KA2 AEF JUVENTUD
'Youth support for a stronger Europe, joining together against gender violence'

Erasmus + Strategic Partnerships No 2017-3-ES02-KA205-010298

JOINT DOCUMENT

YOUTH SUPPORT FOR A STRONGER EUROPE, JOINING TOGETHER AGAINST GENDER VIOLENCE
Erasmus+ Strategic Partnerships 2017-3-ES02-KA205-010298

1.PRESENTATION OF THE PROJECT

Author:Katia Maccarone, Mad for Europe, Spain

The project **"Youth Support for a stronger Europe, joining together against gender violence"** is a multilateral strategic partnership between 5 European countries (Spain, Italy, Malta, Romania and Portugal) which goal, in addition to the specific objectives of the project, is to allow the development of networks, the increase of the capacity to work at a transnational level and the sharing and confrontation of ideas, practices and methods.

Thanks to class work, meetings with interested partners and educators, and the large group of participants and centers that will work for the project, great results will be achieved: getting young people to change their vision and become aware of dangerous situations, improvement in the awareness of educators, parents and society in general on the need to combat youth violence and all its physical and psychological consequences; the development of greater security, tolerance, values, civic sense and new relational skills in young people. **The project will involve 500 young people between 15 and 18 years old** and more than 100 professionals and experts on the subject (teachers, educators, psychologists and youth workers).

> **OBJECTIVES**

- Raise awareness of the problem in young people, teachers, youth organizations and public institutions
- The improvement of young people's relationship skills and personal sense of security
- The improvement of the formal, non-formal and informal education system on the subject

> **EXPECTED RESULTS**

- Improvement of the youth awareness of the problem: that 50% of the participants have more knowledge and an improvement in the awareness of the problem
- Improvement of the relational skills: that 25% of the people that participate in the workshop will improve their knowledge on specific norms, behavior, laws and concepts related to the civic education and the values of tolerance in general and in the relations
- Improvement of the personal safety: that 30% of people who attend workshops increase their confidence in recognizing potentially dangerous situations by learning how to avoid them and how to react

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- Increase attention on the formal education system: that at least 20 schools or other organizations working with young people are interested in receiving the joint final document to prevent juvenile gender violence

> PARTNERS

MAD FOR EUROPE

Is an international no-profit organization established in the centre of Madrid as a reference training institution and VET provider, specialized in European Training and Mobility programs. Is active in the labour market and in the fields of Education, Training and Culture. Our paths are focused on entrepreneurship, creative industries, social work and voluntary services, education, training and promotion of new technologies, culture and art.

AE BENAVENTE:

Is a Portuguese state school with about 2,000 pre-school and high school students (3-20 years old). They offer regular courses and also professional training. The school is located in a semi-urban rural area, 40 km from Lisbon. Their students do not have many opportunities to travel and interact and to meet people of other nationalities, so this project is a great opportunity

EU-RO-IN

The aim of the EU-RO-In Association is to promote Romanian cultural values and traditions in Europe and to promote European values in Romania, to develop an authentic democracy and a fluid integration of our country in the EU and between countries with advanced economies, social as political. It has developed training courses, seminars, conferences, public debates, dedicated to disadvantaged and vulnerable people.

I.E.S. SANTA ENGRACIA

The I.E.S. Santa Engracia, is located in a small palace built in 1883 by the architect Joaquín de la Concha Alcalde. In the center they teach Technological Baccalaureate and Training Cycles of the Families of Personal and Textile, Clothing and Skin as well as Social Guarantee programs in the modality of Professional Initiation of the same professional families

SERINDFORM

SERINDFORM is a training agency founded in 1991 and accredited by the Tuscany Region. The company has two operations centers in Massa and numerous teaching centers in Italy. It has worked for several years with dedication and success in the design and management of projects aimed at young vulnerable adolescents who have abandoned their studies and young people with problems of social integration.

TRAINING TO MALTA

Is a non-profit association specialized in European exchange programs working as a host and intermediary organization. Their activities are the promotion of different European itineraries of training in school-work alternation; the organization and management of cultural exchanges with member countries of the European Union and non-EU countries; the orientation and training courses and give qualification courses for Europeans and non-Europeans.

2. PROBLEMS AND ISSUES

Author:Montserrat Gonzales Fernandez,IES Santa Engracia,Spain
> **RELEVANCE OF THE TOPIC**

Gender violence is a serious social problem, with enormous human consequences, both physical and psychological, but also with high economic costs and negative consequences for society as a whole in every single part of the world. The UN Declaration on the Elimination of Violence Against Women states that "violence against women is a manifestation of historically unequal power relations between men and women" and that "violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men." Some of the forms of violence perpetrated by individuals are rape; domestic violence; sexual harassment; coercive use of contraceptives; female infanticide; prenatal sex selection; obstetric violence and mob violence; as well as harmful customary or traditional practices such as honor killings, dowry violence, female genital mutilation, marriage by abduction and forced marriage. Some forms of violence are perpetrated or condoned by the state such as war rape; sexual violence and sexual slavery during conflict; forced sterilization; forced abortion; violence by the police and authoritative personnel; stoning and flogging. The elimination of violence against women and girls is a first step towards global peace and security and is at the heart of the 2030 Agenda for Sustainable Development. And although we might think that the humanistic heritage of Europe could have already freed Europe from this problem, the fact is that European statistics show how violence between men and women still give rise to a lot of problems ranging from intimidation to horrendous crimes that end in the death of people.

Moreover, the fact that Europe is, in many cases, a multicultural environment also adds to the seriousness of this issue. We know that many migrants, immigrants come from other cultures where gender equality is not an issue within their frame culture. This, of course, is at the origin of conflicting views over several topics that impact on an individual and global level. Women and children are the number one target victims of gender violence even in democratic European countries, either from national background or from other foreign backgrounds.

The argument that cultural acceptance of discriminating and even violent practices against women is to be accepted in the name of tolerance and respect is something that European authorities and individuals must struggle against if we want gender equality to be taken for granted in our European Union. For instance, the convention on the Elimination of All Forms of Discrimination Against Women (or CEDAW) — an international legal instrument that requires countries to eliminate discrimination against women in all areas, promoting women's equal rights — is often described as the international bill of rights for women and the United Nations adopted CEDAW on 18 December 1979. As of 2016, 189

countries have ratified CEDAW (— Source: CEDAW in brief: youth@unwomen.org | www.twitter.com/unwomen4youth | #Youth4GenderEquality)

Since gender issues go hand in hand with cultural patterns, educators and legislators have a privileged stand regarding their decisions about what to teach, what to do, what to reinforce, what to legislate and so on. Education is, a cornerstone of a proactive approach to this issue. We educate to bring out the best in each individual and to develop his/her abilities to the most so what we do in class, what we have students doing will impact on them making them sensitive to this issue.

> **DATA**

Violence against women is an indicator whose relevance cannot be minimised although it is not part of the Gender Equality Index. Gender-based violence against women is a priority of the European Union and its member states. At its utmost consequence women lose their lives at the hands of murderers. Figure 1 shows the scores for the domain of violence. As we can see all our partner countries don't score higher than the EU average and there seem not to be great differences among them. However, these figures are still a matter of concern to European authorities and institutions.
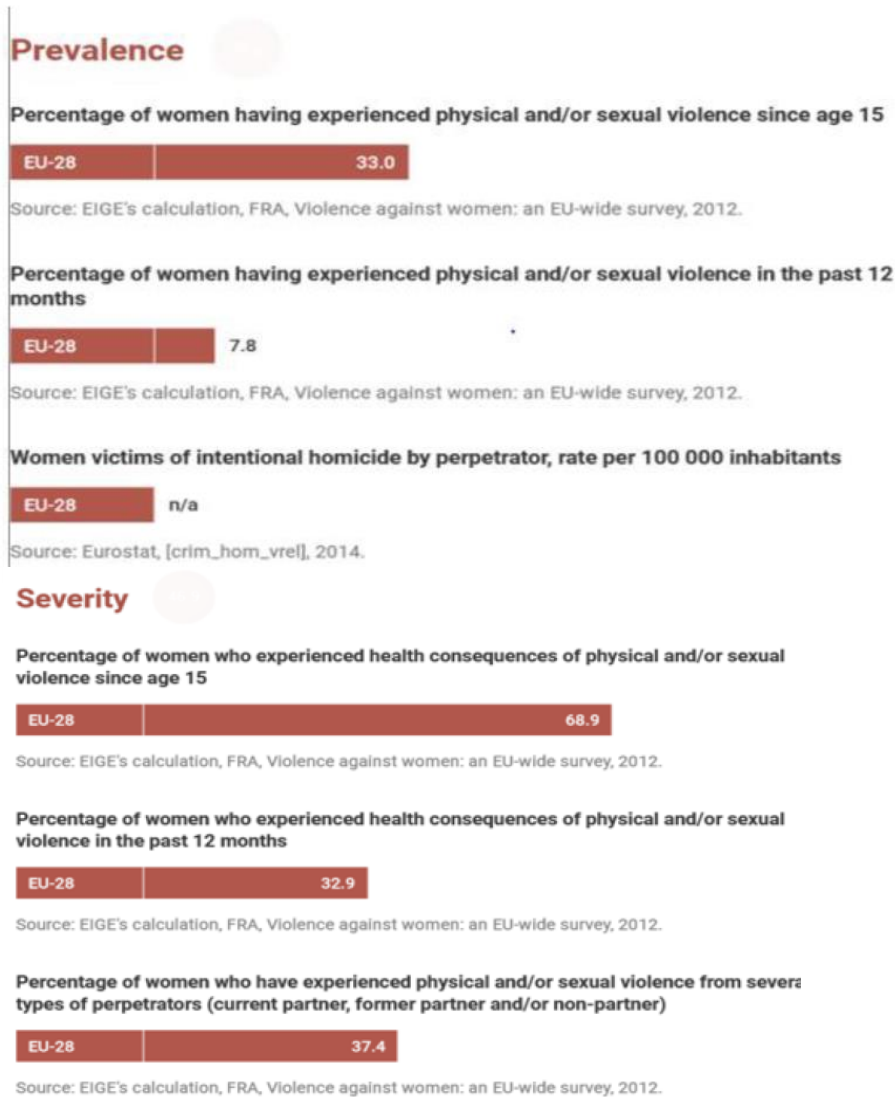
Figure 1: scores for the domain of violence, EU member States, 2012
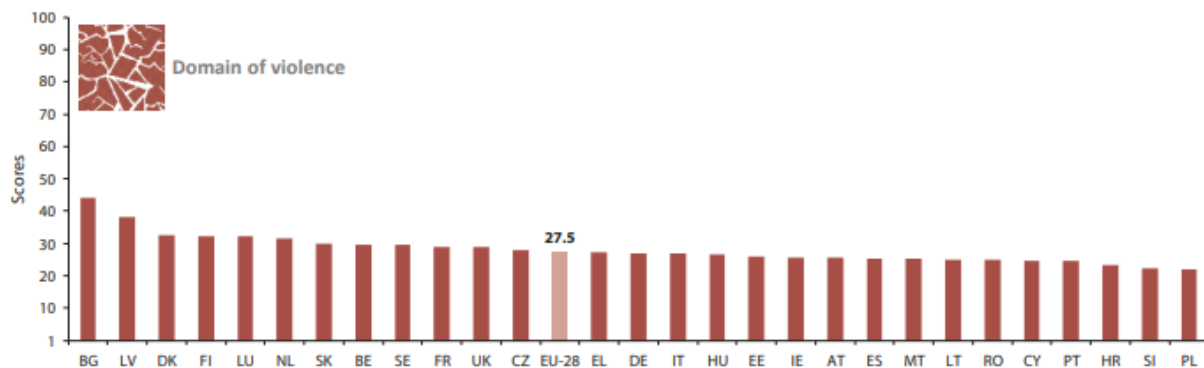
According to the publication *Violence Against Women from FRA: an EU wide survey* published in 2015 which was based on interviews with 42,000 women across the 28-member states of the European Union, gender violence affects women disproportionally and is to be considered an extensive human rights abuse. This extensive abuse affects women's lives although it is under-reported to the authorities. In 2017 EUROSTAT released crime statistics for 2015 and accordingly: most victims of sexual violence (85.8) are female while most suspects (96.59 and offenders (98.3 of those convicted) are male.

Figure 2 shows the statistics for four indicators that aim at defining violence against women regarding certain specific aspects.

Figure 2

Prevalence

Percentage of women having experienced physical and/or sexual violence since age 15

EU-28	33.0

Source: EIGE's calculation, FRA, Violence against women: an EU-wide survey, 2012.

Percentage of women having experienced physical and/or sexual violence in the past 12 months

EU-28	7.8

Source: EIGE's calculation, FRA, Violence against women: an EU-wide survey, 2012.

Women victims of intentional homicide by perpetrator, rate per 100 000 inhabitants

EU-28	n/a

Source: Eurostat, [crim_hom_vrel], 2014.

Severity

Percentage of women who experienced health consequences of physical and/or sexual violence since age 15

EU-28	68.9

Source: EIGE's calculation, FRA, Violence against women: an EU-wide survey, 2012.

Percentage of women who experienced health consequences of physical and/or sexual violence in the past 12 months

EU-28	32.9

Source: EIGE's calculation, FRA, Violence against women: an EU-wide survey, 2012.

Percentage of women who have experienced physical and/or sexual violence from several types of perpetrators (current partner, former partner and/or non-partner)

EU-28	37.4

Source: EIGE's calculation, FRA, Violence against women: an EU-wide survey, 2012.

Disclosure

Percentage of women having experienced physical and/or sexual violence in the past 12 months and have not told anyone

EU-28	13.4

Source: EIGE's calculation, FRA, Violence against women: an EU-wide survey, 2012.

Additional indicators

Percentage of women having experienced psychological violence by a current or former partner

EU-28	43

Source: Fundamental Rights Agency (FRA), Violence against women: an EU-wide survey, 2012.

Percentage of women having experienced sexual harassment by any perpetrator

EU-28	55

The next graph (Figure 3) shows the rate of murdered women per 100,000 inhabitants.

Again, some of our partners, like Spain and Italy score much lower than other European countries. Unfortunately, this graph does not show all European countries, because there is no data.

Figure 3: Women victims of intentional homicide by perpetrator, by 100 000 inhabitants, 2014
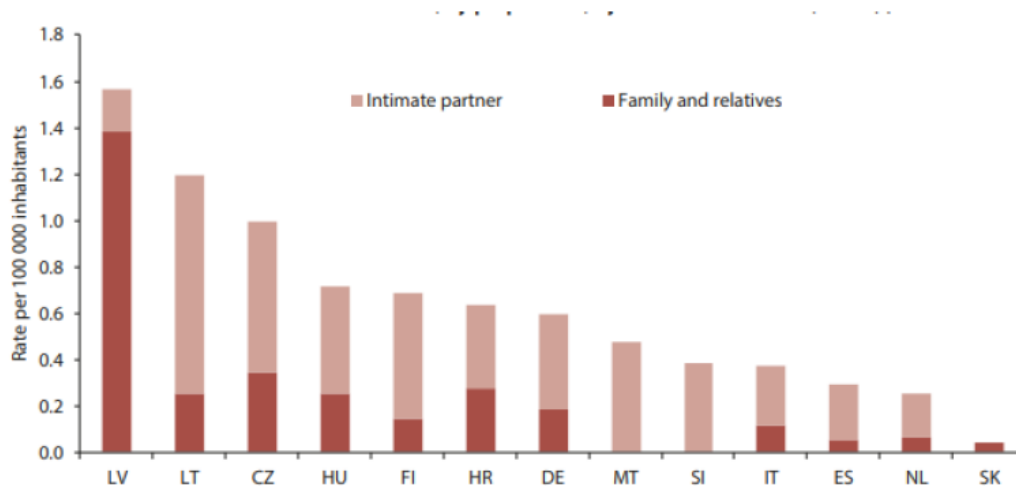
> **CASES**

In Castellón, a 48-year-old man killed his two little girls, aged six and two, then committed suicide by jumping out the window of their sixth-floor apartment. The alleged murderer had been separated from his wife for a year, and court records show two proceedings against him for gender violence. In January, a doctor who examined the ex-wife filed a report, and in February the woman herself filed a complaint for threatening behavior, but both reports were shelved. (in https://elpais.com/elpais/2018/09/27/inenglish/1538034006_398962.html accessed 27 september 2018).

Married for 16 years, Antonietta Gargiulo had tried desperately to keep her abusive husband, a police officer, at a distance. She detailed his violence to family, friends, her parish priest and colleagues, who had seen him physically attack her in front of the factory where she worked.

She filed a lawsuit and got psychologists and social workers to assist her two young daughters. She even reported her husband's abuse to the commander of his Carabinieri station, asking for help and to take away his service revolver, to no avail.

On a winter morning this year, her husband, Luigi Capasso, shot her along with their children before killing himself. Ms. Gargiulo, 39, survived three gunshot wounds; the children, 8 and 13, were killed.

The murders in Cisterna di Latina, an ancient, rural town about 40 miles south of Rome, briefly called national attention to a chronic, often neglected problem in Italy — the lack of an efficient, comprehensive response to abuses against women, starting with law enforcement agencies themselves. In (https://www.nytimes.com/2018/08/11/world/europe/italy-abused-women.html accessed 27 september 2018)

> **PHYSICAL AND MENTAL VIOLENCE**

Violence and other forms of abuse are most commonly understood as a pattern of behaviour intended to establish and maintain control over family, household members, intimate partners, colleagues, individuals or groups. While violent offenders are most often known to their victims (intimate or estranged partners and spouses, family members, relatives, peers, colleagues, etc.), acts of violence and abuse may also be committed by strangers.

Violence and abuse may occur only once, can involve various tactics of subtle manipulation or may occur frequently while escalating over a period of months or years. In any form, violence and abuse profoundly

affect individual health and well-being. The roots of all forms of violence are founded in the many types of inequality which continue to exist and grow in society.

Violence and abuse are used to establish and maintain power and control over another person, and often reflect an imbalance of power between the victim and the abuser.
Violence is a choice, and it is preventable. (In https://www.gov.nl.ca/VPI/types/ *)*

Table 4: Women who have experienced various forms of physical violence by a partner or by other persons since the age of 15, EU-28.

Type of physical violence	Current partner[a]	Previous partner[b]	Non-partner[c]	Any partner and/ or non-partner[c]
Pushed or shoved	5	19	13	23
Slapped	4	15	8	17
Hard object thrown at them	2	8	4	9
Grabbed or pulled by the hair	2	10	7	13
Beat with a fist or a hard object, or kicked	1	9	5	10
Burned	0	1	0	1
Tried to suffocate or strangle	1	5	1	4
Cut, stabbed or shot	0	1	1	1
Beat head against something	1	5	2	4
Any of the above	7	24	20	31
Any of the above, excluding 'pushed or shoved'	5	20	15	25

Notes: a Out of all women who were either married, living together with someone without being married, or involved in a relationship (without living together) at the time of the interview (n = 30,675).
b Out of all women who had, in the past, either been married, living together with someone without being married, or involved in a relationship (without living together) at least once (n = 25,870).
c Out of all respondents (N = 42,002).
Source: FRA gender-based violence against women survey data set, 2012

Psychological violence by partners is widespread and needs to be recognised for the impact it has. For example, the survey results show that two in five women (43 %) have experienced some form of psychological violence by either a current or a previous partner. To give just a few examples, this includes: being humiliated or belittled , being threatened physically, being forbidden to leave the house., being taken away the car keys or being locked up.

> **PHYSICAL AND PSYCHOLOGICAL CAUSES**

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Why and how an individual becomes a target of gender violence will be difficult to ascertain in a thorough way, as we are the result of a complex interactions in diverse contexts and also of role models that we come across throughout our life. Victims are usually lacking self-confidence and may have absorbed prejudiced views about their own self through family practices and all the other social contexts they are interacting in. Personality traits like dependence on other's approval and feelings of low self-esteem are usually prevailing. However, gender violence is a phenomenon that crosses all social levels and there have been cases of high achieving people who were victims of gender violence. So self-confidence in social working contexts seems not always to be translatable to an emotional level. This clearly asks for improvement of educational activities that promote healthy emotional relationships.

The physical and psychological consequences of gender violence are too serious to be played down. The more unequal a society is regarding gender roles, the more imbalanced it is, impacting on mental and physical health of anyone who is under unequal gender relationships. At the end of the line gender violence will result in serious forms of physical, psychological and sexual abuse which victimizes women and children in particular. To guarantee an active, balanced citizenship to everyone, we should also promote gender equality and fight gender violence. These will undoubtedly promote healthy relationships and self-fulfilment in private and public domains. Table 5 shows some of the consequences listed by the FRA survey, 2012.

Table 5: Long-term psychological consequences of those serious incident of violence since the age of 15, FRA gender based violence against women in 2012

	Any partner (current and/or previous)		Non-partner	
	Physical violence	**Sexual violence**	**Physical violence**	**Sexual violence**
Type of psychological consequence				
Depression	20	35	8	23
Anxiety	32	45	23	37
Panic attacks	12	21	8	19
Loss of self-confidence	31	50	17	40
Feeling vulnerable	30	48	24	47
Difficulty in sleeping	23	41	13	29
Concentration difficulties	12	21	7	16
Difficulties in relationships	24	43	9	31
Other	3	5	4	4
Number of categories selected				
None	28	9	43	16
1	26	21	28	25
2–3	27	31	19	35
4 or more	17	38	8	24
No answer	2	(1)	2	1
n	5,415	1,863	4,237	1,847

Notes: a Respondents were able to give more than one answer, so categories may total to more than 100 %.
b Results based on a small number of responses are statistically less reliable, so observations based on fewer than 30 responses are put in brackets and observations based on fewer than five responses are suppressed (denoted with '-').
Source: FRA gender-based violence against women survey data set, 2012

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file:///F:/Outros/projeto/18_19/GENDER%20INEQUALITY%20INDEX%202017.pdf
http://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report

> LEGAL CONSEQUENCES.EDUCATION.
> PROBLEMS IN RELATIONSHIPS (jealousy, insecurity, passion movements, self control)
> Author:Elena Anghel,EU-RO-IN Association,Romania

As gender violence has multiple negative consequences on its victims, society has sought to prevent and limit it through various measures expressed in documents adopted at the political and legal level both nationally and on the European level.

Among these documents we can list the following as being particularly significant:

− The Convention on the Elimination of All Forms of Discrimination against Women of 1979
− United Nations Declaration on the Elimination of Violence against Women, proclaimed in December 1993 by the United Nations Organization (UNO)
− Resolutions from the last International Women's Summit held in Beijing in September 1995
− WHA 49.25 Resolution of the World Health Assembly declaring violence a priority issue for public health, proclaimed in 1996 by the World Health Organization
− European Parliament report of July 1997
− United Nations Commission on Human Rights Resolution of 1997
− Declaring 1999 as the European Year for Combating Gender Violence

In 2004, it was adopted the decision no. 803/2004/CE of the European Parliament, which approves the community action program (2004-2008) for preventing and combating violence against minors, young people and women and for protecting the victims and groups at risk situations (the Daphne II program), in which they establish the position and the strategy adopted by the citizens of the Union on this issue.

On 2 October 2012, the European Parliament's resolution of 5 April 2011 entitled "The New Framework for EU Policy Against Violence Against Women" appeared in the Official Journal of the European Union - C 296 E, on the priorities and the structure of a new EU policy framework to combat violence against women. (2010/2209(INI)).

The Istanbul Convention on Preventing and Combating Violence against Women and Domestic Violence is the international treaty adopted by the Council of Europe on 11 May 2011 aimed at preventing violence, protecting victims and bringing criminals to justice. It was adopted on 1 August 2014. **The Istanbul Convention or the International Convention for the Suppression of Violence Against Women and Domestic Violence** states that the tolerance and non-punishment of acts of

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violence against women such as rape, domestic violence, sexual harassment, forced marriages or forced sterilization constitute human rights violations and forms of discrimination on the basis of gender. Women have the right to live safely both in public and private, on the street or at work, and at home. It is the first international treaty that contains a definition of gender. This means that it is now recognized that women and men are not only biologically differentiated in females and males, but that there is a socially defined gender category that confers specific roles and behaviors to women and men.

On 22 May 2013, the European Parliament voted a Memorandum of the European Commission proposing a series of measures aimed at establishing the legal framework for the rights and protection of victims of domestic violence in the European Union. Under the new regulation, victims of domestic violence will be able to use the restraining order in their country, anywhere within the EU, having the protection provided.

Studies show that social norms, attitudes and certain beliefs contribute to emotional, psychological, economic, physical and sexual violence against females. The main predictor of violence against women is how the community sees the role of gender, gender equality and traditional gender stereotypes.

This is the point where you can spot the education that the family, the community, the society as a whole provides every child with and which is different according to gender, both in informal and nonformal forms, as well as in formal education. Therefore, in order to prevent gender violence, we should not only change the social and personal conceptions and beliefs, but also the education system in which remained many stereotypes, traditions and beliefs that encourage gender violence, some of them taken over and used unconsciously or preserved at the level of the social subconscious, especially in the informal and non-formal educational environment. In this regard, we consider that an important component of education about a fair behavior towards the two genres should be addressed to parents, and another component should be addressed to male youth and teenagers. Thus, in the framework of parental education activities and courses (e.g. "parents' school") or public campaigns (e.g. "Say NO to gender violence!", "Gender violence means discrimination!" etc.) carried out by schools or various NGOs, training centers, etc. - parents and teachers should be taught to properly manage the education against gender-based violence of children and students from the earliest age.

In some school timetables there are activities that include lectures, seminars and symposiums dedicated to combating gender violence for all school students, as well as counselling activities specifically dedicated to students who show violent behavior towards the opposite sex. In schools where there are both female and male students, school practice in the European countries has shown that it is easier to organize joint activities of girls and boys that will lead to the founding of proper relationships in gender relations and to lead to a harmonious collaboration between the two sexes in the future, both in adolescence and in youth. On the other hand, in schools where boys learn separately from girls, they

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can also organize such activities (artistic, sports, religious, scientific, etc.) that involve students of both genders, allowing them to learn how to interact properly and harmoniously with each other.

In addition to school education, family education is also important for combating gender violence. Even family life can be a model for children in terms of attitude towards the opposite sex. Thus, an attitude of respect, trust, and affection of the husband towards the wife will encourage a fair and non-discriminatory attitude of the boys towards the girls, while a violent, aggressive and disrespectful attitude of the husband towards the wife will lead the boys to an attitude similar to girls, as well as a role model and a specific scenario that they will apply in their future relationships with the opposite sex both in sentimental relationships and in the future family.

At the same time, a non-discriminatory treatment of girls compared to boys by parents, encouraging their native potentials and their capacities equally, creating equal access to education will contribute to combating gender violence. The sincere child-parent, educator-educated discussions on emotional issues specific to teenage age and young age, jealousy, managing insecurity and self-control, creating an empathy attitude towards others, valorizing relationships and expressing emotions are essential in the education to combating gender violence.

Combating gender-based violence through an education tailored to pupils' age specificities should take into account the so-called "personality crisis" in adolescence, which is considered by some authors to be the main feature of this age, which has led specialists to describe in this framework a series of *"specific aspects"*, determined by the adolescent's adaptation to the environment. According to Kestemberg (1971), the *"personality crisis" at the adolescent* would schematically imply a mosaic development with discordances between different development lines. Kestemberg (1971) highlights the depressed mood of the adolescent in full crisis with feelings of guilt, insecurity, lack of self-esteem.There are a number of symptoms related to the personality crisis, of which we mention only some:

− Affective manifestations: excitement, anxiety, insecurity, unmotivated depression, etc.
− Psychosomatic reactions, combined with obsessive and phobic phenomena
− Characteristic reactions in the form of "prestige crises", of opposition or vanity
− The systematic negation of the imposed, misunderstood or unacceptable values, of his/her former identity, that of being a child
− The originality crisis- it is the way to separate from others, prove his/her maturity and abilities or assert his/her independence; at the same time, the originality crisis manifests itself acutely through non conformism, through aggressiveness, shocking decisions and behaviors, only to stand out.

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In fact, under these aspects is hidden the affective immaturity or the lack of an *"affective brake"*. These phenomena are very often involved in social or school inadaptability, in teen conflicts with the authority, in the violence against the opposite sex. Taking into account the aspects mentioned before, Max Frisk (1975) considers that during adolescence, the following educational problems must be solved through the collaboration between family and school:

- Understanding of the physical development, in self-image
- Finding an appropriate sexual role consistent with social norms
- Gaining self-confidence
- Getting a position in society
- Developing social and ethical maturity
- Solving conflicts from early times of existence based on the accumulated experience

The ideas that a male child makes from the family about his own person, the self-image he builds because of his parents are very important for how he behaves in the future as a male representative, as well as to the opposite sex. The concept of masculinity is not something with which a boy is born. The boy learns since he was a child about what it means to be a man. They learn from the messages given by parents, relatives, other children and, last but not least, movies, cartoons and magazines. A child/teenager may pass through different experiences at his age and he must be taught to deal with them in a suitable and nonviolent way: experiences related to emotional insecurity, indifference or affectional refusal, jealousy, awareness of his own identity.

The teenager is looking for the company of friends, and even if he needs communication, he can paradoxically isolate himself from his family, because the many modern means of communication (Internet, mobile phones) make adolescents less communicative, at least to the people with whom they live. Preventing and reducing gender violence involves changing male models both in school, family and the media, or at least offering alternatives. It is important to define masculinity through teenagers or young people who value relationships, who are willing to change something for the better around them, allowing themselves to be vulnerable, expressing their compassion and concern to others.

More and more young men are now involved in the prevention of gender-based violence (against girls, teenagers or women) by educating adolescents and adults about the real values that are important to be associated with masculinity: the courage to support a cause, the empathy towards others, the valorization of relationships and the expression of emotions. In other words, youth gender violence will only end if young people understand that they are part of the solution to eliminating it. Because in the end, we all have to take responsibility for both what we did and what we did not do.

3. COMMUNICATE THE PROBLEM

"Fairy tales do not tell children that dragons exist, children already know that they exist,

fairy tales tell children that dragons can be killed"

Author: **Mr Joseph Gerada Ferdinando Comerci,Training to Malta,Malta**

> **TO FRIENDS, PARENTS, EDUCATORS, POLICE**

Being victims of violent, offensive or threatening behavior can cause negative effects both in the short and long term: the victims of violence are more likely to develop violent behaviors, to abuse substances or to fear stable and meaningful relationships. The tendency is to isolation, exclusion, self-enclosure and submission.

If self-confidence is undermined, psychological problems of anxious or depressive type may arise up to attempts at suicide in the most serious cases.

What we have to do is talk, report …. let us help!

Friends are a greet good. Probably they will have already noticed that something is wrong. Let's give them a chance to stay close to us, telling them what happened, or even just requesting their presence.

They can advise us on talking to someone else, or supporting us in dealing with the situation; they can reassure us and guarantee us non-judgmental understanding! We can expand the field of friendships and interests outside the school sphere: participate in activities that help to reinforce self-esteem and self-awareness (such as acting, dance, martial arts, team sports, neighborhood youth associations).

Parents are our secure base. They are the point from which to leave and to return to. Always. Feeling free to talk with your parents, about painful and / or dangerous situations, it is fortunate that we must learn to cultivate. Together with them we could decide the strategies to be adopted to face the problem, we will find empathy, listening and collaboration.

Teachers / Educators More often at school there are branches (pedagogical, psychological, etc. ..), whose goal is to provide support to students. These professionals - including teachers - can provide the necessary support, by comparing and taking care of the problem.

Be aware that something is happening, not minimizing but implementing moments of intervention and support; analyze the needs of the specific school and constantly monitor the phenomenon (dissemination, frequency of episodes, number of children involved, types of violence), inviting victims to ask for help, explaining that this is not an act of weakness or behavior from "spy" ", But a courageous way to stop a violence; to promote a general culture based on solidarity, collaboration, empathy; find a

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solution together with the children, actively involving them in searching for strategies to solve the problem; to enhance the school-family dialogue, to create an educational alliance and a climate of collaboration with the parents of the students.

Law enforcement If aggression takes on more serious and alarming characteristics, we should go to the police. Law enforcement agencies have the tools to help us controlling and delimiting violent situations.

> HOW TO RECOGNIZE IT

How is gender violence recognized?

For gender violence we mean:

- sexual violence;
- physical violence;
- psychological violence;
- economic violence;
- stalking.

It can manifest itself in many ways and in different forms. The characteristics common to all episodes of violence, not only against women, but also among people of the same sex are:

INTENTIONALITY: these are actions deliberately aimed at dominating, offending, harming, creating discomfort, intimidating, harassing, embarrassing, making people feel uncomfortable, exclude, denigrate, control;

PERSISTENCE IN TIME: these are repeated actions with a tendentially high frequency;

ASSIMMETRY IN THE REPORT: there is usually an imbalance in the "power" and in the "force" between the victim and the executioner. This imbalance can take root, for example, in the differences in terms of strength and / or physical form between the two actors involved; in the difference of age, ethnicity, religious affiliation, socio-economical status etc.

The victim, almost always, is not able to defend himself, is isolated and is afraid to report because she fears revenge.

The risk of developing, and staying in, violent couple relationships increases for adolescents who:

- think it is acceptable to use threats or violent behavior to get what they want or to express their frustration or anger;
- use excessive alcohol or drugs;

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- have frequent outbursts of anger and difficulty in managing this emotion;

- are used to being spectators of scenes of violence at home or in the contexts of belonging;

have a story of severe aggressive behavior or bullying.

> KNOW HOW TO REACT IN CASE OF A DANGEROUS SITUATION

Being victims of violence, it is **NOT** a fault.

We must not be ashamed.

Violence is **NEVER** justified.

We distance ourselves from a dangerous situation - if we believe we are in a dangerous situation, we try to stay among the people, we ask for help, we flee from that situation;

We speak clearly to our "aggressor"; we refuse his presence, let's give him no way to approach us for any reason.

Anyone who loves us does **NOT** put us in danger.

It is vitally important not to justify our executioner. Those who abuse us, who take advantage of us, use us, mistreat us, put us in a situation where we can not express our opinion, NOT love us.

Speaking, reporting, asking for **HELP**.

> HOW TO AVOID IT

The best strategy to avoid the emergence of violence is the prevention, which is based on the promotion of a cultural, social and emotional climate that can discourage the behavior of abuse and arrogance in the bud ..

The school is the first place of social relations for children and, by virtue of its educational role, it has the responsibility to be spokesperson for some values that can help prevent gender violence, how to promote mutual knowledge, promote self-esteem of young people, to teach openness to diversity and respect for others, to teach how to deal with conflicts rather than deny them, to explain the importance of respect for rules of shared coexistence.

Each of us should be able to understand when a person is violent, when a situation is harmful.

The context in which we live is fundamental.

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We try to establish relationships based on respect for ourselves, on reciprocity, on the enhancement of diversity.

> **SPREAD THE VOICE AND HELP OTHERS**

It is essential to spread the word, to be aware of what we live and / or that other people are experiencing, to ensure that certain situations are not repeated.

Express what you hear.

Be critical.

Talk to adults

Let's help to activate affective and social-relational skills:

• Self-esteem and self-awareness.

• Empathy (being able to put yourself in the shoes of others and see reality from their point of view).

• Being able to manage one's emotions.

• Be able to manage interpersonal relationships.

The way we handle our emotions has a real impact on our quality of life and our behavior towards others.

This is why it is fundamental to support and be supported in having solid social and emotional skills, which will allow us to better build our relationships, manage stressful situations effectively and have a constructive approach to the difficulties that will have to be faced.

If someone turns to us asking for help, we actively listen to his feelings, let's make him feel at the center of our attention, let's ask him what he needs.

The awareness of being able to count on a regular moment of sharing can help a lot.

4. METHODOLOGY AND EDUCATIONAL MODULES

Author: Isabel Neves, Scuola de Benavente, Portugal

- ✓ Participatory and inclusive, favoring active and equitable participation and always from a mutual assertive communication
- ✓ Didactic and focused on practical learning: at the time of working the issues, should be addressed with openness and without value judgments: we seek to understand why such beliefs and / or inappropriate or erroneous attitudes exist, favoring a broader understanding and reflection, generating alternatives and providing objective data.
- ✓ Flexible and adapted, taking into account the reality of each group
- ✓ Dynamics, getting content through activities that promote the proactive involvement of students

It is important to leave enough time to make an adequate closing of each session, time in which each participant who wishes to be able to express with what aspects he / she stays, what he / she has felt about the session, how he / she has felt, etc. It is advisable that these returns and / or suggestions each professional have them present for the following sessions, since through their subjective experiences each participant will be able to internalize the topics covered in each of the sessions. In addition, there may be emotionally intense situations to which it is important to give continuity and / or take into account.

SESSION 1	"Gender Violence, a social problem"

Content	✓ Presentation of the program and the group ✓ Basic concepts and gender perspective. ✓ Myths and realities about gender violence: concepts of Feminism, machismo and violence, visible and invisible violence.
Objectives of the session	1. Present the program to the group of students and the concepts of the gender approach 2. Provide information and reflect on the current reality of gender violence 3. Obtain an analysis of the reality of the group as well as previous knowledge that students have on the subject 4. Create a climate of trust where participants offer a positive scenario of learning and personal development
Development Activity 1	- General presentation (5 minutes) - Presentation and concept of gender: "Find your partner" (15 minutes) We give each participant a sheet with a definition * (attached with definitions for professionals) about concepts of gender and violence but this sentence is unfinished (it is the beginning or end of another) as another person has the other half of the definition: moving around the classroom and talking to their classmates, they should find it. Once they have found their partner, they introduce themselves to each other and briefly comment on what they think or what the phrase between them suggests. When all the couples have found the other person, they put their names and the definition they have together in common. They discuss these concepts and clarify issues in this regard.
Development Activity 2	"Myths and realities about the gender perspective" (25-30 minutes) Participants are stand up in a row and the professional will go on saying statements (myths or realities) so that when they listen to each phrase, they

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must decide if it is true or false and they will move: for example, taking a step forward if it is true and a step backwards if it is myth or false.

There is a time left for them to make this decision of where to move, and they will also do it in silence and individually, as each participant must decide if each phrase is a myth or reality. Once each person has placed himself in this line, it is shared why they have chosen each option, a brief discussion is provided on each statement where the professional clarifies doubts and provides the necessary data in each case to get to know the reality of each of the items. For example, the professional says the phrase: "Gender violence only refers to what happens in marriages" / "The opposite of feminism is machismo" * (attached list with sentences and clarification for professionals)

Closing and conclusions	* You can also reflect on the concept "Group pressure" that you may have felt in the development of Activity 2 and if it arises to extrapolate it to what happens in everyday life regarding gender violence.

SESSION 2	**"Gender violence in Young people: origin and consequences"**
Content	✓ Discrimination based on gender and detection of situations of gender violence (violence in relationship and structural violence) ✓ Emotional intelligence in affective relationships with equals: healthy bonds and good deals
Objectives of the session	1. Generate a space for reflection on gender violence and its consequences 2. Differentiate between visible and invisible violence 3. Provide models of positive and healthy relationships in relationships with peers
Development Activity 1	Iceberg of gender violence: On a slide, poster board or blackboard, the iceberg of gender violence will appear: a blank iceberg in which the concepts that will be addressed will not appear. There will be a list or each participant will have cards (cards) with words (insults, shouts, mobile control, invisibility) such concepts will be placed in the iceberg, a space

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	where they will reflect together on where these concepts should be placed.
Development Activity 2	There are hypothetical situations that the group will have to determine if they are "good treatment" or "bad treatment", and if there are ill-treatments they will have to place it in the iceberg of the previous activity.
Closing and conclusions	It is important in this session to make a joint compilation with the group of the aspects that make up a relationship of good treatment, a healthy relationship.

SESSION 3	**"Gender violence in young people: education in values and tolerance to avoid it"**
Content	✓ Gender perspective and history of gender equality ✓ Gender prejudices, roles and stereotypes
Objectives of the session	1. Reflect and know what are stereotypes and prejudices, reflect on the prejudices we have culturally and in gender 2. Analyze and discuss the issues addressed from the perspective of gender equality and historical trajectory of inequalities
Development Activity 1	"Find the author": on a sheet each person has the title of an artistic work (literary, cinema, painting, etc.) or of an author / s, they must find their "partner" (the work of art and his artist, film and film directors, etc). After a little analysis is done and they give their opinion about the history of women in literature, cinema, art, politics, etc., the fact must be glimpsed that historically the woman has had very little visibility and public activity.
Development Activity 2	"What does this image tell me?" With the couples that have been conformed in activity 1, each couple is given an image about which they must generate a small story (they have to imagine a story related to what they see). They are presented with incomplete images (legs of a football team, legs doing skateboarding, hands washing dishes, a body

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holding a baby) After we put in common and the images are unveiled: a female football team, a man scrubbing , a woman skating, etc.)It will relate what they have narrated or imagined of each of the images with stereotypes and gender roles.

For example, in the image in which legs will be seen practicing some sport, the tendency will be to think that it is a group of boys. Another image can be arms holding a baby, the tendency will be to imagine that it is a woman. By unveiling the image completely it is intended to generate surprise in the group and see what happens with prejudices and stereotypes. From here the theoretical explanation is made based on schemes on the difference between prejudice and stereotype; we analyze mainly the stereotypes that exist about women and men.

Closing and conclusions

SESSION 4

Content	✓ Relationships of couple in adolescence
	✓ Good treatment in the couple and sexuality
	✓ Social skills and non-violent communication: empathy and assertiveness

Objectives of the session	1. Encourage the development of empathy
	2. Reflect on the importance of respect for the other person in equal relationships

Development Activity 1	Bob and Kathy's story: The group reads the story. In groups of the same sex, a series of questions are worked on that will facilitate empathy and understanding of the experiences of other people, specifically the empathy of a gender towards the another, as well as working on issues related to the prevention of harassment and abuse.
	* History and questions will be attached

Closing and conclusions

SESSION 5	Gender violence: the importance of communication as a basis for solid relationships.
Content	✓ Social skills and non-violent communication: empathy and assertiveness
	✓ Emotional intelligence
Objectives of the session	1. Encourage the acquisition of skills and tools for assertive communication: limits and identity
	2. Facilitate a non-violent communication exercise and conflict

management with equals in a peaceful manner

3. Provide emotional intelligence tools to understand each other within relationships and to manage in an appropriate way the emotions that comprise the couple's relationships.

Development Activity 1	Watch a shor film with subtitles: "Yo tb tq" https://www.youtube.com/watch?v=Zf-YtUuYCDE After visualizing the video, we reflect together on communication in the couple, on the use of social networks, and on the emotions that have been observed in the scenes of the short film.

Development Activity 2	Dynamics of assertive communication in 3 steps (Hopscotch of Nonviolent Communication) FACTS (OBJECTIVES) -FEELINGS (SUBJECTIVES) –NEEDS AND REQUEST: To realize this dynamic we create groups of 2 or 3 people; Written situations will be distributed in which there has been a conflict or a misunderstanding between two people, and they must carry out this dialogue according to the steps of the assertive communication technique in 3 steps, which the facilitator of the session has previously explained. There will be a large card with the words that are placed on the floor as "Rayuela". "FACTS", With facts we refer to communicate the objective situation that has triggered the conflict. "FEELINGS": the subjective emotions that each person feels. "NEEDS AND REQUEST": what we want to transmit to the other person Each group will interpret the situation in role-playing. Example: the following case study is distributed: "Lucía and Judith who are friends for years are some afternoons, Lucia is always late, and Judith is very sick of this situation, upon arrival Lucia Judith shouts that she is a stupid who does not more than making him waste his time. How do you think Lucia will react? We are going to transform this situation into assertive communication: "Judit says to Lucia:" The fact (STEP 1: FACTS) is that many times we are late, and this (STEP 2: FEELINGS) makes me feel bad because I feel you do not respect my time, (STEP 3: NEEDS AND PETITION) so I ask you please be punctual "

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Closing and conclusions	

SESSION 6	Gender violence in young people: how to prevent it

Content	✓ Risk factors and protection factors in couple relationships: myths of romantic love

Objectives of the session	1. Facilitate reflection on the myths of romantic love and its prevalence in the current relationships of the participants 2. Favor the internalization of the values of good treatment

Development Activity 1	MYTHS OF ROMANTIC LOVE: read familiar phrases from movies, songs and sayings that reflect the myths of romantic love. The group will be arranged in a circle and each person must step forward if the answer to the question is affirmative. For example, the saying "who loves you will make you cry," or the phrase "those who fight will be desired." The question that is asked to the group is "Have you ever heard it?" Each one of the sentences is analyzed and it will be considered if it is a message that they have socially listened to and if they believe it true, favoring an analysis of how they have internalized these messages.

Development Activity 2	MESSAGES FOR GOOD TREATMENTS: In response to these sayings and messages that have been heard in activity 1, messages that reflect positive and healthy attitudes in affective relationships will be created together. For example "Those who fight are wanted," can create another such as "Those who want to speak to understand each other"

Closing and conclusions	

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SESIÓN 7	Gender violence in young people: new non-formal methodologies.
Content	✓ Art as a means of expression and identity, music and prevention of gender violence
Objectives of the session	1. To favor the internalization of the aspects addressed in all the sessions through an experiential experience 2. Encourage the application of learning in the classroom and in the daily life of the participants 3. Generate a space of expression and channeling of emotions and individual creativity as a key element in the identity and self-esteem that will be reinforced.
Development Activity 1	You hear a song (or two songs) in which myths of romantic love appear. Divided into groups, the lyrics are analyzed and the myths of romantic love, gender stereotypes, situations of violence or other aspects that they consider relevant that appear in the lyrics are shared with the group. * It is recommended that it be a song that the group knows.
Development Activity 2	Composition of letters of good deals: through that same letter or another rhythm, the lyrics are changed to make a song and text that reflects the values of good dealings in relationships, assertive communication. It will be interpreted as a group.
Closing and conclusions	The closing of this session is especially significant so it is recommended to devote more time to the farewell and collection of aspects that they have liked, what the sessions have given them, etc.

5. ANNEXES

> **LIST OF SLIDES**
> **OFFICIAL DOCUMENTS**
> **VIDEO CLIPS**
> **IMAGES USEFUL GAMES FOR STUDENT**
> **REFERENCES WITH NAMES**

What can be done about violence among young people?

One way to counter youth violence is non-formal education. It can be summarized with the "learning by doing" method, that is, learning directly on the field. The learning methodology consists of the interaction between learners and the concrete situations they experience.

Non-formal learning usually takes place outside the formal education programme and is aimed at fostering the personal and social development of participants. This learning methodology allows children to spontaneously increase their maturity and to implement, with spontaneity and naturalness, thanks to the participation "in first person", their knowledge.

The principles of non-formal learning are:

• Use participatory methods, focusing on who learns.
• Built according to the interests of young people.

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- The assessment of failure or success is never individual but collective, the right to make mistakes.
- Made in environments and situations in which training and learning are not the only activity.
- The learning context must put the participants at ease.
- Activities are guided by learning facilitators, both professionals and volunteers.
- The activities are planned according to objectives and are aimed to a specific target groups.

- Creating informal learning situations can be less costly and more time efficient given all of the social media technologies and electronic devices we have today

- Learning informally can be more personal and less intimidating for some people

- Experts may be more willing to share their knowledge with others this way

- Since learning this way happens more naturally during the flow of someone's work day, people may be less likely to resist learning new things.

What is INFORMAL LEARNING? What does INFORMAL LEARNING mean?

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

Discussion
Divide the students into groups and randomly assign one topic to each of them.
Examples: "What is gender equality?
"What is gender equality?
"What do you think gender-based violence is?
"What is sexism?
"How can one counteract violence?
It's a good activity. It allows everyone to gain awareness and feel free to express their thoughts on the topics covered.
The best way to develop such a method is to focus on the topic, and from there develop all the solutions, ideas, behaviors to avoid, the results that these behaviors cause and the expected results in terms of awareness.

MISBEHAVIOUR

TOPIC

IMPROVEMENTS

CONSEQUENCES

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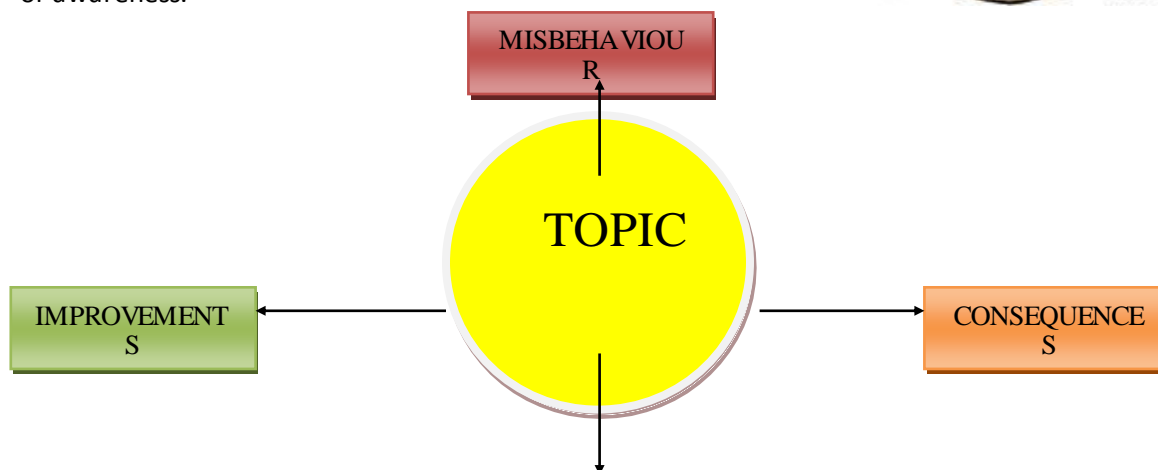
In the end, each group has to preser [SOLUTIONS] topic. This can also be done with examples of everyday life and with a power discussing the results and opinions of all.

Create a crossword with meaningful sentences.
The words that make up the game must identify the behaviors that must be eliminated and highlight the correct ones. For each solution found by the participants create a discussion with the children, highlighting the consequences of their negative or positive behavior. This method, seen as a game, in addition to attracting students' attention, remains very imprinted on their mind.
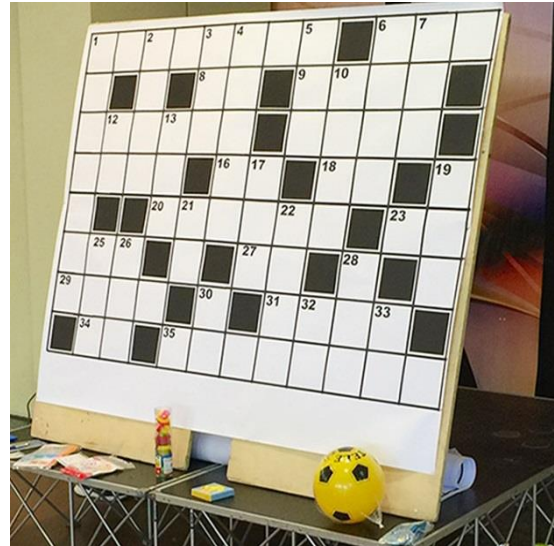
Make cartoon
Using the typical scheme to create comics, students can create a plot on the main topic.
Creating comics of their favorite characters the students are involved in the work and the thematic plot will remain better impressed.
The final result must be a happy ending.
Thanks to this example, the students will understand that the actions shown in the plot never produce a positive result.

> # Scheme:
> ## 1a. Ideation of characters 1b. History
> ## 2. Subject 3. Dialogues 4. Layout
> ## 5. Drawing 6. Finishing touch 7. Title

Learning by watching.

Showing a film is a great way to get the kids' attention. Showing a film with strong but at the same time significant content can make the kids reflect on the behaviors to avoid.

Over the years, many films have been produced on the subject to raise public awareness or in some cases to document a true story.

Some examples:

- Chocolat
- The Accused
- Sleeping with the Enemy
- North Country
- Magdalene

Making teenagers reflect on this topic could have an extraordinarily positive effect on them.

At the end of the film the students will be able to highlight the wrong behavior, they will have a more complete view of the effects that violence has on others. The focus of discussion will be on the students' ability to avoid violence and eliminate it from their daily lives.

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Interviews and articles

We will begin by creating the questionnaire to be submitted to respondents, will identify statistical sample with and will proceed to conduct interviews.

The questions should be directed to have as much information as possible and at the same time confidential and not put the respondents in situations of embarrassment, given the sensitive topic. Collect as much material as possible, on common ideas, initiatives to be taken to combat the phenomenon, personal experiences. All useful to create our article.

The article should be created by the students, should report the data collected in interviews and a statistical analysis of events (all strictly anonymous). Telling the problems that violent attitudes provoke on a person or on an environment (family, school, etc.), presenting the ideas, solutions and initiatives proposed to reduce and, over time, eliminate all forms of violence from everyone's daily life.

Create website, facebook page or video

The use of a social network such as Facebook, used by almost all students, will encourage participants to be more involved in the project.

It will make it easier for students to share the problem and can be used as a tool for organizing initiatives to discuss and eliminate the problem of violence.

The aim of the page is to reach a large number of participants, share articles on the subject, statistics, create discussions, all to raise awareness of the topic. The website, seen as a teaching method, is also a tool that can be used to combat the phenomenon of violence.

As well as the creation of a video. Creating a site with text, images and documents with the tools available to the pupils can be seen as "fun" and done by the pupils with enthusiasm. The production of the videos will sensitize the children and in the same way will show the viewers the problems produced by the violence. The videos produced can then be published on a specially created YouTube channel and can be viewed by millions of users.

Raising awareness among young people through the screening of videos

https://www.youtube.com/watch?v=HRdfuELs-xA
https://www.youtube.com/watch?v=X5JiqCLh6ps
https://www.youtube.com/watch?v=m0nJT-xDuV4

The Council of Europe encourages Member States to promote equal opportunities through training and skills acquired by young people through non-formal learning.

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Non-formal education is one of the pillars on which the construction of the ERASMUS PLUS program is based. Promotes non-formal education, European youth mobility projects through exchanges and activities abroad.

COORDINATOR OF JOINT DOCUMENT:
 PH.D.ELENA ANGHEL –EU-RO-IN ASSOCIATION,ROMANIA