

EUROPEAN PROJECT LOG IN



Peer Education in Preventing and Combating Gender-based-Violence

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Laboratories on Gender Violence in New media



THE MEANING OF...

- ❑ Peer
- ❑ Peer education program
- ❑ Peer education method: interaction and involvement of the participants.
- ❑ Peer education relationship



ENABLING ACTIVE CITIZENSHIP

Schools play a fundamental role in the personal development of young people and enhances their socializing potential, especially during adolescence, the period of their lives in which they begin to establish their own values within social relationships.

Focus on gender-based violence in a series of interventions aimed at preventing violence among adolescents. The participants must reflect if they are to develop positive attitudes to their interpersonal relationships, with the objective of recognising and rejecting the attitudes and values underlying violent behaviours.



YOUNG PEOPLE'S EMOTIONAL INTELLIGENCE AND LIFE SKILLS

“Life Skills” (WHO): “all those skills which enable a person to effectively face the requirements and challenges of daily life” to indicate the skills required to interrelate with other people and to handle the problems, pressures and stresses of daily life:

- ☐ decision making
- ☐ problem solving
- ☐ creativity
- ☐ critical sense
- ☐ effective communications
- ☐ interpersonal relations
- ☐ self-awareness
- ☐ empathy
- ☐ management of emotions
- ☐ stress management



THE TARGET GROUPS

- Who are peer educators?

Girls and boys 14-18 years old

(ages vary according to the peer education programme)

- What they become?

Learners become: educators themselves, leaders in their communities.



PEER EDUCATION

From teaching ...

... to sharing

- ✓ improved peer relations
- ✓ mutual education
- ✓ prevention and training
- ✓ participation as equals within a group
- ✓ education for citizenship
- ✓ free and constructive dialogue



PEER EDUCATION CAN BE USEFUL...

- ❑ Where other programmes are not possible
- ❑ Where peers are more likely to be listened to than others not part of the learners' peer group
- ❑ Where you need to reach a large number of people within the community
- ❑ Where you are starting a process that is meant to be self-maintaining
- ❑ Where the «peer» is the most important part of the programme



LABORATORIES ON GBV IN NEW MEDIA SERIES OVERVIEW

WEEK	Session	Activity	Duration
1	1st	Workshop with expert	2 h
2	2nd	Workshop with expert	2 h
3	3rd	Workshop with expert	2 h
4	4th	Workshop with expert	2 h
5	5th	Training for the peer educators	2 h
6-7	PEER EDUCATION ACTIVITIES		
8	6th	Review and discussion with expert	2 h
TOTAL HOURS			12

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)



LABORATORIES ON GBV IN NEW MEDIA IN 4 EUROPEAN CITIES

Implementation of the peer education methodology in **NICOSIA**, **MODENA**, **SIBIU** and **VILNIUS**

LOG IN								
PILOT ACTION 1 TRAINING ADDRESSED 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

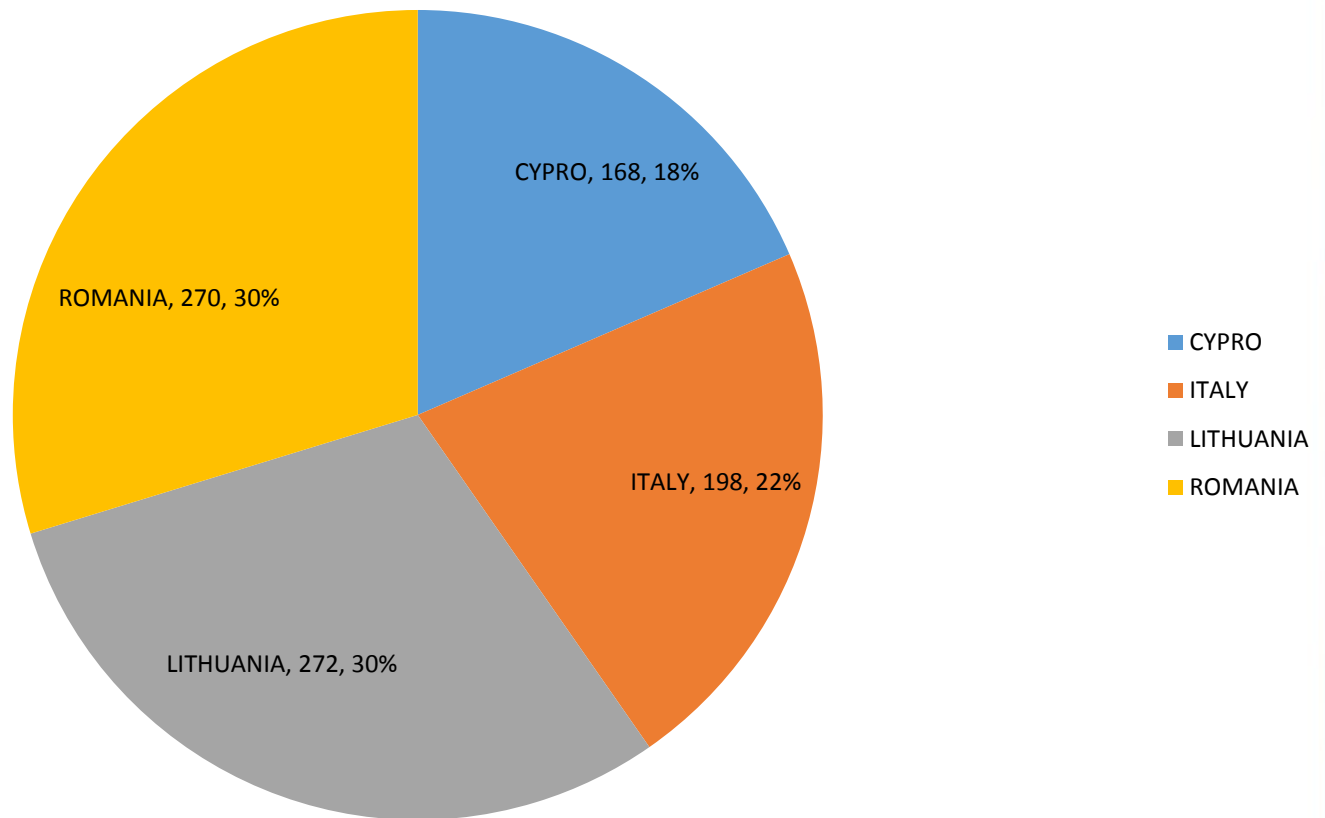


EVALUATION

- PRE-TEST questionnaire
- POST-TEST questionnaire
- EVALUATION questionnaire

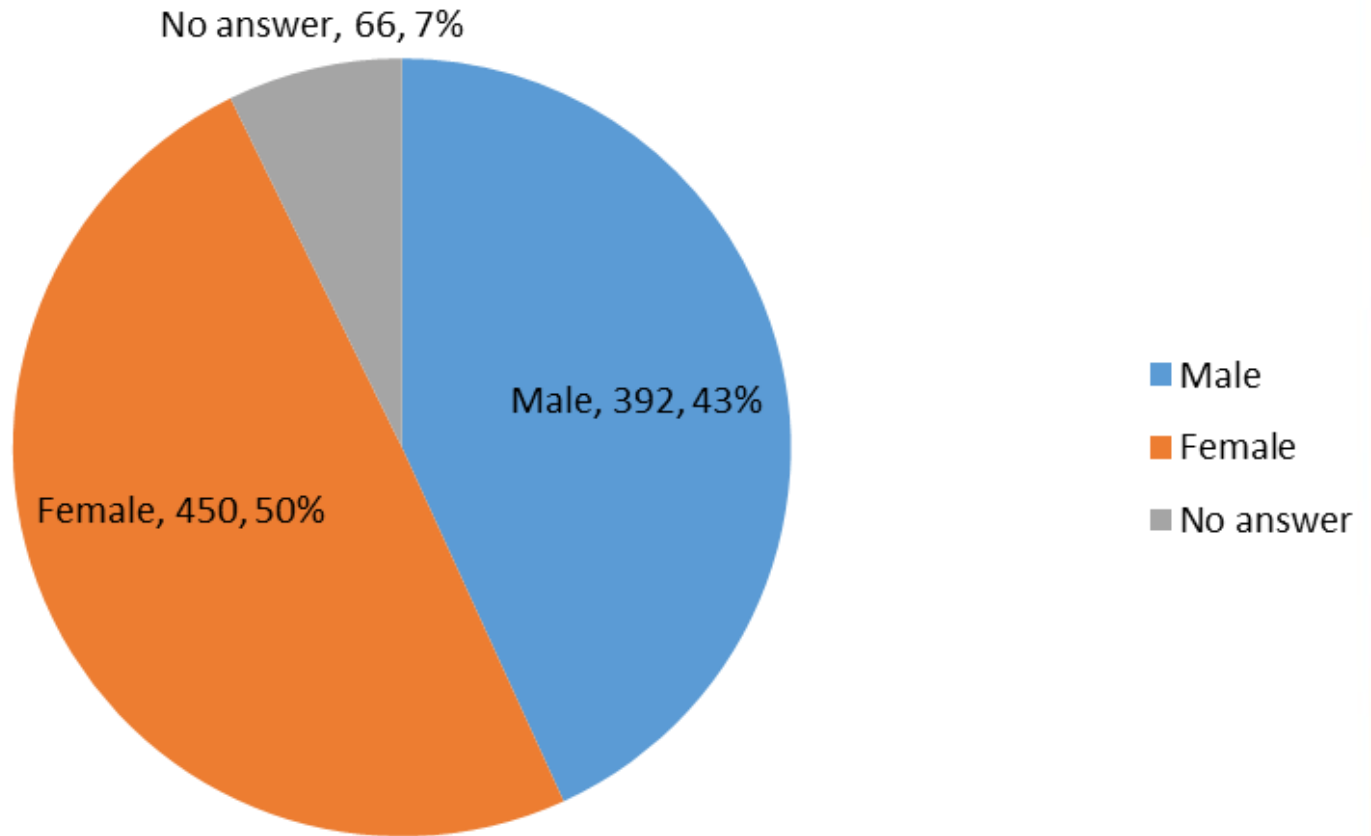


THE PARTICIPANTS





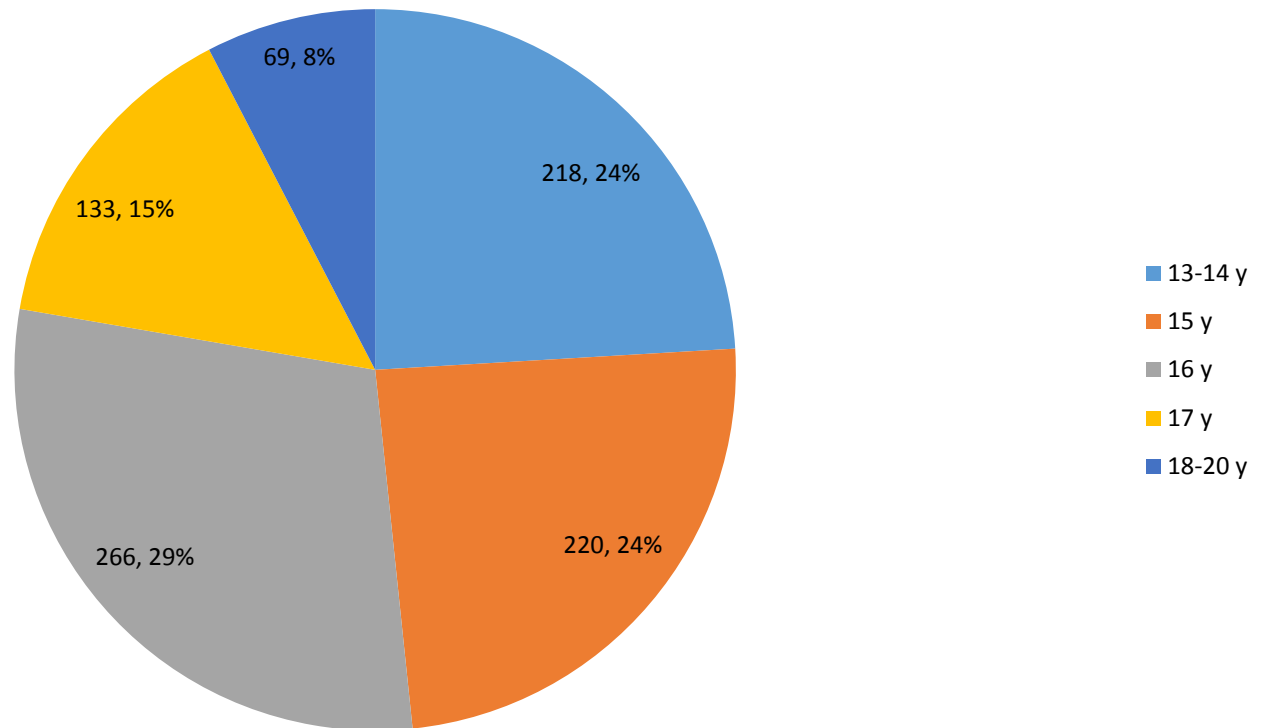
GENDER/SEX





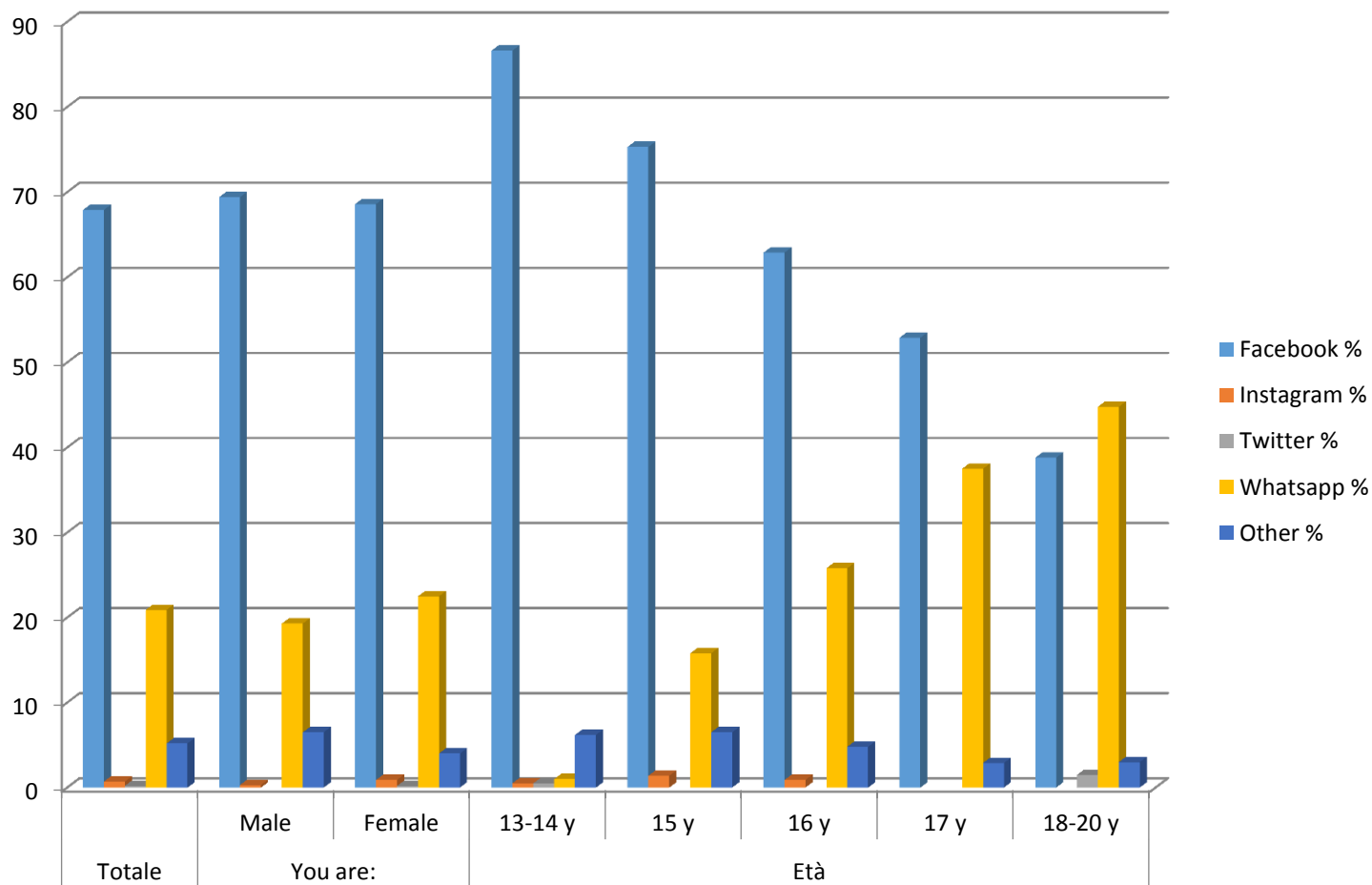
THE LARGEST GROUP: 16 YEAR OLDS

Age





MOST POPULAR COMMUNICATION TOOLS





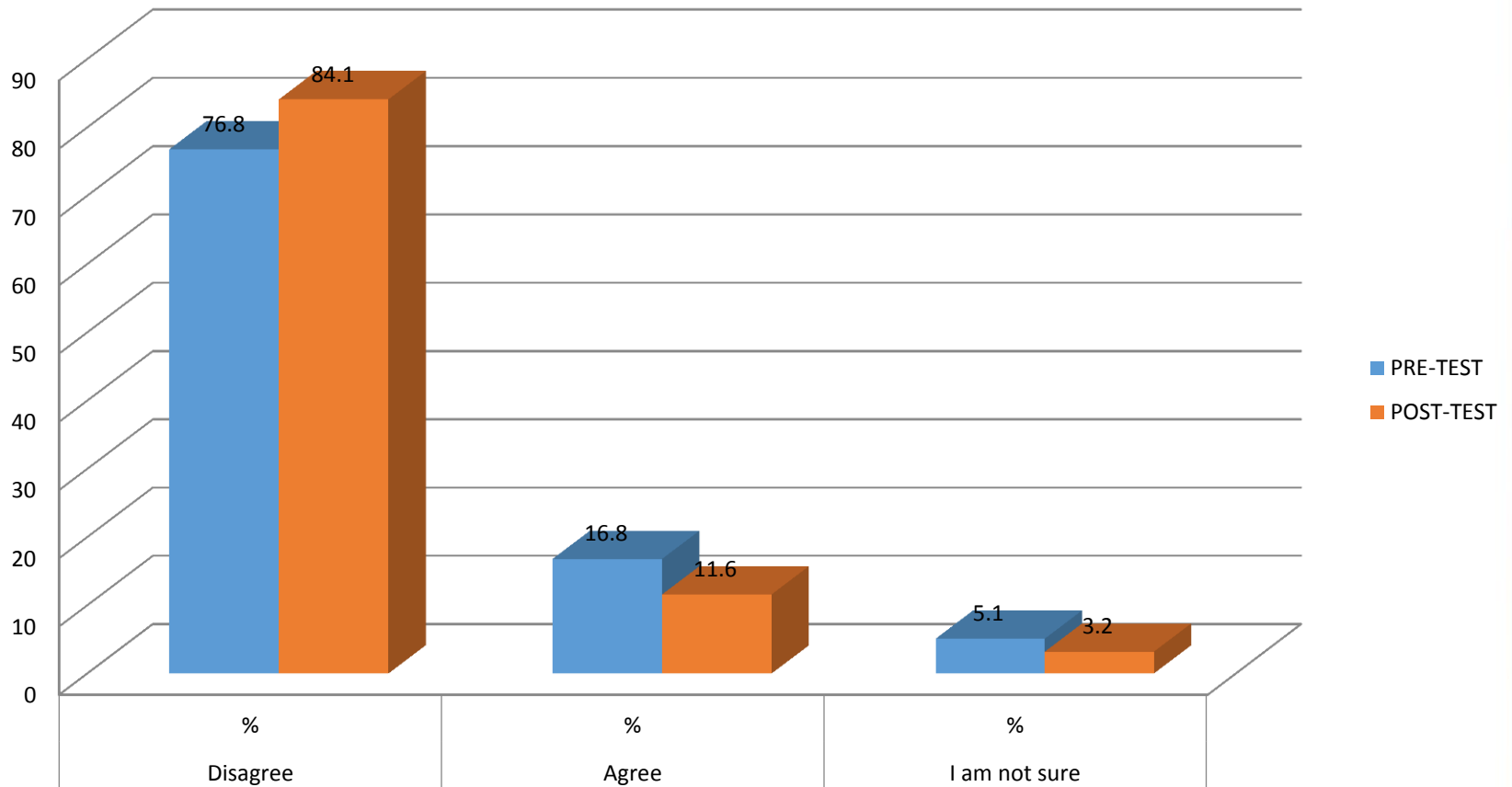
d3m - What communications tools do you use habitually?

		Total	Country			
			CYPRUS	ITALY	LITHUANIA	ROMANIA
Facebook	%	92.3	94	85.4	95.6	93
Instagram	%	27.3	25	41.9	24.3	21.1
Twitter	%	14.6	17.3	12.6	19.1	10
Whatsapp	%	36.8	13.7	86.4	7	44.8
Foursquare	%	2.2		1	1.8	4.8
Other	%	27.1	25.6	14.6	36	28.1



SHIFT IN PERCEPTIONS ABOUT VIOLENCE

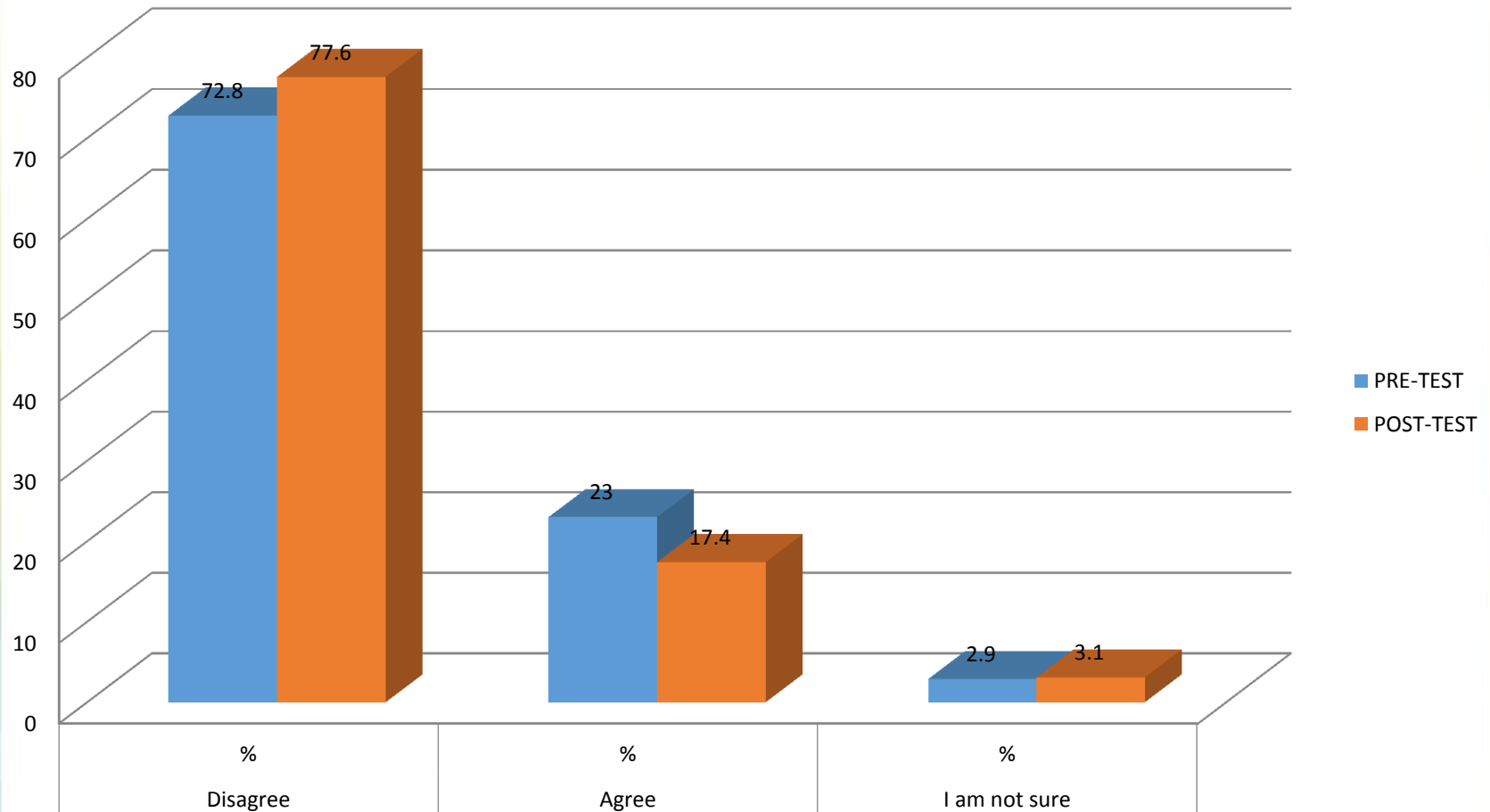
**D 5 - Violence appears mostly in grown-up relationships
and rarely in adolescent relationships?**





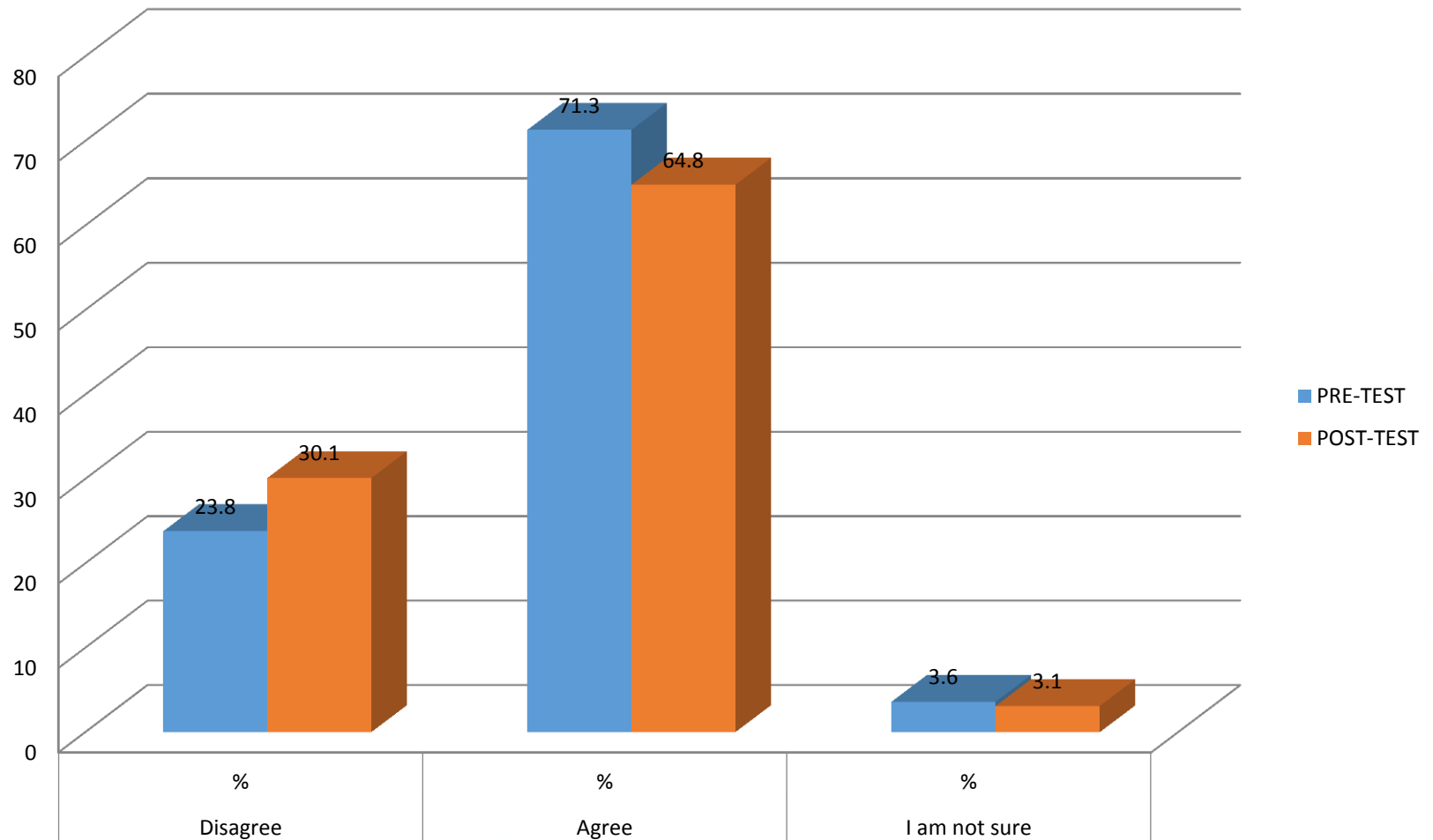
SHIFT IN PERCEPTIONS RELATED TO GENDER ROLES AND STEREOTYPES

D 6 - The upbringing of children should be the primary responsibility of women





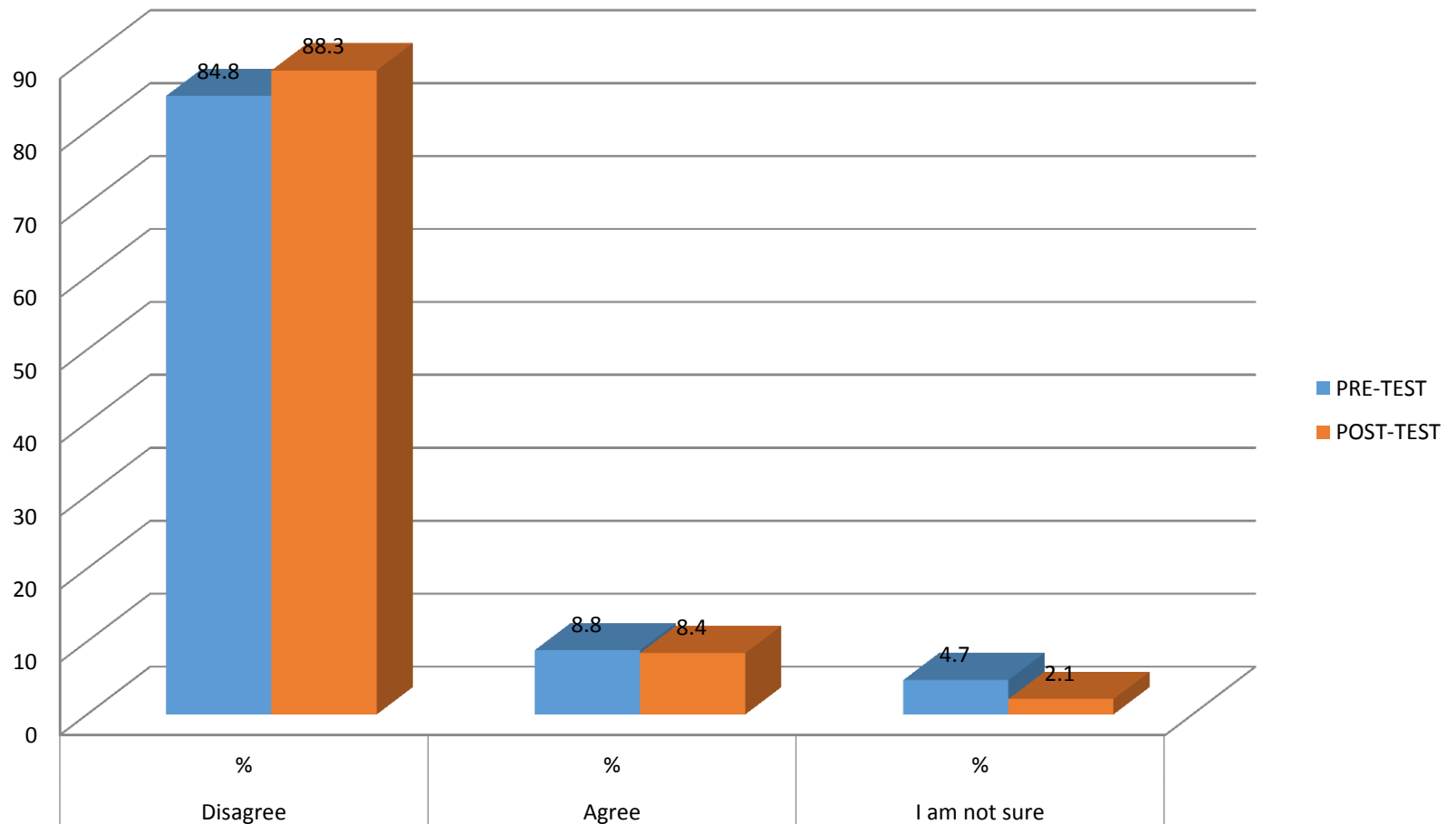
D 7 - A man is obliged to financially support his wife and children





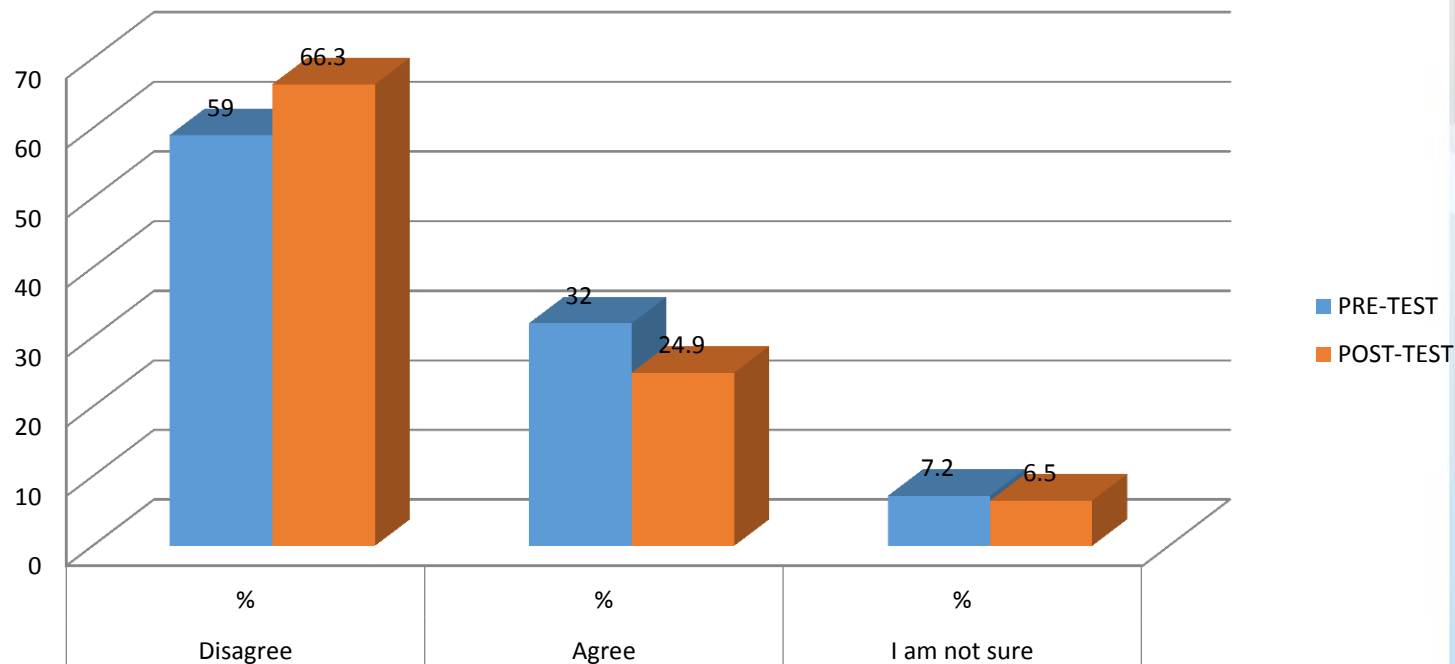
GREATER AWARENESS ON FORMS OF GENDER BASED VIOLENCE

D 10 - It's OK to gossip and create negative rumours about someone if their behaviour calls for it, especially through new media





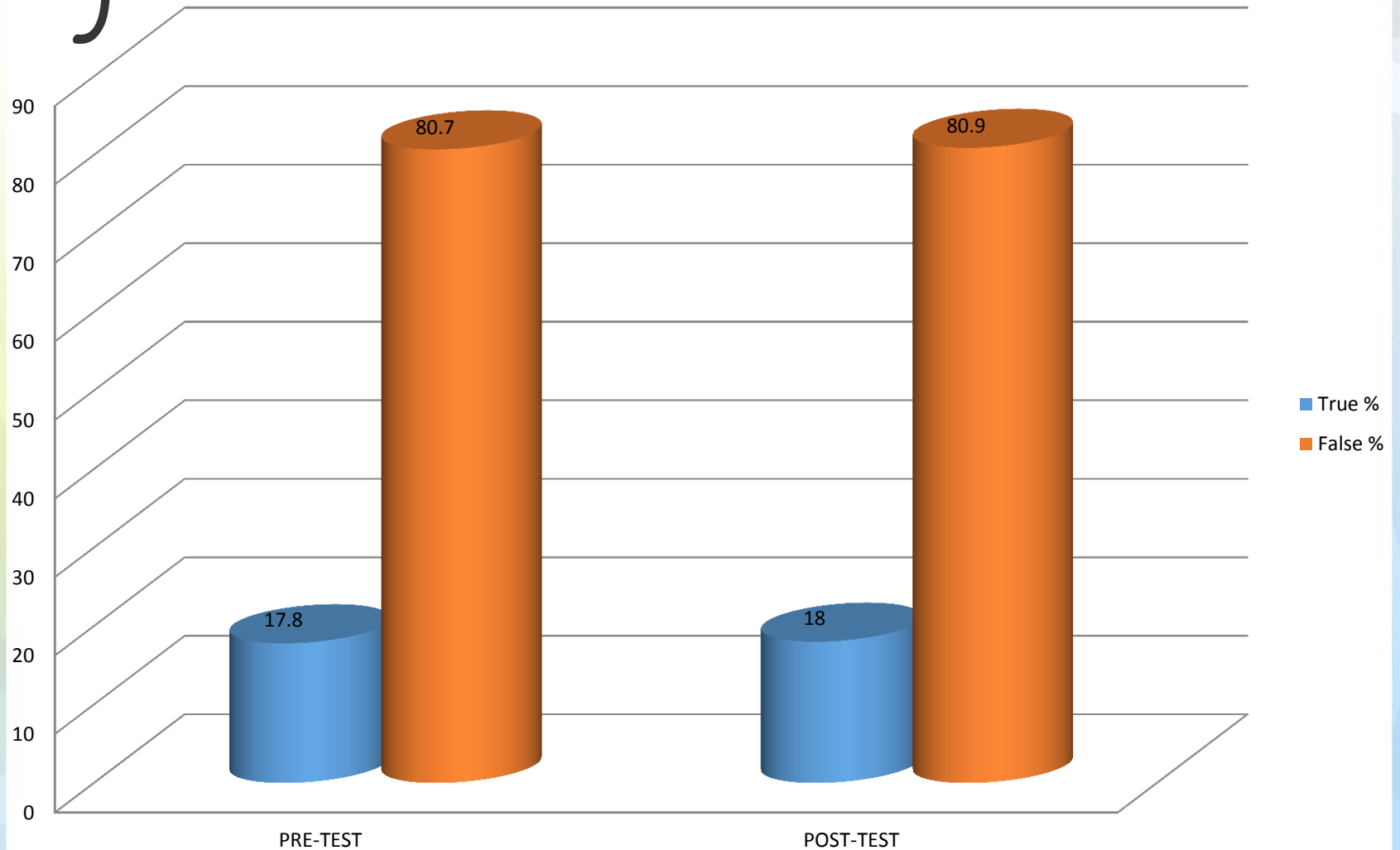
D 9 - There's nothing wrong with checking the mobile phone of your partner



d9 - There's nothing wrong with checking the mobile phone of your partner						
		Total	Country			
			CYPRUS	ITALY	LITHUANIA	ROMANIA
Strongly disagree	%	29.1	31.1	34.9	22.1	31.2
Disagree	%	37.2	45.7	42.9	24.7	41.4

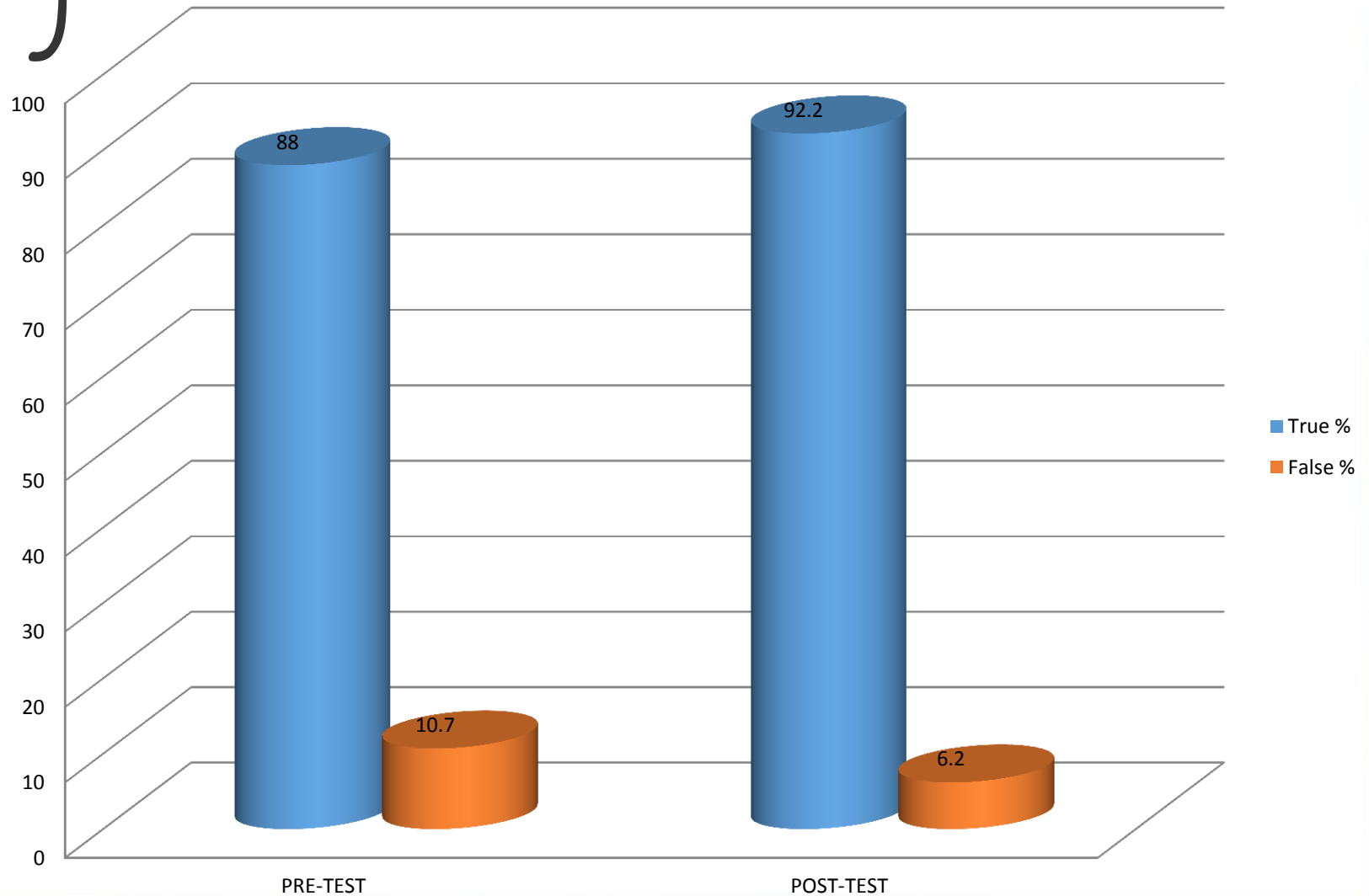


D 11 - Violence only involves physical abuse



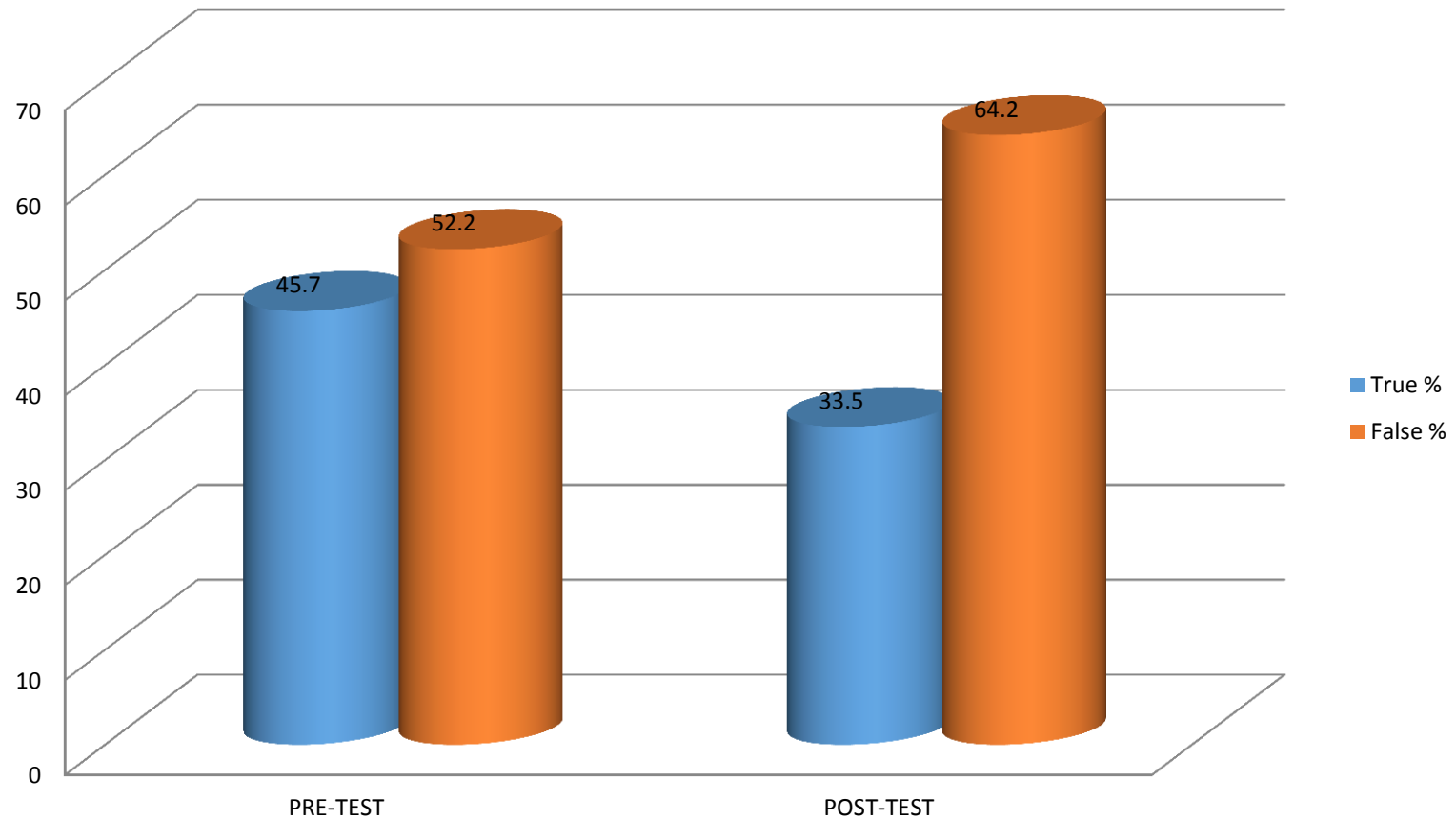


D 13 - Calling names and put downs are a form of violence



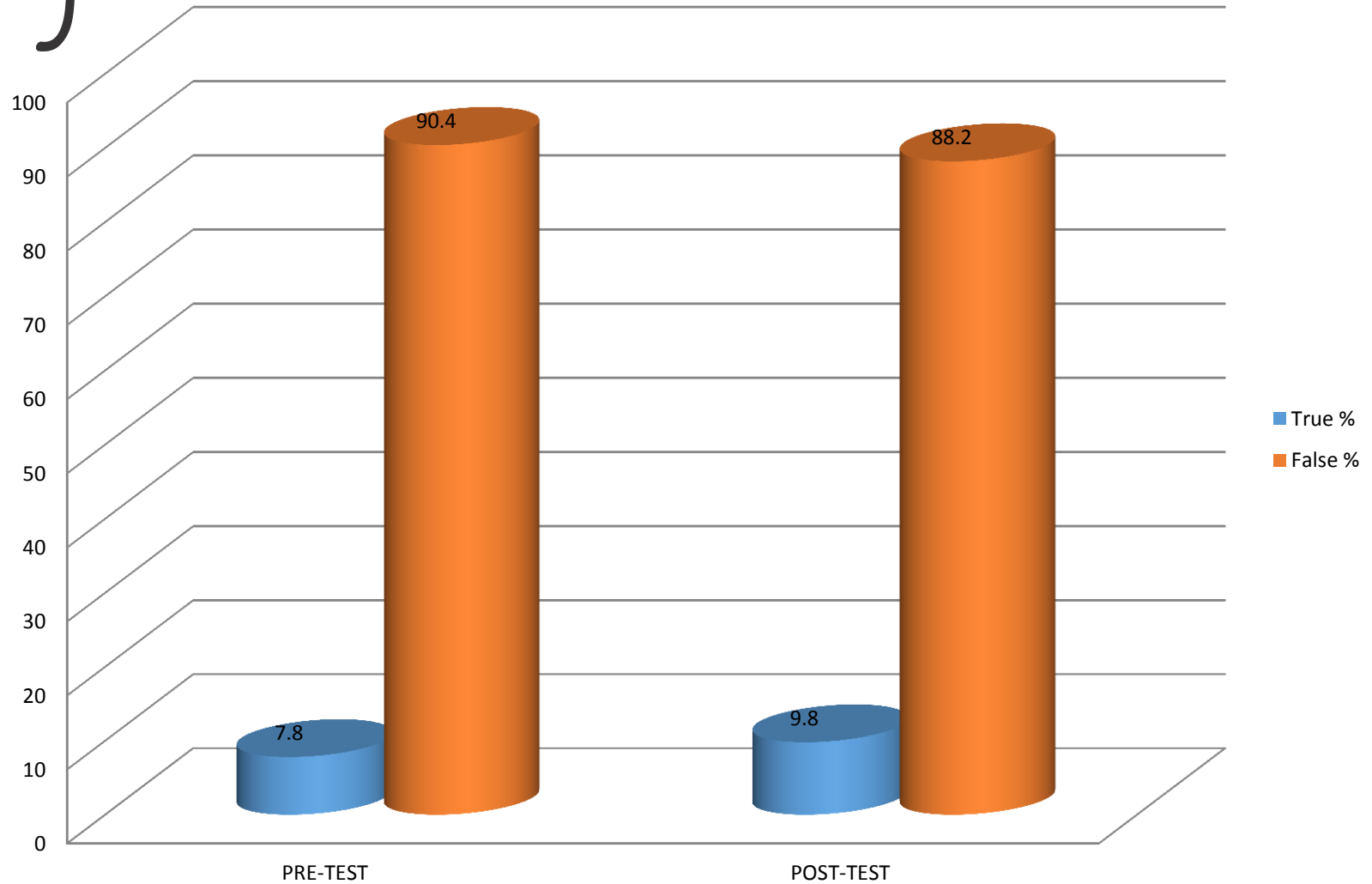


**D 18 - When you love someone, you must tell him/her everything and not hide anything.
There is nothing wrong with spying on another person's mobile.**





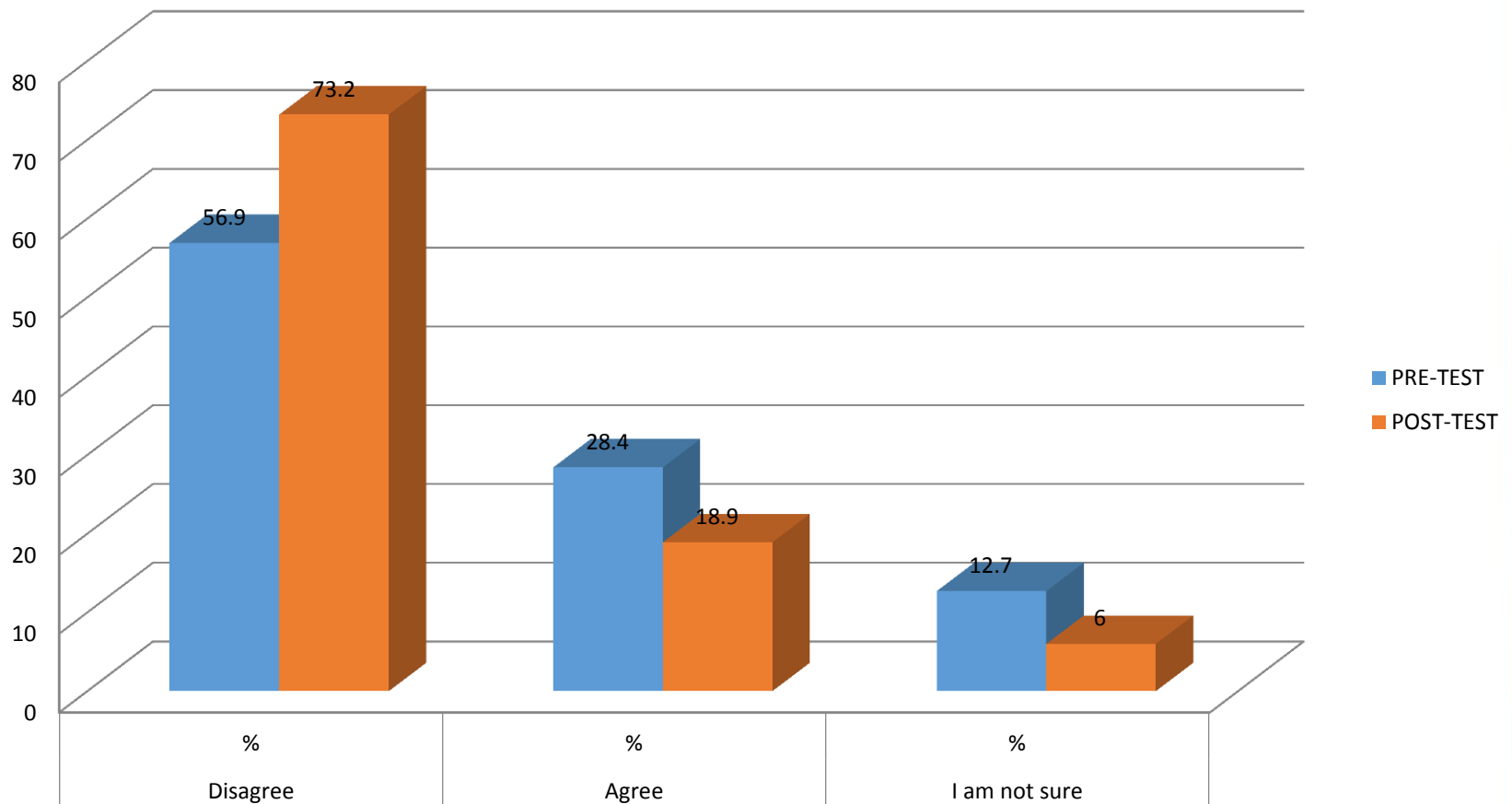
D 19 - Mocking doesn't hurt people





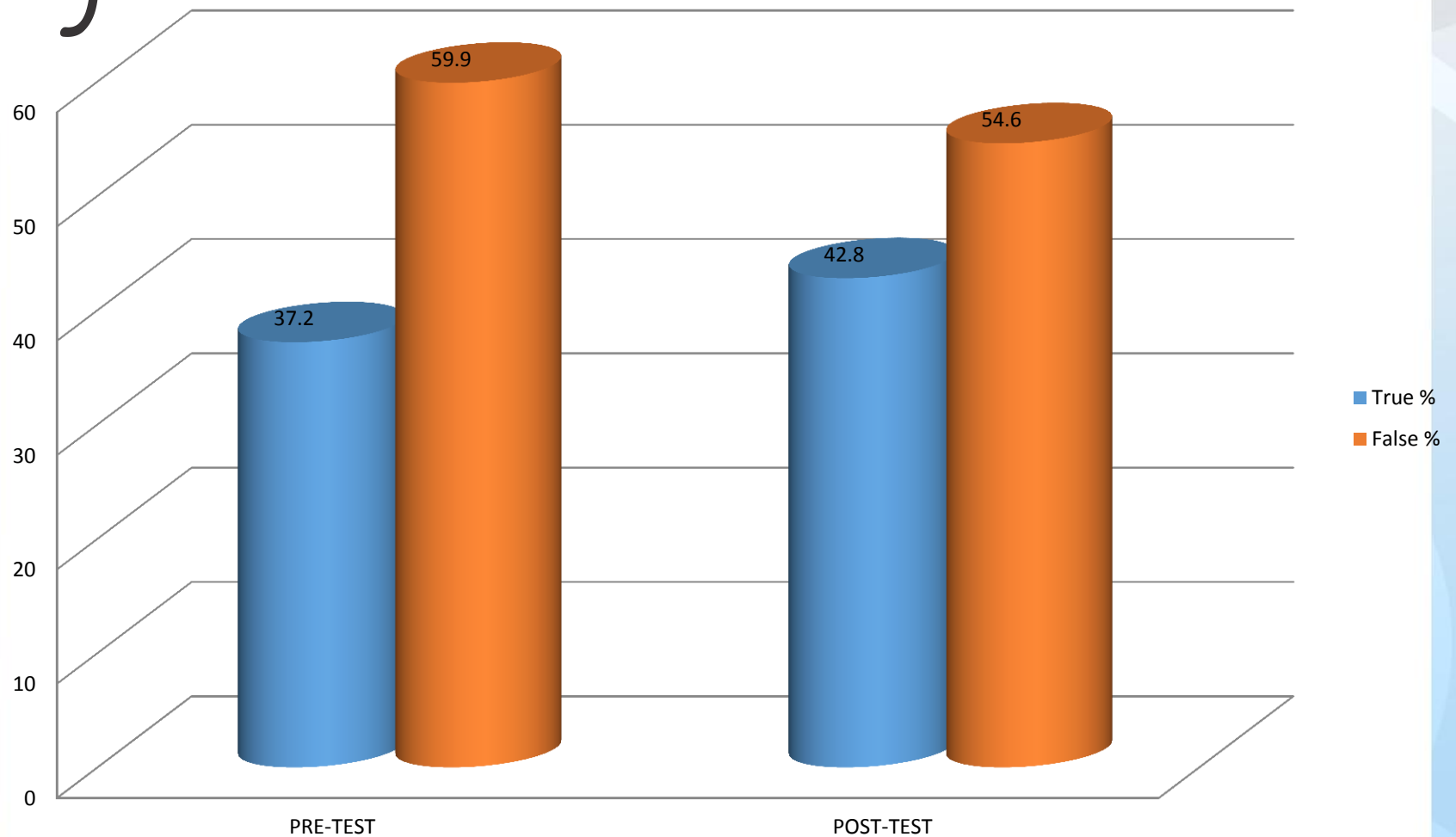
SHIFT IN PERCEPTIONS RELATED TO MYTHS ABOUT RELATIONSHIPS AND GBV

D 8 - If you're suffering in a relationship, it means that you're truly in love



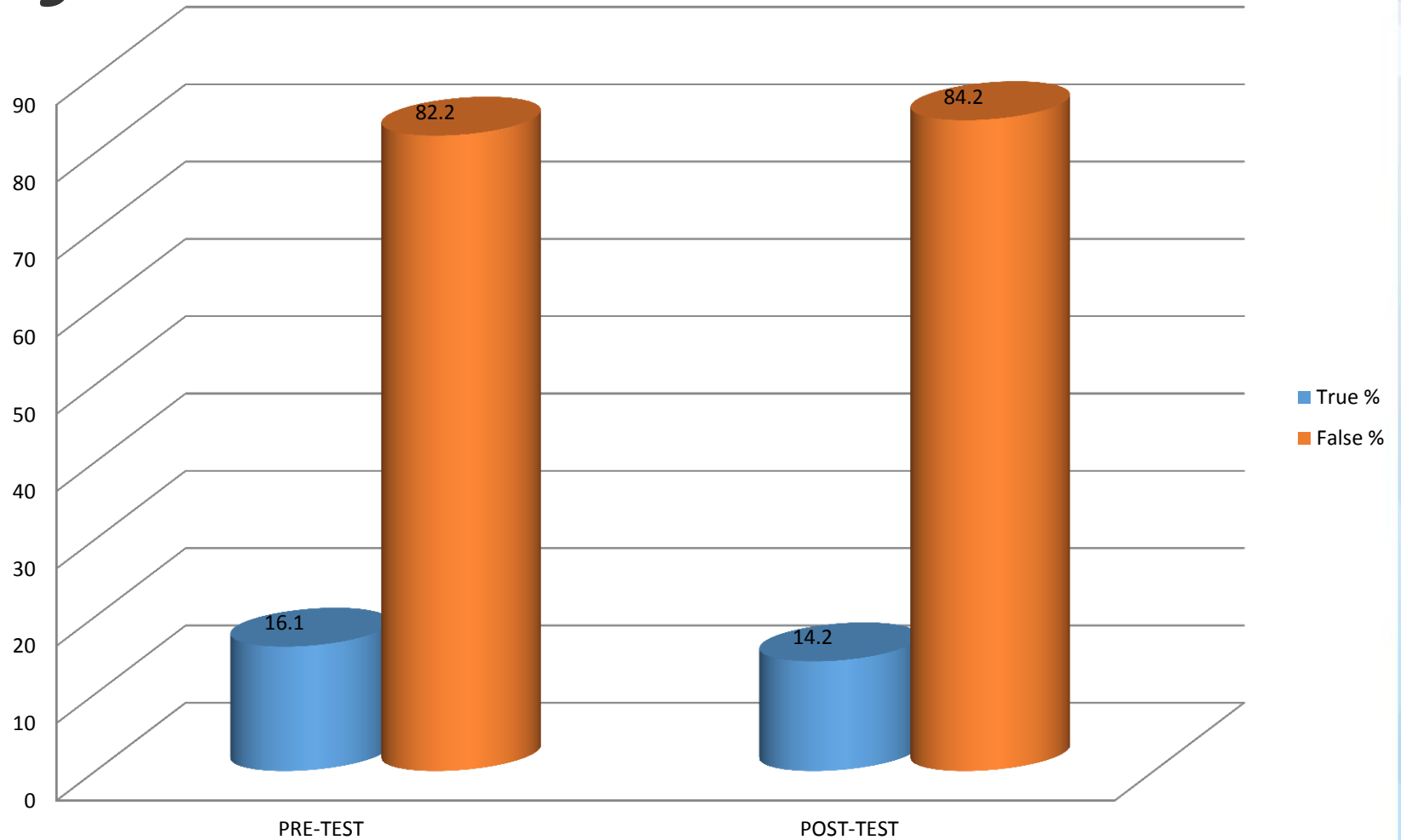


**D 17 - A girl cannot change the violent behaviour of her companion
with tenderness and patience**



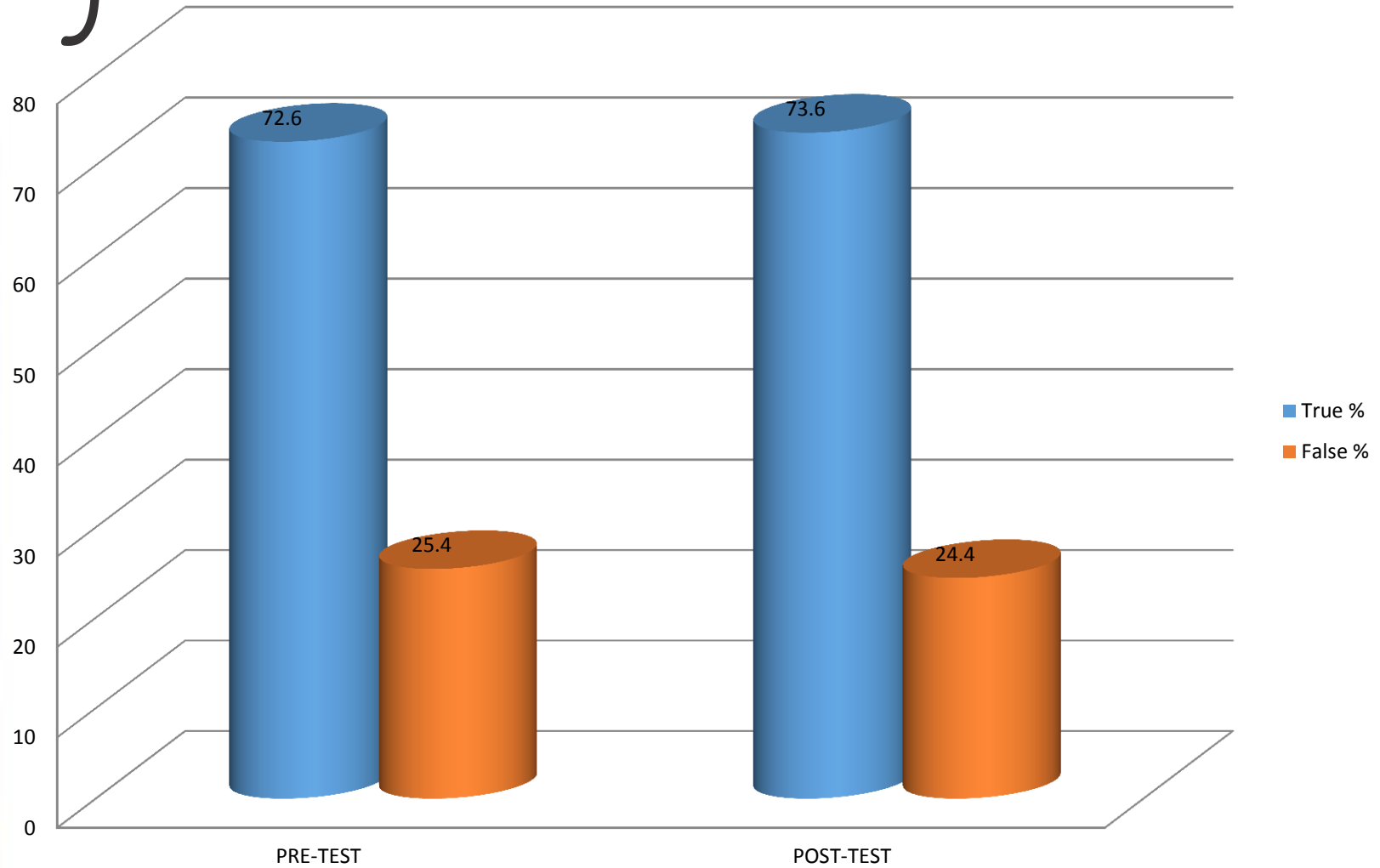


D 20 - Violence only exists in certain social classes.





D 16 - Violence means losing control





STUDENTS' SATISFACTION

"I felt engaged/involved" **37.3%**

"I felt intrigued" **53.5%** (*Cyprus)

"I felt empowered" **31.9%**

"The training fulfilled my expectations" **54.7%**

"Interested in the subjects" **68%**

"The topics discussed addressed issues that concern me in my everyday life" **51.9%** .

"The training activities stimulated my learning" **47.5%** *"The training encouraged active participation and expression of ideas successfully"* **62.4%**

"I enjoyed the activities I participated in" **66.2%**



ACTIVITIES ENJOYED

Video screening

Role Playing

Discussions and exchange of opinions

Gender box and gender roles/stereotypes

The debate on myths and realities of violence

‘I have
reevaluated
my old beliefs’

‘Developed critical thinking
and confidence’

‘The activities empowered
me and gave me courage to
react’



THANK YOU FOR YOUR ATTENTION!

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www.medinstgenderstudies.org



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