating VAW/GBV. The peer educator turned this activity into a peer contest, he took care of all the logistical aspects, helped his colleagues and at the end he put all the pairs to present their works and to vote for the best poster. There were prizes for the winners!

II. One Billion Rising Campaign Event

Peer educators were involved in the One Billion Rising global campaign (14.02.2014) where they held a 2 hours session to 75 students about gender stereotypes and violence against women and guided the participants in creating A3 placards addressing the elimination of violence against women. The participants went out with their placards in the school yard and a photo session followed. Their placards were also showed during a local talk-show.

III. Creation and Performance of a Forum Theatre Play

7 students (4 girls and 3 boys) created a forum theatre play on the issue of bullying in the school involving social media, and harassment by a teacher. They divided the roles among themselves, and organized rehearsals at A.L.E.G. office with support from a

professional actor (a teacher in one of the targeted high schools). They performed the play at the LOG IN GALA (the final event of the pilot action). Over 80 students attended the event. After performing the situation once, the public had been asked to intervene into the play and propose alternative solutions based on a set of rules (i.e. cannot change the perpetrator). Participants from the public could step in the play to act out the proposed solution. If the solution was agreed by the majority of the public, the actors play the situation further taking into account the change brought in, until a final positive outcome is reached. Forum theatre is very much based on improvisation of actors and therefore it is considered to be a very successful method of peer education. The forum theatre session lasted over 1 hour.

Duration:

The duration of face-to-face peer educator sessions varied according to the type of method used.

When organized in schools: 2 academic hours (100 minutes)/session.

When organized at A.L.E.G.'s office: 150 minutes

At the LOG IN GALA: 160 minutes

More information in the activities and the overall results can be accessed in the following link: <http://aleg-romania.eu/wp-content/themes/Aleg/activity.html>.

Lithuania

WIIC implemented both peer education sessions online, as well as face-to-face. The “young lecturers” after their preparation based on the LOG IN trainers’ material and advice on managing a group, and facilitating “interesting” sessions, had one week of preparation after which they conducted the peer training sessions [with exciting outreach of 307 peers]. After implementation of the trainings peer educators felt empowered and happy that they dared to be courageous and provide these trainings for so many people. The results of the face-to-face peer education sessions were presented at the final youth event by peer educators for more than 200 participants: <https://plus.google.com/photos/+Krsclt/albums/6018031075427592625>.

Themes covered during peer sessions:

- Lesson I: gender based violence and discrimination among youngsters: myths and reality;
- Lesson II: how to safely administrate your Facebook profile, dangers of social media;
- Lesson III: difference between gender-based violence in school and via internet.

Duration:

3 lessons (1 lesson = 45 min.) for each session.

Cyprus

The peer educators in almost all participating schools chose to design their peer education sessions using face-to-face format. The most popular exercise implemented during the peer education sessions was the “Gender in a Box” exercise. When the peer educators had 2 academic hours (90 minutes) available the “Gender in the Box” exercise was combined with the “Take a stand” (Myths and Realities) exercise. In every peer education session there was a 5-10 minutes introduction about the LOG IN project (in a short PPT presentation) and a discussion of the main definitions of gender vs. Sex.

Duration

According to each school’s availability the peer educators in coordination with their adult LOG IN trainers secured either 1 academic hour (40-45 min) or 2 academic hours (80-90 min) for the implementation of the peer education sessions. All peer educators and adult LOG IN trainers expressed that the peer sessions were more successful and had more positive results and higher student engagement when they had 2 academic hours available. In some schools the teachers expressed that there should be a follow up/ wrap-up activity after the peer education sessions as the students were willing to learn more and engage in a more creative activities. More time was needed to further cover the aspect of active citizenship.

2.2. Online Peer Education

The online peer education was carried out mostly through the local Facebook pages (in local languages) since this communication tool is widely used by most of the teenagers in Cyprus, Italy, Romania, and Lithuania.

- Cyprus: [LOG IN: Laboratories on Gender Violence in New Media](#)
- Italy: [Log in Modena Laboratori violenza di genere](#)
- Lithuania: [Saugumas man patinka](#) [I Like Safety]
- Romania: [LOG IN- Laboratoare privind violenta de gen in noile medii de comunicare](#)

The local Facebook pages were mostly administered by: peer educators who administrated and posted on Facebook; local lecturers; and project administrators.

The teenagers were strongly encouraged to share and contribute to the dissemination of messages regarding gender based violence online and offline. Posts were also shared on the partner organizations' Facebook pages and websites, and youth group pages.

The Facebook pages were used to:

- Promote the local slogan competitions from December 2013 until May 2014.
- The announcement of the slogan competition was shared through the project website and through Facebook, asking teenagers of age 14-18 to send in their contributions.
- Share videos and social commercials/campaign about GBV and cyber-bullying in social networks.
- To share advice/ tips how to be safe on Facebook and on the internet.
- Powerful photos encouraging online discussion and opinion sharing.
- Raise discussion among teenagers through the use of useful articles about cyber-violence, and cyber-discrimination.
- Share contacts and announcements of other relevant local NGOs, youth groups, helplines.

Outputs produced by young people and the debates developed through the FB pages:

- Picture albums based on the sessions/trainings/events implemented were created on the FB pages; this section gathered the most likes and comments [School trainings, project partners, guidelines for online interaction, guidelines for slogan competition, LOG IN youth events i.e. GALA poster exhibition].
- Over 100 posters made by youth on the topic of gender-based- violence and the use of new media were posted on the FB pages.
- Youth engagement in online discussion was more prevalent when we posted a controversial article relating to a competition. Good discussion in competition "How you fight bullying" in your school.
- **DID YOU KNOW?** In Italy: 14 videos / 20 postcards/ 5 posters of young people were posted on the FB page.

Lessons Learned!

Online Youth Competitions

- *“How your school” is dealing with bullying?” Competition- Lithuania*

WIIC advised social media experts in creating this peer education platform and found out that youth can be best engaged during online competitions, so every other month the organization came up with a prize for some good experience sharing.

- *“Cool logo, looking for a smart slogan!” Competition - Romania*

The winning slogan “Respect, beyond the like button!” was then promoted and used on all the materials created in the project.

Creative Productions Competition “Students have talent and have something to say about respect as opposite to violence!”

Taking into account the winning project slogan (Respect beyond the Like button!), the announcement of the competition was shared through the project website and through Facebook, asking teenagers aged between 14-18 to send in their contributions (short videos or graphic creations). There were 2 winning graphic creations and 1 short movie, whose authors received prizes at the LOG IN GALA youth event. The movie was registered on A.L.E.G.’s YouTube and reaching 171 views so far. 3 students (a boy and 2 girls) created the film scenario and played in it. The filming and editing was done by a professional.

The movie is accessible in the following link: <https://www.youtube.com/watch?v=1BByNCf8zr8#t=122>.

LOCAL FACEBOOK PAGES INSIGHTS						
S/N	COUNTRY	F/B PAGE	TOTAL PAGE LIKES	FEMALE FANS	MALE FANS	ORGANIC REACHED POSTS
1.	Cyprus	LOG IN: Laboratories on Gender Violence in New Media	140	79%	17%	4-282
2.	Italy	Log in Modena Laboratori violenza di genere	135	79%	21%	29-653
3.	Lithuania	Saugumas man patinka	1830	80%	20%	6465

4.	Romania	LOG IN- Laboratoare privind violenta de gen in noile medii de comunicare	276	73%	27%	28-1798
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NEWS FLASH!

In Romania a short **VIDEO** was produced within the framework of the youth competition, focusing on the risks of meeting people online and thus putting oneself at higher risk of violence and/or aggressive behavior. The film attracted short comments on Facebook opening a discussion about real life examples.

Two **GRAPHIC CREATIONS** were also produced by young people who have been projected during the LOG IN Gala event followed by discussion on the effects of online gender based violence.

The **FORUM THEATER PLAY** scenario and performance were filmed during the Gala event in Sibiu and the short documentary about the pilot actions and the play will also be used to encourage discussion on the issue online.

2.3. Local Methodology

A common methodology was defined by the LOG IN project partners during the first phase of the project implementation. The common methodology developed by the project coordinators and partners was very useful as it built upon the results of two previous Daphne EU projects ([Perspective](#) and [Youth4Youth](#)) that had very successful results. The common methodology was adapted to the local contexts in Nicosia, Sibiu, Modena and Vilnius, by a group of experts in each country, from different backgrounds but all aware of the present needs of youth and the issue of GBV (such as school counsellors, police officers, young volunteers, with gender equality experts, social media experts, school psychologists, sociologist, drama therapists, psychotherapists). In all participating countries the focus was to employ non-formal education methods which are more interactive (role-plays, videos, case studies or stories) to help students understand the causes of GBV and create empathy with victims of violence.

Exercises were used from the suggested methodology combined with exercises from training manual “Youth4Youth” http://www.medinstgenderstudies.org/wp-content/uploads/ManualY4Y_LT.pdf as well as from training sessions implemented by project partners in the past. The methodology was adapted to the local context keeping in mind previous experiences in secondary education settings based on the project’s common structure of the sessions. Additional information and special sessions on preventing gender based violence through online social networks and the internet more generally were included. In each country, additional specific themes were included in the sessions such as human trafficking, using concrete examples of internet harassment and its outcome. The methodology (guidelines) was further elaborated in the practical training packages ready to be used by the trainers and to be

disseminated among teachers or other interested parties: lesson plans/overviews, supporting power point presentations, reading lists, handouts or illustrative videos, were prepared that can be adapted depending on the time or topic of interest. Each session's methodology was adapted by a GBV expert and psychologist.

Timeframes and activities were flexible according to the degree of participation and discussion in each class/ group. In some schools optional activities were included in order to motivate the students and make them more responsible and get their attention. The majority of the sessions' content was dedicated to practical activities and discussion groups (in plenary or in small groups).

In all participating countries bullying and cyber-bullying is increasingly becoming a serious social issue. Therefore the presentations and sessions focused on discussion promoting the message that bullying can happen in the virtual world and have the same effects as in real world. Examples showing harassment, humiliation, embarrassing comments/situations were given by students during the discussions. Also recent or "well-known" cases were presented to the class by students, showing that cyber-bullying can have long term negative consequences and even lead to suicide.

Lessons Learnt - Lithuania

In Lithuania, the common methodology has been adapted after consulting teachers, youth educators, gender-based-violence experts and child psychiatrist. The group of experts added more educational material in each chapter, including descriptions on practical activities that can be used in class by teachers. WIIC designed a structure of sessions in the following format:

No	Session	Themes covered	Duration	Lecturer
I - II	Gender based violence and discrimination among youngsters: myths and reality	VAW definition, types of VAW, gender stereotypes, how stereotypes effect aggressive behaviour. Gender equality, women in the media, gender pay gap, women in science and politics, healthy images of women.	3-4 acad.hours	Rugile Butkevičiūtė
III - IV	Communication in media. Violence and bullying in social media	Different media channels, social media channels and how to be active and safe on them, how to safely administer your Facebook profile, dangers of social media, difference between gender based violence in school and via the internet	3-4 acad.hours	Kamile Butkevičiūtė
V	Gender based violence: analysis of situation, how to prevent bullying in schools	Discussion what is friendship in internet space, how is it different from reality, what rules we could/should apply, what type of violence exists on the internet, assault and bullying on the internet: how to react? How do bullies feel?	3-4 acad.hours	Linas Slušnys

Session V was facilitated by a child psychiatrist, Linas Slušnys. In his seminars Linas applied a method which aimed at making the theory clear to young people through group work (i.e. practical exercises and group discussions). During the sessions some cases of bullying incidents came up which were referred to a teacher whilst the expert gave advice in the classroom on the ways in which bullying can be handled and stopped.

Creative Workshop on Movie Creation

WIIC organised a creative workshop in Klaipeda's city, in which the 14 most active students participated. Trainings were done on the basis of the Digital Storytelling Methodology (methodology guide: http://www.digem.eu/images/guide/01_Methodology_en.pdf; technical guide: http://www.digem.eu/images/guide/04_Technical_guide_en.pdf) adopted by two LOG IN trainers in who are also qualified as digital storytelling trainers).

Description:

- During the trainings the lecturers encouraged the students that wanted to become peer educators or were very dedicated and enthusiastic to participate in a one day (8 acad. Hour) training and create a digital story against bullying and GBV in school or via the internet.
- WIIC selected the 14 most active and motivated students and asked them to create a script for a digital story about bullying and GBV as well as to collect photos, videos and other useful material for the production of a movie.
- Trainers implemented a workshop during which 4 videos were produced. Students learned not only how to write scripts but also how to take good photos, gather visual footage and how to edit. Participants referred to this session as one of the best of all workshops because students with the help of their trainers learned to create movies that could help combat bullying that could be used to raise awareness in schools and on social networks.
- The 4 movies that were produced were posted on the local LOG IN Facebook page as well as in the [national LOG IN project page](http://nalogin.lt/). More information can be accessed here: <http://lygus.lt/login/paskutiniame-log-in-renginyje-buvo-sukurti-4-filmukai/>.

Topics that better encouraged the discussion

The students were very interested to learn more about the different forms of gender based violence and understood that violence can take various forms such as physical, verbal or psychological. They also understood that sexual violence can take many forms and is not limited to stranger rape. The students showed increased interest in socio-cultural violence (especially FGM, forced marriage, honor crimes etc). They came to understand through the discussions that verbal attacks, sexual violence, systematic economic

deprivation by a partner or threatening behavior are all forms of GBV and that some or all forms of GBV can be present at the same time, particularly in abusive relationships. All forms can occur both in the private sphere (in families and intimate relationships) and in the public sphere. It was also emphasized that although some forms of GBV are considered to be typical for (married) couples and adults generally, both research findings and empirical experience shows that young women and men are similarly affected.

Other themes covered were the following:

- Bullying and GBV on Facebook and its effects
- How to manage your safety settings on Facebook
- Dos and don'ts in posting on Facebook
- Gender stereotypes and gender roles What to do if someone is being bullied
- Gender relations in intimate partnerships and the social construction of gender roles
- Concrete examples of internet bullying/harassment and their outcomes, presented by students

NEWS FLASH!

A.L.E.G used the following **EXAMPLES** as a source for discussion in the sessions:

- "How a 15 year old teenage girl's life was ruined" <http://www.ziarulring.ro/stiri/eveniment/234342/Cum-a-fost-DISTRUSA-viata-unei-adolescente-de-15-ani-Tot-ce-trebuie-sa-stii-despre-Roxana-Babenco-noads>.
- "Unprecedented sentence, Two girls, sentenced for distributing compromising photographs with her colleague" http://adevarul.ro/locale/vaslui/sentinta-precedent-husi-doua-eleve-condamnate-pentrudistribuirea-fotografii-compromitatoare-eleva-premianta-1_5338696e0d133766a85b8633/index.html.
- "Amanda, a 15 year old teenage girl got suicide after she was harassment online" <http://news.nationalpost.com/2012/10/12/amanda-todd-suicide-2012/>.
- "The bullying experiment" <https://www.youtube.com/watch?v=EisZTB4ZQxY>
- "DOVE Evolution Commercial" - Discussing healthy body image and perceptions of women in media <https://www.youtube.com/watch?v=hibyAJOSW8U>
- "Body Evolution - Model Before and After" - Discussing healthy body image and perceptions of women in media <https://www.youtube.com/watch?v=17j5QzF3kqE>
- "I Dare You" - Safety in the internet <http://www.takethisloollipop.com/>
- A short education movie made by CEOPs Thinkuknow <http://www.sigur.info/video/tu-cum-procedezi.html#.U4hvPSiuo24>

Pilot Action 2 Training Addressed to Adults

1. Teachers' Trainings

LOG IN TEACHERS' TRAININGS					
S/N	COUNTRY	NUMBER OF TEACHERS	FEMALE	MALE FANS	TYPE OF TRAINING
1.	Cyprus	40	34	6	Face-to-face
2.	Italy	21	19	2	Face-to-face
3.	Lithuania	439	399	40	Face-to-face (classroom- 62) Face-to-face (conference- 194) Webinars (183)
4.	Romania	181*	153	28	Face-to-face
	TOTAL	681	605	76	

**This number includes also psychologists, social workers, school counsellors and other specialists, due to the fact that teachers showed no interest in participating in their free time. Eight teachers registered.*

Description of teacher training sessions

Limited participation of educators and teachers (especially after-work hours) was a challenge that had to be overcome in Romania, Cyprus and Italy. The partner organizations tried to overcome this limitation by opening up the target group of the trainings to other interested parties: educators, school counsellors, psychologists, social workers and any other specialists interested in the issue. Regardless of the duration of each workshop, the trainers made sure to cover all the important aspects of the methodology. Certificates of participation were issued.

Key partnerships:

- A.L.E.G signed a protocol with the Sibiu's County Resources & Educational Assistance Centre and organised a 3- hour session with 47 school psychologists and counsellors.
- The National Social Workers Congress held in Sibiu for social workers and psychologists from the child protections services from the entire country was an excellent opportunity for LOG IN trainings. A.L.E.G. was invited to facilitate a 2-hour workshop within the

framework of the LOG IN project and disseminated extra informative material and useful links. A number of 44 specialists attended at the workshop.

- Small working groups: A.L.E.G organized smaller sessions with 10 to 15 counsellors lasting 2-3 hours.
- In Lithuania key partners in the implementation of the pilot actions were Lions Quest and Education centre of Klaipėdas district <http://www.krsc.lt/>.

Italy

Session *Scheduled weekly in February 2014	Theme	Time / Duration
Session 1	Stereotypes, GBV and discrimination (Definition from Istanbul Convention)	3 hours
Session 2	Communication through social media: some rules to be safe using social media	3 hours
Session 3	Prevention: How to discuss bullying and GBV with young people?	3 hours
Session 4	What can a teacher do? Workshop with some suggestions on how to discuss gender stereotypes during academic /didactic activities	3 hours
		12 hours

Cyprus

Subject	Aim/Goal	Activity	Time
Introduction to LOG IN	Introduction of trainers and the aims/objectives/activities of the EU funded project LOG IN and its links to promoting active citizenship and gender equality among young people.	PPT Presentation	10 min
Gender Vs Sex Gender in a Box	Explanation of the distinction between gender and sex, masculinity and femininity, and social construction of gender roles (norms and the role of society, attitudes and gender stereotypes, gender based violence and discrimination).	Activity 1.2 – Gender in a Box Φύλλο εργασίας 1.2	20 min

	Example of exercise carried out with young people in schools.		
Gender Based Violence Definition and Forms	<ul style="list-style-type: none"> • How negative gender stereotypes lead to gender-based violence. • Forms of GBV: Psychological and verbal violence/abuse is as serious as physical violence. • The Istanbul Convention in our lives. 	Presentation of the definition, forms, and prevalence of gender based violence. Discussion. Φύλλο Εργασίας 2.1	10 min
Electronic Violence	Information on online violence and its forms (informative material of child abuse, sexual harassment, online harassment, stalking, racism, xenophobia, sexism, and sexting). Which new media technologies do young people use more often? How young people use social networking sites? How are these used by adults?	Discussion, examples, case studies, and video projection.	20 min
Electronic Gender-based Violence	Statistics and data on the forms of electronic and online gender violence based in Cyprus and the EU.	Dialogue and examples.	20 min
Online Identity and protection of personal data	A) What is online identity? B) What constitutes our online identity? Γ) Managing our online identity.	Βιωματικό εργαστήριο	30 min
Presentation of the LOG IN booklet for adults (parents and educators)	Presentation of the contents of the booklet.	Dissemination of the LOG IN Booklet.	10 min

Lithuania

No	Session	Themes covered	Duration	Lecturer
I - II	Gender based violence and discrimination among youngsters: myths and realities	VAW definition, types of VAW, gender stereotypes, how stereotypes effect aggressive behaviour. Gender equality, women in media, gender pay gap, women in science and politics, healthy images of women. GBV prevention in your classroom and school.	2 acad.hours	Rugile Butkevičiūtė

III - IV	Communication in media. Violence and bullying in social media	Different media channels, social media channels and how to use them safely, how to safely administer your Facebook profile, the risks/dangers of social media, difference between gender-based violence in school and via the internet. How teachers should react to online bullying, what students do on Facebook.	2 acad.hours	Kamile Butkevičiūtė
V	Gender based violence: analysis of situation, how to prevent bullying in schools	Discussion on friendship in internet space and how it is different from reality, what rules we could/should apply, what type of violence exist on the internet, assault and bullying on the internet: how to react? How do bullies feel? How a teacher can deal with incidents of GBV and bullying. How to gain the confidence and cooperation of your students in combating bullying in your classroom and school	2 acad.hours	Linas Slušnys

Several methodologies were used for the adult trainings in Lithuania: trainings in schools, conferences and webinars.

- *Trainings for teachers in smaller groups in schools:* themes for adults were broken down into 5 sessions; each lecturer in one establishment had 2 acad. hour long training per session (6 acad. hours in total). Trainings started in February and ended in June 2014.
- *Interactive Conference for adults:* The themes covered by the LOG IN training guidelines were divided in 5 separate themes of working groups in which teachers were asked to select through a registration form. The conference started with an introductory session of LOG IN project, all themes were presented by lecturers and then participants attended the working group of their interest (each working group session lasted 6 acad. hours). After the completion of the parallel working group sessions all conference participants presented the learning outcomes of the sessions in plenary with a focus on best practices on combating gender-based-violence and bullying in school. The plenary discussion lasted for 2 academic hours. Total duration of the conference: 8 academic hours. More information can be found here: <http://lygus.lt/login/log-in-konferencija-gera-mokykla-mitas-ar-realybe/>.

- *Webinars for teachers.* WIIC after consultation with an IT expert from the education center in Klaipeda's district, organised webinars for teachers through an interactive online platform specialised for teachers learning. In preparation for the webinar the LOG IN themes for adults indicated by the project guidelines were broken down into 5 sessions. Two lecturers carried out in total two webinars for teachers. Each lecturer facilitates 3 academic hour training- total duration of one webinar was 6 academic hours. This method was innovative and most importantly very successful and can be used as a good practice in working with teachers, as this method attracted teachers from various schools all over the country after work hours. More information can be found here: <https://ac.liedm.net/p1ec1xukdpw/>.

Topics encouraging debate among the participants

- Best practices in handling cyber-bullying in the school environment.
- Debate on the limited available support services for youth who want to report such violence in Cyprus and the lack of specific legislation or specialist victim support services.
- The need to encourage youngsters to report online violence and the significance of awareness among teachers about available helplines, hotlines and support services.

2. Parents' Trainings

LOG IN PARENTS' TRAININGS					
S/N	COUNTRY	NUMBER OF PARENTS	FEMALE	MALE FANS	TYPE OF TRAINING
1.	Cyprus	0	0	0	Face-to-face
2.	Italy	100	Unknown	Unknown	Face-to-face
3.	Lithuania	Unknown *	Unknown	Unknown	Face-to-face (classroom- 62) Face-to-face (conference- 194) Webinars (183)
4.	Romania	99	64	35	Face-to-face
	TOTAL	Over 200			

* Because there were no indicators in the questionnaires in order to know which of the participants were parents or teachers or both.

Description of parents' trainings

Despite the wide recognition among the project partners and the participating schools that the involvement of parents in training sessions is crucial and very beneficial, parents' participation has been a big challenge in all four partner countries. The project partners made every effort to gather parents' groups through the participating schools. However, parents' interest has been very limited. Some of the project partners expressed that parents of high school children do not usually attend parents' meetings unless there is a problem involving their children. Generally, the lack of parent involvement is a major problem in secondary education systems in all participating countries.

In Romania and Italy the partner organisations tried to overcome this challenge by targeting parents of younger children, who showed more interest in learning about GBV and internet safety for them and for their children. It seems that parents are more involved and active when their children are young, whereas as their children get older it is more difficult to engage with parents. It was also found that parents of high school children participate less in extracurricular activities.

In Romania, 3-hour sessions were organised for parents with children attending 2nd and a 6th grade. The sessions were implemented following an invitation by teachers during parent-teacher meetings. A total of 34 parents took part at this school session. The sessions were held in an afternoon session between 3-6 pm.

Also in Romania, A.L.E.G reached 50 parents at Smart Park in Sibiu, during an open-air activity for children and parents on Children's Day. During this event A.L.E.G facilitated 1 ½ hour sessions, specially adapted to include both parents and their children. It was a good occasion to interact with both parties and see how parents communicate with their children, their knowledge of their children's interests and what message they want to promote, what information on GBV they can give to their children to be safe in real life and online.

In Italy, 3 different seminars were organised of 3 hours duration (each) which were open to all interested adults. The seminars were entitled "Gender based violence and new media". The themes covered were: gender stereotypes, GBV/VAW, privacy and legal aspects of social networking, how to protect your children and help them be safe in using social media.

Having in mind that in Italy the school textbooks are still characterized by sexism, and the difficulties faced by gender-sensitive teachers in reacting to and opposing the status quo, the seminar for teachers in Modena was oriented on teach methods. The thematic focus was on: discussion/communication tips on GBV or gender stereotypes during a "regular" lesson using alternative teaching methods.

The local methodologies

The common methodology provided by the project team was adapted to the local context by the group of experts who were also responsible for the training package for youth. In all participating countries there was flexibility in the organization and implementation of the session concerning their timeframes and activities, taking into consideration the degree of participation and discussion in each group. Not all workshops were developed in the same way, as they were adapted according to the adults' availability and workshop setting (e.g. for Smart Park- Sibiu was outdoor activity involving children and parents). For each subject the trainers prepared a number of practical/creative activities observing very positive results in using short movies or clips. In all adults' workshops (regardless of their duration) the project partners and trainers made every effort to cover all the important aspects of the agreed methodology.

In Cyprus, the fact that both groups of teachers and parents would not be available for a series of 2 or more sessions, MIGS designed a practical workshop/training plan with concrete examples that would be ready to be replicated in further adult trainings. The session plan is designed for a 2-hour workshop which can be implemented either at schools or other venues accessible to adults. Extra information on the national legislation on online harassment, cyber-bullying and other forms of gender-based discrimination and violence on the internet were included in the thematic programme. Short movies, and concrete examples of internet harassment and its consequences were presented by the two trainers (1 from Cyberethics and 1 from MIGS). During the workshop the LOG IN toolkit for adults was presented and the trainers shared the results of a few exercises carried out among youth on the subject, providing them with examples on implementing such activities in class.

In Romania, the goal was to design a practical lesson plan with concrete examples, ready to be replicated in further adult trainings. A.L.E.G. adapted the methodology by including additional topics such as human trafficking and used tools such as short movies and concrete examples of internet harassment and its consequences. In Romania, as in the other partner countries, the focus was on cyber-bullying and in explaining its prevalence online and offline affecting our daily life. Examples were used to show situations of harassment, humiliation, embarrassing comments/situations or “well-known” cases showing that cyber-bullying can have long-term negative consequences and even lead to suicide. A.L.E.G. presented to the adults the responses given by students to the 5-question test entitled “How safe are you online?” which initiated a productive discussion on young peoples’ online behavior.

Adults’ Action Flash!

WIIC applied several innovative aspects in the methodology in order to attract the attention of adults in Vilnius.

- **INTERACTIVE NATIONAL CONFERENCE:** 194 participants from different schools in Lithuania were separated into smaller groups according to the theme they had chosen: GBV, bullying in schools, social networks, GBV free school and etc. After the implementation of the working groups all participants were assigned to a lecturer on LOG IN project themes. Duration: 8 academic hours. More info can be accessed here: <http://lygus.lt/login/log-in-konferencija-gera-mokykla-mitas-ar-realybe/>.
- **WEBINARS FOR TEACHERS:** Innovative method applied by one very active Klaipeda district education center in Gargzdai city (<http://www.krsc.lt/>). They created an online platform for webinars to which teachers from all over Lithuania can register and participate. This was an excellent access point for WIIC. WIIC prepared e- questionnaires instead of printed ones, accessed the platform and managed to facilitate 6 academic-hour trainings for teachers. More information can be accessed here: <https://ac.liedm.net/p1ec1xukdpw/>. This method was very attractive to adults because they can watch/attend the webinar from their home after working hours. It was also useful because it was recorded and links were sent to schools in

order to be shared with more adults.

ANNEXES

ANNEX 1

Guide lines for practical exercises for young people

<u>FIRST SESSION</u>			
General theme	Objectives	Activity / materials	Duration
Expert introduces himself and the project	Agree aims and methods To find out whether and how much participants use FB and internet	Power point presentation with photos and project website	15 min.
Participants fill out the pre-test			
Definition of “gender violence” by participants	To start dialogue – determine level of awareness and opinions	Post-it, marker pens, whiteboard Question: “What does violence mean to you?”	15 min.
Under the historical, cultural and legislative roots of gender violence as a manifestation of the disparity in power between men and women	To start the learning process intended to lead to a correct definition of gender violence	Activity: Y4Y*- 3.1 “Gender violence in relationships” or “Locked in at home” Taught lesson	20 min.
Stereotypes and prejudice	To unmask preconceived ideas	Activity: project a short section of a film highlighting frequent stereotypes (e.g.: Welcome to the sticks/Welcome to the Ch’tis/Welcome to the South)	15 min.
The ABC theory: how we perceive reality	To understand how stereotypes and prejudices arise	Taught lesson with Power point presentation	10 min.
Nature and culture	To focus on what is natural and what is culturally determined	Exercise “Sex and gender”; images of toy catalogues for boys and girls Y4Y: 1.1 - Hand-out of statements on gender & sex	15 min.
Sexual stereotypes: <i>Cinderella</i>	To unmask the sexist culture transmitted by stereotypes	Taught lesson; slides with images taken from Facebook profiles Y4Y: Gender box	20 min.

Negative emancipation (OPTIONAL)

To deconstruct apparently positive behaviours which rather express a sexist culture

Images taken from Facebook

10 min.

*The acronym Y4Y is for Youth 4 Youth and refers to the book “A manual for Empowering young people in preventing gender-based violence through peer education” realized in 2012 by The Mediterranean Institute of Gender Studies (MIGS), European Anti-Violence Network (EAVN), Greece; Casa delle Donne per non Subire Violenza, Italy, • Women’s Issues Information Centre (WIIC), Lithuania, Centre of Research in Theories and Practices that Overcome Inequalities (CREA), University of Barcelona, Spain.
Available on Web site www.medinstgenderstudies.org

SECOND SESSION

General theme	Objectives	Activity / materials	Duration
Sexual stereotypes: Superman	To unmask the sexist culture transmitted by stereotypes	<i>Taught lesson; slides with images taken from Facebook profiles</i>	20 min.
Power in relationships (hierarchical, positional, juridical, economic, relational)	To introduce the theme of distribution of power in society and relationships	<i>Exercise: “Who decides?” or Question “Who holds power in society?”</i>	15 min.
Relationships between men and women (autonomy and liberty)	To focus attention on the distribution of power with the couple and the management of affection (jealousy, control)	<i>Y4Y: activity 3.2 (Role Play)</i>	20 min.
Definition of gender violence	To share the correct definition as set out in the Istanbul Convention	<i>Power Point presentation</i>	5 min.
The delegitimation of women	To explore the continuum of delegitimation of women, from relationships to society	<i>Exercise “I resigned”</i>	10 min.
General situation of women in society (glass ceiling, discrimination, absence from school books, etc.) (OPTIONAL)	To understand how deeply rooted sexual stereotypes are.	<i>Exercises: “Murder in the skyscraper”; “The women of scripture”; .</i>	20 min.

From collaboration to sharing

To understand how to break the vicious circle of stereotypes (trust, cooperation, etc.)

Activity: view a short section of film which highlights a discussion between a couple, e.g. "The break up" or "He's just not that into you"

30 min.

THIRD SESSION

General theme	Objectives	Activity / materials	Duration
Understand the meaning of active citizenship ("it's my business")	To ensure that all participants are involved	<i>Taught lesson/dialogue</i>	10 min.
Online communications	To understand two simple rules of effective communications	<i>Taught lesson</i>	20 min.
What to communicate? How to communicate?	To understand the connection between the message and the medium	<i>Taught lesson/dialogue with examples</i>	30 min.
Knowing online communications tools		<i>Taught lesson/dialogue with examples</i>	20 min.
Viral content	To understand the rules for making content go viral	<i>Power point presentation for taught lesson View the most viral videos</i>	20 min.
Critical analysis of stereotyped viral videos	To stimulate the capacity to deconstruct messages	<i>Project videos</i>	20 min.

FOURTH SESSION

General theme	Objectives	Activity / materials	Duration
Introduction to peer education	To present peer education and its effectiveness	Activity: "Do my friends influence my life?" or <i>Y4Y: activity 4.1</i> <i>Unesco 2003, Peer Charter</i>	30 min.
Self-selection of participants	To understand the characteristics of a peer educator	<i>Y4Y: activity 4.2</i>	60 min.
The right and obligation to privacy	To reflect on how to use internet	<i>Documents of the Data Protection Authority, images taken from FB</i>	20 min.
Participants fill out the post-test			10 min.

FIFTH SESSION: TRAINING FOR PEER EDUCATORS

General theme	Objectives	Activity / materials	Duration
Qualities and skills of the peer educator	To train pairs of peer educators (man woman)	<i>Y4Y: activity 4.2</i>	20 min.
Planning a peer education session Or: producing materials for online peer education	To design sessions which the peer educator will submit to their peers if they choose to do classroom activities To design the tools which the peer educators will propose via their FB profiles if they choose to do online activities	<i>Y4Y: activity 4.4</i>	90 min.
How do we face difficulties?	Make simple suggestions (What do I do if I freeze up? What do I do if someone tells me about an incident of violence? What do I do if the refuses to participate or participates too vociferously?)	<i>Y4Y: activity 4.3</i>	10 min.

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

SIXTH SESSION

General theme	Objectives	Activity / materials	Duration
Classroom presentation of their work in classroom groups or on their profiles by the peer educators	To launch autonomous peer education activities to make the messages go viral. To review the experience	Present the materials or discussions on the web	n/a
Gender representations on the internet: male and female stereotypes, sexist language, negative emancipation. (OPTIONAL)	Final reflections on the issues	Moderated discussion	n/a

ANNEX 2

Guide lines for training for adults

FIRST SESSION

GENERAL THEME	OBJECTIVES	ACTIVITIES/MATERIALS	DURATION
Presentation of the expert Presentation of the project	To present objectives and understand the working method	Power point presentation with photos and project website	15 min.
How do young people use new media? How do adults use them?	To promote participation by all participants To verify knowledge and opinions	Power point presentation with images taken from FB profiles Discussion	45 min.
Educational rules	To present and reflect on educational styles	Lecture Role plays	20 min.
Assertive communication	To present some considerations on assertiveness	Lecture Role plays	40 min.

SECOND SESSION

GENERAL THEME	OBJECTIVES	ACTIVITIES/MATERIALS	DURATION
Stereotypes and prejudice	To unmask preconceived ideas	Activity: project a short section of a film highlighting frequent stereotypes (e.g.: 'Welcome to the sticks' or "Welcome to the South")	20 min.
Gender and sex (nature and culture)	To understand the definitions and the differences between sex and gender; to focus on what is determined by a shared culture	Power point presentation with images or Y4Y: 1.1	10 min.
Sexism, racism, homophobia	To recognise the negative impact of gender roles; To understand the connection between gender socialisation and the distribution of power	Examples from FB	30 min.
Definition of gender violence	To present the correct definition as set out in the Istanbul Convention	Power Point presentation	10 min.
The different types of violence	To recognise the various types of violence (physical, sexual, psychological) as well as bullying and cyber-bullying	Lecture	20 min.
The right to be different; the right to live without discrimination	To reflect on how an identity is constructed during adolescence	Lecture and discussion	30 min.

THIRD SESSION

GENERAL THEME	OBJECTIVES	ACTIVITIES/MATERIALS	DURATION
Young people's perception of violence in their emotional relationships	To understand the nature of gender violence among adolescents	Lecture	20 min.
"Good boys and girls"	To understand and recognise examples of "innocent" conduct related to possessiveness and the need to control	Lecture Role plays	40 min.
Legal aspects of data protection	To present privacy rights and obligations	Lecture and video by the Data Protection Authority	20 min.
Active citizenship	Examples of the positive use of new technologies	FB pages Lecture Discussion	40 min.

ANNEX 3

Daphne III – LOG IN: Laboratories on Gender Violence in New Media

LOCAL REPORT ON PILOT ACTIONS

TEMPLATE

By the Mediterranean Institute of Gender Studies

The Report on Pilot Actions, elaborated by MIGS using the local reports produced by each LOG IN pilot city, **aims to serve** as a descriptive report of the quantitative and qualitative impact of the implementation of the training sessions planned for the period October 2014 - June 2014. The synthesis of the local reports of the pilot actions, aims to serve as a description of the methodology of implementation of the pilot actions in the 4 pilot cities, focused on the numbers, the timetable, the differences and similarities among the local experiences.

Organization:
Country:
Description of the implementation of the pilot actions- the local experience
Pilot Action 1 Training Addressed to Adolescents
1. Schools and Participants
A. Total number of schools that participated:
B. Number of urban schools that participated:
C. Number of rural schools that participated:
D. Number of young people that participated in the face-to-face trainings/workshops:
E. Number of female students that participated:

F. Number of male students that participated:
G. Number of training sessions carried out:
H. Briefly describe the timetable and duration of the training sessions:
I. Please describe the thematic areas covered in each training session:
2. Peer education sessions
2.1. Face-to-Face peer education
A. Describe the type of peer education activities implemented in your country (please include as many quantitative data as possible):
B. Please indicate the number of peer education session(s)/workshop(s) that took place:
C. Please indicate the duration (academic hours) of each session/workshop:
D. Number of peer educators (in total):
E. Number of peer educators (How many female?, How many male?):
F. Number of students reached through face-to-face peer education sessions (How many female?, How many male?):
2.2. Online peer education
A. Please describe the online peer education as implemented in your country (please include as many quantitative information as possible):
B. Briefly describe the works/outputs produced by the youths and the debates developed through the FB page.
2.3. Local Methodology
A. Considering that we defined a common methodology, was the methodology implemented without any adaptations? If not, what kinds of adjustments in the methodology were necessary to fit the local context?
B. All workshops were developed in the same way? If not, which are the more significant differences you can underline?

C. Which topics better encouraged the debate among the participants?
Pilot Action 2 Training Addressed to Adults
1. Teachers' Training
A. Number of teachers/educators that participated:
B. Number of women that participated:
C. Number of men that participated:
D. Briefly describe the teachers' training sessions as implemented in your country (please include as many quantitative information as possible, such as duration/timetable, thematic areas covered etc):
E. Which topics better encouraged the debate among the participants?
2. Parents' Training
A. Number of teachers/educators that participated:
B. Number of women that participated:
C. Number of men that participated:
D. Briefly describe the parents' training sessions as implemented in your country (please include as many quantitative information as possible, such as duration/timetable, thematic areas covered etc):
E. Which topics better encouraged the debate among the participants?
3. Local Methodology
D. Considering that we defined a common methodology, was the methodology implemented without any adaptations? If not, what kinds of adjustments in the methodology were necessary to fit the local context?
E. All workshops were developed in the same way? If not, which are the more significant differences you can underline?

ANNEX 2

PEER EDUCATION SESSION OPTIONS - CYPRUS

The peer education sessions were designed by the peer trainers.

The following options were shared with the peer trainers for support:

The following options include both online and face-to-face sessions.

1. Class Sessions

Option A

Subject	Aim	Exercise	Time
Introduction	Brief introduction to LOG IN project by the peer trainers	PPT presentation or oral introduction	5 min
"Gender in a Box"	Practical information of the social construction of gender roles and gender stereotypes	Accessed from Youth 4 Youth Manual (MIGS) or shorter version in the form of brainstorming	20-40 min
Bullying in school and Online	Information about the offline and online manifestations of bullying	Discussion with examples	50 min
Evaluation	Completion of evaluation questioners about the peer education session anonymously.		5 min
Total duration			2 hours

Option B

Subject	Aim	Exercise	Time
Introduction	Brief introduction to LOG IN project by the peer trainers	PPT presentation or oral introduction	5 min
“Gender in a Box” or “Take a Stand”	Practical information of the social construction of gender roles and gender stereotypes./ Explore the myths and realities about gender based violence online and offline.	Brief explanation of gender roles and their social construction. Interactive exercises from Youth 4 Youth Manual (MIGS)	20- 40 min
Session Evaluation	Completion of evaluation questioners about the peer education session anonymously.		5 min
Total duration			1 min

Option C

Subject	Aim	Exercise	Time
Introduction	Brief introduction to LOG IN project by the peer trainers.	PPT presentation or oral introduction	5 min
Any exercise chosen by the peer trainers	Practical information of the social construction of gender roles and gender stereotypes./ Explore the myths and realities about gender based violence online and offline.	Suggestion: Brief explanation of gender roles and their social construction. Interactive exercises from Youth 4 Youth Manual (MIGS)	30 min

Slogan Competition / poster or video creation	<p>Art activities for the production of audiovisual material or posters which can be disseminated online in the framework of peer education online.</p> <p>The productions will be exhibited at the youth event at the event of the project.</p>	<p>Promotion of the slogan competition, the guidelines for online interaction and video creation.</p> <p><i>Teenagers can complete their productions/creations at home.</i></p>	45 min
Session Evaluation	Completion of evaluation questioners about the peer education session anonymously.		5 min
Total duration			85 min

2. Peer Education Online

The peer educators were encouraged to post messages, posters, slogans, photos or videos collected or created during the workshops in order to maintain positive dialogue between their Facebook contacts, and monitoring / reporting of results. The dissemination of positive messages should be done with the active use of their profiles on Facebook, and encouraged to keep track of the results using the form below.

PEER EDUCATION ONLINE

MONITORING FORM

1. I read the post on(date)....
2. I shared the following message....

FOR POSTS/VIDEOS

- How many people were reached after 1 day?
- How many people were reached after 3 days?
- How many people were reached after 1 week?
- How many people were reached after 15 days?

FACEBOOK INTERUCTION

- How many comments my post received within a day?
 - How many comments my post received after 3 days?
 - How many "likes" my post received within 15 days?
3. How many people agreed with the content I disseminated?
 4. What kind of comments I received? (positive/negative)
 5. How did I deal with the negative comments?