

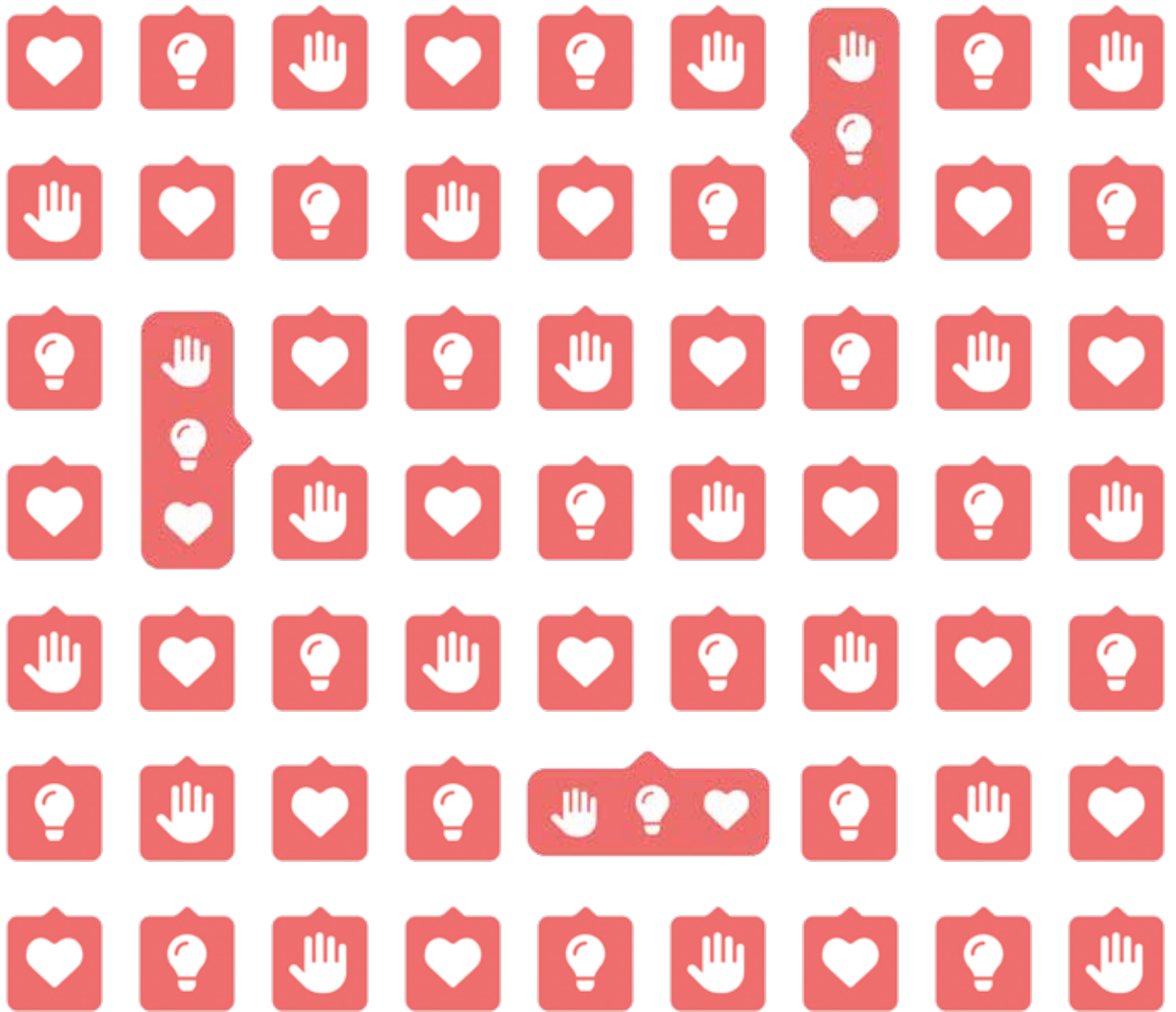
Countering online violence against women and girls

Toolkit for teachers and educators



Stand
By Me





**Stand
By Me**



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INTRODUCTION

Acknowledgements

This Toolkit has been developed during the project Stand By Me funded by the Rights, Equality and Citizenship Programme (2014–2020) of the European Union.

It is the result of a collective work based on the piloting of activities both online and offline in Italy, Poland, Hungary, with the active participation of a large number of students, teachers, educators, researchers and human rights activists. We would like to thank all those who dedicated their time, expertise and enthusiasm to this resource. We thank in particular Patrick Welsh, who facilitated the participatory process to develop the module workshops and drafted the initial text, Dr. Parveen Akhtar and Dr. Anne Jenichen authors of the online course, the working group of human rights educators from Amnesty International national offices, International Secretariat and our partners that developed and piloted the materials, and Fondazione Bruno Kessler for the development of the online platform and valuable feedback throughout the process. We would like to thank in particular the schools who took part in the piloting of activities with teachers and educators for their precious and continuous feedback to all pedagogical activities.



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Background

This Toolkit is part of Amnesty International's **Stand By Me project** and is a resource for addressing **online gender-based violence**¹, its prevention and response in schools and non-formal education settings. It is intended to be used in conjunction with other online and offline resources and materials of the Stand by Me project.

The project aims at countering all forms of online gender-based violence, including violence against women and girls, via youth actions in Italy, Poland and Hungary and the rest of Europe. It empowers students to take action against online violence, facilitates their ability to detect it and supports their voice as change agents, giving space to their unique vision and perspective.

Gender-based violence is a form of gender discrimination and a human rights violation. It violates the full spectrum of human rights of women and girls, LGBTI and non-binary people, including the rights to equality, security, liberty, integrity and dignity of all human beings as stipulated in the Universal Declaration of Human Rights and other human rights instruments.

According to a World Health Organization study in 2018², twenty-six percent of women and girls (15 years and older) have experienced physical and/or sexual violence from a current or former intimate partner at least once in their lifetime. In many settings however, only a fraction of cases come to light, depending on

¹Online gender based violence is a part of a broader term, technology facilitated gender based violence (TFGBV): "An act of violence perpetrated by one or more individuals that is committed, assisted, aggravated and amplified in part or fully by the use of information and communication technologies or digital media, against a person on the basis of their gender." Definition taken from : <https://www.unfpa.org/sites/default/files/pub-pdf/UNFPA-TFGBV-Making%20All%20Spaces%20Safe.pdf> Throughout this toolkit, and the Stand By Me project, we will use the term online gender based violence.

²WHO Violence against Women Prevalence Estimates, 2018

contextual factors such as the quality of social and welfare systems available, the dominant political and social narrative, how violence is defined, and the trauma and fear that women who experience violence encounter.

Research carried out by UNESCO/UNWOMEN in 2016³ highlighted school related gender-based violence (SRGBV) as pervasive, cutting across cultural, geographic and economic differences in societies and affecting millions of children, families and communities in all countries in the world. Girls, LGBTI and non-binary students were found to be at greater risk of experiencing school related GBV such as bullying, sexual violence and harassment.

The purpose of this Toolkit

The purpose of the toolkit is to equip teachers and human rights educators with the knowledge and skills they need to address offline and online gender-based violence, ensure effective prevention and response with their students in the classroom, during extra-curricular activities and in the wider school community, and to motivate and inspire them to do so.

It summarizes the main content and resources developed during the Stand By Me Project, providing information on how to develop human rights education workshops through a multidisciplinary approach combining offline and online activities through an online course and the digital platform available on the Stand By Me Project website: <https://www.standbymeproject.eu/>

³ <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2016/Global-guidance-on-addressing-school-related-gender-based-violence-en.pdf>

Project partners piloted activities in Italy, Poland and Hungary, taking into account different groups' learning needs and local specificities. For this reason, the toolkit provides an overview of key concepts relating to online gender-based violence, how to address it in schools and other educational settings, main challenges to take into account and useful tips collected during the implementation of the project.

The Stand By Me project focuses on online gender-based violence, its roots, consequences and possible strategies to address it through online as well as offline human rights education and youth activism.

Who can use this Toolkit?

This toolkit has been developed to be used by teachers, human rights educators and NGO staff (and others) who carry out human rights education activities on online gender-based violence prevention and response in school environments with staff, students and other school-related personnel. It is initially intended to be used in the countries covered by Amnesty International's Stand By Me project and can also be used by teachers and human rights educators in other parts of the world, though some activities may need to be adapted and contextualised in order to be relevant and appropriate for different contexts.

This Toolkit accompanies the Stand By Me material available on the project's website (<https://www.standbymeproject.eu/>), which includes more information, examples of human rights education activities and youth actions, as well as background material that can be useful for teachers and educators based on diverse learning needs and local contexts.



Section 1

UNDERSTANDING GENDER-BASED VIOLENCE

1.1 Gender Basics

Gender refers to a set of stereotyped ideas and norms about social roles, behaviours, activities, and attributes that a given society associates with a person's sex. Societies have developed very specific ideas about what people should be like, and how they should behave, look or relate to each other depending on how their bodies look or the sex they were assigned at birth.

These norms and ideas are socially constructed and are learned through socialisation processes, in our families, friendship circles, school, etc. and they are often reproduced by the media. Over time, they become seen as 'natural' or 'normal' and thus affect how we see and relate to ourselves and others, how we behave and what we expect from others to do. These norms, ideas and gender stereotypes contribute to upholding patriarchal societies that vest greater power and control in the hands of one gender.

Gender norms and ideas often produce inequalities between people if they assign less valued attributes to one group or justify differing opportunities. These inequalities intersect with other inequalities, based for example on ethnicity, socioeconomic status, disability, sexual orientation or age, and result in people being subjected to several or multiple forms of inequality, experiencing harsher intersectional discrimination.

However, because they are social constructs, gender norms and ideas can differ between societies, and they can change over time. That is why it is so important to challenge harmful gender stereotypes and norms, critically analyse gender roles and advocate for gender equality.⁴

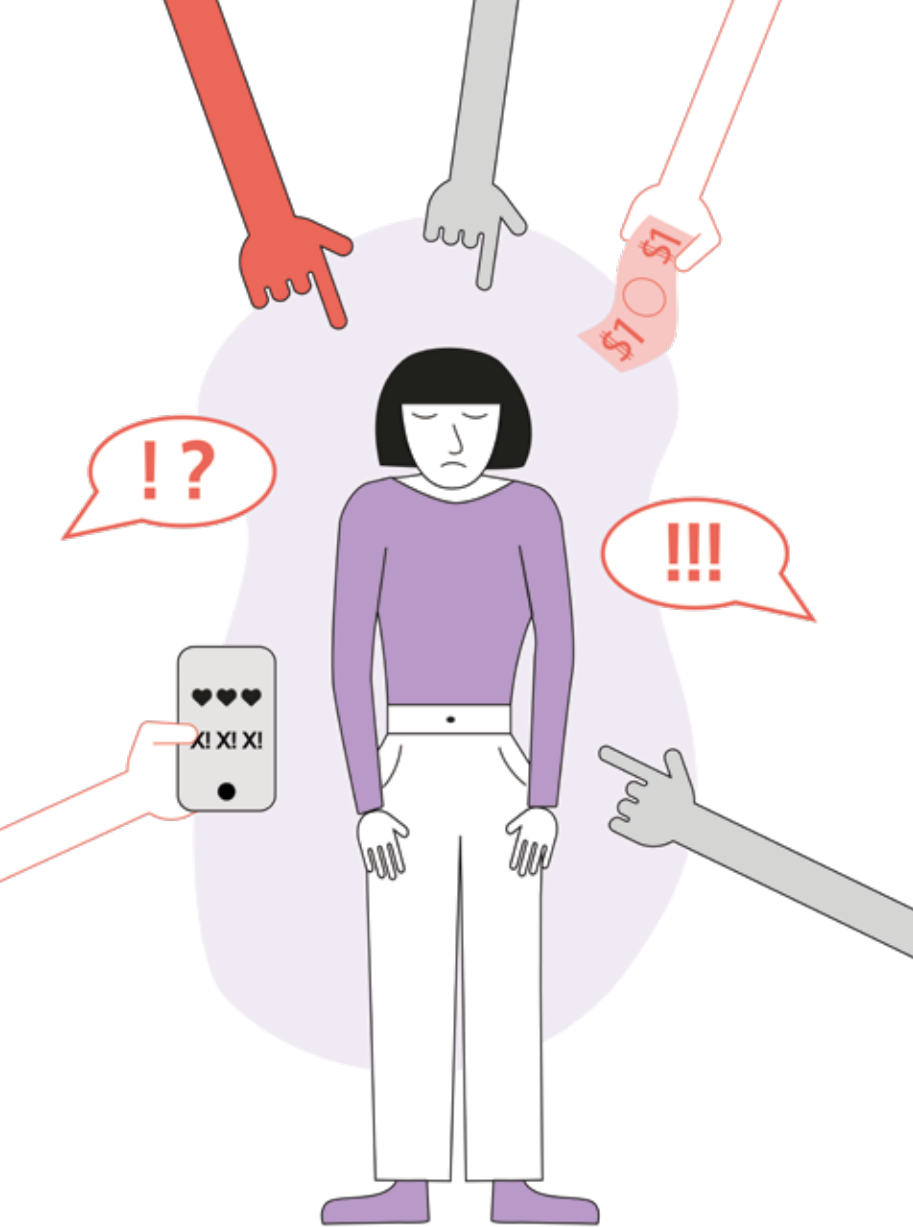
⁴ Amnesty International online course – Combating Gender Based Violence Online

KEY TERMINOLOGY

Gender identity refers to each person's deeply felt internal and individual sense of gender, which may or may not correspond with the sex assigned at birth. An individual's gender identity may be that of a man, woman or outside the binary categories of man and woman; it may also be more than one gender, fluid across genders or no gender at all.

Sexual orientation refers to a person's capacity for profound emotional, affectionate and sexual attraction to, and intimate and sexual relations with other people. People experience sexual and romantic attraction differently. You can be attracted to people of a different gender, or the same gender as you. Some people are asexual, meaning they experience little to no sexual attraction.

Transgender refers to individuals whose gender identity does not correspond to the sex assigned to them at birth. A transgender woman is a woman who was assigned "male" at birth but identifies as a woman; a transgender man is a man who was assigned "female" at birth but identifies as a man. Not all transgender individuals identify as man or woman; transgender can include individuals who identify as more than one gender or no gender at all or with unique cultural gender identities. Transgender identity is an issue of gender identity, not sexual orientation; transgender people, like anybody else, can have a heterosexual, same-sex or bisexual orientation or be asexual. Not all individuals whose gender identity differs from the sex they were assigned at birth identify as transgender, they may identify as non-binary, genderqueer or across a host of different cultural gender identifiers.



Violence against women and girls is a subset of gender-based violence.

1.2 Gender-based Violence

The European Commission defines gender-based violence as violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately.

Gender-based violence is both a consequence and a mechanism that reinforces a gender system where gender roles, responsibilities and norms are clearly and specifically defined and those who fall outside of them are punished and forced to comply. Punishment may entail legal consequences, but also emotional retaliation and social exclusion.

Gender-based violence encompasses a wide range of violence, including physical, sexual, economic and psychological violence, threats, abuse and coercion that are rooted in and reproduce gendered inequality, power asymmetry and harmful gender norms.

Gender-based violence has a disproportionate impact on women and girls but can also impact other people based on their real and/or perceived sexual orientation, gender identity and/or expression. Gender-based violence is a form of discrimination, and may, especially in instances of sexual violence perpetrated by state agents, amount to torture or other ill-treatment. It requires a comprehensive state response that puts survivors' rights at the centre and also addresses root causes.⁵

In the case of women and girls, gender-based violence is highly prevalent. Of those women who are or have been in a relationship with a man, nearly one-quarter have experienced physical and/or sexual violence.

⁵Amnesty International online course – Confronting and Countering Gender-based Violence

Gender-based violence is by no means limited to particular places, spaces, cultures, countries, classes, or castes. It can, and does impact the lives of women and girls across the globe. It does not emerge from anywhere. It is a product of patriarchal systems, power asymmetries, harmful gender norms, inequality, and discrimination faced by women and girls every single day. This violence is set within a broader context of women and girls facing inequality in nearly all aspects of life. From unequal access, pay, and conditions in the labour market, to lack of representation in key centres of decision-making (politics, legislature, business).⁶

1.3 Hegemonic Masculinities, power and gender-based violence

Hegemonic masculinity refers to those predominant attitudes and practices considered appropriate for all men in a culture in a particular period that perpetuate and reinforce gender inequality.

This involves men's domination over:

- Women and other men - often those who belong to marginalized masculinities, such as gay and bisexual men and others who transgress the expected norms,
- People who self-identify as gender non-binary, gender non-conforming and/or queer..

The harmful gender stereotypes and norms associated with hegemonic masculinities are inter-related with power imbalances. Hegemonic masculinities are characterised by the norm that men should have 'power over' others and are associated with having authority and control over the latter's decisions, choices, opportunities, rights and access to resources, especially those of women and girls.

⁶ Amnesty International online course – Combating Gender Based Violence Online

Hegemonic masculinities are idealized notions of manhood that in practice are not easily attainable. Societal pressure for boys and men to do so, however, reinforces harmful attitudes and behaviours that lead to gender based discrimination and violence, with devastating consequences for the wellbeing and health of girls, women and non-binary people and for their access to equal opportunities, rights and access to resources. Hegemonic masculinities, even when they confer power and privileges on some men, also have detrimental effects on all men and boys, particularly in relation to their physical and mental health.

1.4 Online Gender-based Violence

As defined by the UN's Special Rapporteur on Violence Against Women, online GBV is "any act of gender-based violence that is committed, assisted or aggravated in part or fully by the use of ICT, such as mobile phones and smartphones, the internet, social media platforms or email, against a woman because she is a woman, or that affects women disproportionately.'

As a 2017 report⁷ by Amnesty International highlighted, it creates a hostile online environment with the aim of shaming, intimidating or degrading women.

Whilst women and girls alone are not the sole targets of online violence, the abuse they face is often sexist or misogynistic in nature. Furthermore, online threats of violence against women are very often sexualized and include specific references to women's bodies.

⁷ <https://www.amnesty.org/en/latest/press-release/2017/11/amnesty-reveals-alarming-impact-of-online-abuse-against-women/>

FORMS OF ONLINE VIOLENCE

According to the Economic Intelligence Unit, the following are common forms of online violence. They can also be used to silence, threaten or harass women and girls.

Video- and image-based abuse includes three key behaviours:

1. Texting of sexually explicit pictures or videos to coerce or engage in unwanted sexual behaviour,
2. Creation, distribution, or threat of distribution of sexually explicit images of another person without their consent,
3. Falsification of images, for example, using actual photos of women and girls to create photo-shopped images of them performing sex acts and spreading/threatening to spread them.

Astroturfing

It is an artificially-manufactured movement designed to give the appearance of grassroots activism. For example, an online campaign with the use of multiple accounts made by the same few persons in order to overrate a particular webpage.

Cyber-harassment

Online harassment involves one or more people working together to repeatedly target a person using abusive comments or images over a short or coordinated period of time, with the aim of humiliating or otherwise distressing them.

Doxxing

Revealing personal or identifying documents (docs=dox) or details online about someone without their consent. This can include personal information such as a person's home address, real name, children's

1.5 Root causes of gender-based violence online

The root causes of online gender-based violence are very similar to those of offline violence. They are harmful gender norms and stereotypes that:

- see women as inferior to men and justify men's dominance;
- support men's authority and control over women;
- normalisation, for example blaming women for violence they have been subject to (e.g. 'She led him on'), and excuse men's violent behaviour (e.g., 'Boys will be boys').

Such harmful norms and stereotypes inform the behaviour of individuals who seek to uphold these rigid norms and stereotypes about gender and sexuality. In turn, they produce inequalities that become embedded in social structures (e.g. the economy, family relations, education) and political institutions (e.g. legislation, jurisdiction).

Perpetrators of online gender-based violence, like those in the offline world, often hold very rigid gender norms and stereotypes. They can be known by the survivor (partners, ex-partners, work colleagues, school friends) or indeed they can be anonymous.

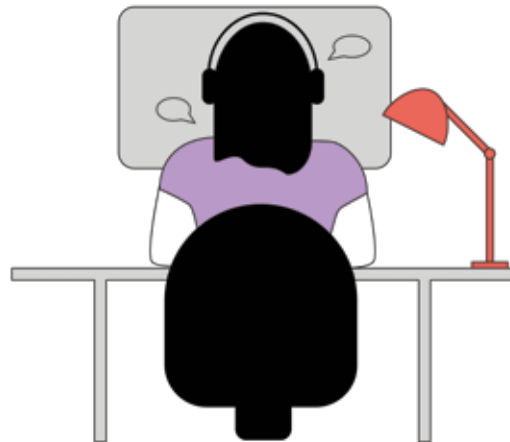
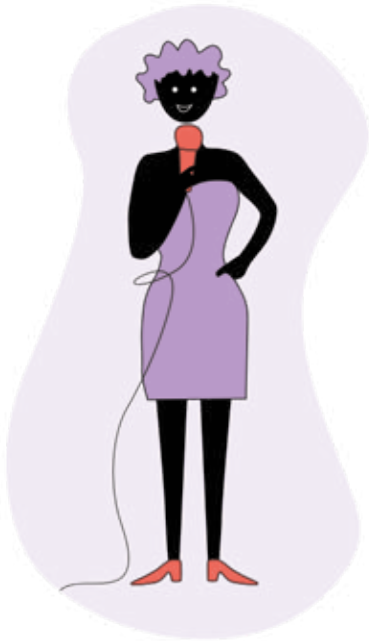
According to the Economist Intelligence Unit survey, a significant number of women who reported personally experiencing online violence knew the perpetrator (54%).

Some women are more exposed to the possibility of online violence through the work that they do. Women in the public eye, for example politicians, journalists, human rights advocates, bloggers, gamers,

social media influencers are very often the targets of online violence.

A 2018 report by Amnesty International found that Black women are disproportionately targeted by online abuse, being 84% more likely than White women to be mentioned in abusive or problematic tweets. Young women are most likely to have experienced sexual harassment online.

The prevalence of online violence has also increased for women from an ethnic, racial or religious minority, or if they are disabled or identify as lesbian, bisexual or transgender. It is, nevertheless, the case that anyone can be a target of online violence.⁸



SECTION 2

HUMAN RIGHTS EDUCATION⁹

2.1 What is Human Rights Education?⁹

The United Nations World Programme for Human Rights Education defines HRE as:

“Education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education fosters the attitudes and behaviours needed to uphold human rights for all members of society.”

The human rights education processes and actions promoted by Amnesty International respond to five fundamental purposes:

- To address the underlying causes of human rights violations
- To prevent human rights abuses
- To combat discrimination
- To promote equality
- To enhance people’s participation in democratic decision-making processes

Amnesty International sees human rights education as important to raise human rights awareness and to empower people, so that they not only better understand their rights, but also actively participate in the decisions that affect them, including engaging in concrete individual and collective actions for

⁹Compass - Manual for Human Rights Education with Young People - Council of Europe - <https://www.coe.int/en/web/compass/home>
<https://www.amnesty.org/en/documents/act35/020/2011/en/>

the promotion, defence and realisation of human rights.¹⁰

Human rights education is about educating people about human rights norms and principles, the values that underpin them and how they can be practically achieved and protected.

Human rights education also takes place through human rights, meaning that educational and training processes should respect the rights of both educators and learners.

Human rights education also emphasises learning for human rights, in the sense that participants are empowered to enjoy and exercise their rights and to respect and uphold the rights of others.¹¹

Human rights education processes and activities therefore typically focus on:

- Challenging inequitable and harmful attitudes, values and behaviour and transforming them
- Creating capacities for critical thinking and analysis
- Raising consciousness and awareness
- Nurturing ongoing commitment and passion for human rights
- Taking organised actions to promote, defend and realise human rights.

¹⁰<http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.html>

¹¹ Article 2.2 of the United Nations Declaration on Human Rights Education and Training adopted by the Human Rights Council, Resolution 16/1, 23 March 2011 <http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm>

2.2 Core Principles of Human Rights Education

In order for human rights education to engage and empower participants into taking collective action, the following general principles should be taken into account:¹²

- The fostering of constructive learning environments in which freedom of expression, active participation and critical analysis are nurtured;
- The engagement of participants in constructive dialogue that is rooted in their own experiences and social, economic, cultural and political realities (rather than abstract ideas) and in discussion and debate about ways and means of transforming human rights;
- The promotion of the interdependence, indivisibility and universality of human rights, including civil, political, economic, social and cultural rights and the right to development;
- The respect for human differences in all its diversity and opposition to all types of discrimination (for example ethnic/racial, gender, sexual orientation and gender identity, language, religion, political ideology, social origin, physical or mental capabilities);
- The empowerment of individuals and communities to identify their human rights needs and to develop strategies to ensure that they are met;
- The analysis of chronic and emerging human rights problems (including poverty, violent conflicts and systemic discrimination), and the search for solutions consistent with human rights standards;
- The cultivation of knowledge on local, national, regional and international human rights instruments and mechanisms for the protection of human rights and of the skills needed to use them.

¹²<http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm>
<http://www2.ohchr.org/english/issues/education/training/planaction.htm>

2.3 Whole school approach

A whole school approach to human rights education involves not only activities in classrooms, it aims at actively engaging all members of the school community: students, teachers, school staff and leadership, parents and other “stakeholders” in the local community.

Human Rights Friendly Schools transform their school into a place where human rights are embedded in everything they do. From the way decisions are made in schools, to teaching and extra-curricular activities, to the environment in which students are taught, the school cultivates respect for human rights. Using this approach, human rights principles are practised in four key areas of school life:

- **Governance:** The way the school is run, including both formal and informal decision-making systems;
- **Relationships:** How members of the school community interact;
- **Curriculum:** How human rights are taught and learned;
- **Environment:** the setting in which people learn.



Amnesty International implements this approach through its Human Rights Friendly Schools program.¹³

¹³<https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>

2.4 Using Participatory Methodologies

Participatory methodologies promote shared reflection, critical analysis, in-depth questioning, collective problem-solving and action taking. As a conceptual framework for learning, they give direction to and guide the implementation of processes of human rights education that seek to empower and transform.

The successful application of participatory methodologies in school settings involves interaction between teachers and students that breaks with the traditional concept of education within which teachers are educators who have expertise in particular areas of knowledge and specialised training in how to instruct; and their role is to transfer knowledge to those being educated. With participatory methodologies, the educational process shifts from an emphasis on teaching to one on learning and the purpose and focus are defined more by the needs and interests of the learners and less by a rigid syllabus.

The holistic nature of participatory methodologies ensures also that the educational process is respectful for both educators and learners – teaching through human rights. When human rights education adopts this type of methodology, teaching for human rights begins to take place and processes of empowerment for taking action are kindled.

In human rights education, facilitation entails the use of participatory methods and techniques to stimulate greater participant involvement and interaction and to create a favourable environment that is conducive to learning and empowerment, and which is also engaging and fun.

When delivering human rights education activities teachers and educators can enhance their facilitation role and foster a safe learning environment by considering the following:

- Planning and delivering educational activities that integrate processes of reflection, analysis and learning that engage and empower students,
- Building and sustaining a positive, healthy learning environment of trust and openness in which students feel confident and are willing to speak honestly and learn together and where differences of opinion are respected,
- Promoting active participation of all students, encouraging shy or reserved students to express their ideas and opinions, while simultaneously moderating the participation of dominant students, without rebuking or alienating them,
- Promoting inclusion of all students across different class, religion, ethnicity, migrant status, abilities, sexual orientation, gender identity and/or expression and sex characteristics.
- Promoting dialogue in a constructive way by establishing a collaborative relationship with and between the students, listening attentively to what they say and how they say it and encourage them to talk and listen to each other and not only directly to the teacher/facilitator,
- Using techniques to get participants moving around and engaged. Divide the participants into small groups (twos, threes or more), allowing participants to be distributed randomly. Try to ensure that the same people are not always working together,

- Being generous with praise and encouragement, verbally and/or with positive gestures,
- Emphasising process, as well as outcomes, being flexible and 'going with the flow' of the students, without losing sight of the objectives of the activity and the steps that have to be followed to achieve them.
- Managing tensions, being patient, calm and collected, especially when there is heated debate between the students, encouraging in-depth discussion and analysis while making sure that participants respect each other's opinions.
- Listening attentively to both the explicit meaning of words that students use and also to their tone and implicit meaning, as well as body language. Use your words and comments to stimulate deeper conversations and repeat, sum up, or respond directly to what students are discussing.
- Always actively address comments that denigrate others or that convey a sense of superiority or arrogance, and which are hurtful, cruel or discriminatory, to go unchallenged, especially if these are aimed directly or indirectly at other participants. Refer back to the agreed ground rules or ask the "offending" student(s) to explain why they said what they did and invite other students for their opinions on the situation.

It is important to be mindful that the safe space created by the application of participatory methodologies can move some students to share personal experiences testimonies of gender-based violence they have experienced and/or witnessed. The guidelines in section 3 that follows will be useful for navigating those moments that can be simultaneously challenging and inspiring.



SECTION 3

GUIDELINES FOR DEVELOPING HRE ACTIVITIES FOR STUDENTS

3.1 Getting started

The Stand By Me Project developed a variety of offline and online tools which can be adapted to diverse contexts and pedagogical needs. When planning and preparing human rights education activities with young people on gender-based violence online we suggest to start by considering the following aspects:

- Read through the introductory sections of this toolkit and the resources available on the Stand By Me Project website, as well as at the online courses to strengthen your understanding of gender-based violence and related key concepts, of human rights education and of addressing gender-based violence through human rights education (tools are detailed in Section 4.);
- Check the policies and guidelines that exist within the school related to addressing gender-based violence prevention and response, protocols on reporting violence and/or sexual abuse.
- Familiarise yourself with relevant national and international legal documents that address gender-based violence or violence against women and girls, for example the UN Convention on elimination of all forms of discrimination against women (CEDAW)¹⁴, particularly the CEDAW Committee's General Recommendation 35 (2017) on gender-based violence against women¹⁵, and the CoE Convention on preventing and combating violence against women and domestic violence (the Istanbul Convention).¹⁶

¹⁴ <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

¹⁵ <https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-recommendation-no-35-2017-gender-based>

¹⁶ <https://www.coe.int/en/web/istanbul-convention/about-the-convention>

- Look up national policies about gender-based violence, and familiarise yourself with local NGOs that are active in the field either by suggesting policies to implement, or offering service to people such as hotlines, GBV prevention training or GBV victim support.
- Get as much information as possible on the context and group of participants: observe how students (generally and the ones you will be working with) interrelate in the classroom, corridors, playgrounds, what activities did they previously attend on gender-based violence, what is the group/classroom composition, which learning styles and specific needs they have, ask if cases of gender-based violence both offline and online were previously reported, but do not assume, that if it was not reported, it did not happen.;
- Be mindful of interpersonal dynamics that exist within the class/learning environment that may cause discomfort or put students more at risk;
- Be aware that many of the participants may be survivors of sexual violence. Make sure to avoid the re-traumatization of the participants with a trauma-informed approach.
- Check the working spaces and material available beforehand: participatory activities may require open spaces/possibilities to move desks and chairs which is not always possible in school settings. Online educational activities require access to computers and/or mobile phones with stable internet connection which may also not be available in all schools;
- Remember that human rights education activities should empower participants to take action! The activities and tools of the Stand By Me project have been developed to support young people through a learning process that should go beyond a “stand-alone’ workshop.

You can find more information and helpful tips for developing your activities in the Facilitation Manual: A guide to using participatory methodology for human rights education, available at:

<https://www.amnesty.org/en/documents/act35/020/2011/en/>

3.2 Defining objectives and thematic content

Activities with students and young people should be based on the core principles of human rights education and follow a holistic approach, meaning they should be about, through and for human rights, as well as develop competences of learners which include knowledge, skills and attitudes of learners.

The activities that are carried out with students and young people in the Stand By Me project should provide spaces to:

- Reflect on how damaging gender stereotypes and norms can promote harmful masculinities and impact on gender-based violence, both offline and online;
- Reflect on how gender stereotypes and norms impact students' attitudes and influence behaviours and relationships;
- Deconstruct gender norms and stereotypes, and reflect on how they impact thought patterns, communication and actions.
- Strengthen intersectional understanding of the root causes of offline and online gender-based violence and how it disproportionately affects women, girls and LGBTI people, at home, at school

and in the wider community and has compounded and varied impacts on women, girls and LGBTI people from marginalised communities ;

- Understand intersectionality, how multiple forms of inequality or disadvantage can shape the causes and different impacts of gender based violence, both online and offline;
- Be empowered to challenge hegemonic masculinities and gender stereotypes and norms that result in violations of human rights of all genders, and fundamental freedoms;
- Develop skills to recognize and respond to online and offline gender-based violence, adopt online safety behaviours, and know when, how and where to get help if needed;
- Become familiar with the Stand By Me online tools – online courses and digital platform activities – and be able to link the learnings from these tools to the offline world.

Every learning context has its specificities. When developing a workshop it is important to clearly define the learning objectives of the activity in relation to:

1. New competences the learners will acquire;
2. Expected shifts in students' attitudes and behaviour to align with gender equality;
3. Actions students will take to promote gender-based violence prevention and influence others.

3.3 Choosing the HRE methods and techniques you will use

Specific local and school contexts determine the types of methods and techniques that are most appropriate when using participatory methodologies with students in face-to-face (offline) training activities on gender-based violence prevention and response.

In choosing which participatory methods and techniques to use with students, teachers and human rights educators should bear in mind that some students may currently be witnessing or experiencing violence in their homes, at school or in the community (or have done in the past). As such, to avoid distress, it is best to avoid experiential learning approaches that require in-depth revisiting or (re)connection with experiences, events, processes, etc. of individual students' personal histories, particularly in relation to violence witnessed and/or experienced.

This is because the restrictions of school contexts and the limited time available for face-to-face human rights education activities may not guarantee the adequate availability of safe spaces to process and unpack feelings/emotions, that for some students may result in or trigger (re)traumatization linked to power abuse and violence they have previously experienced or are currently facing.



Read more on how to prepare for a workshop, deal with disclosure and emotions in the section titled Challenges and tips under 3.5 in this toolkit.

There are diverse training methods and techniques such as stories, situations/case studies, role plays, quizzes etc. that are interactive and involve movement and creativity - to stimulate critical reflection and analysis and constructive, empowering discussions to take place in. The use of case studies and role plays, for example, can assist students to question harmful attitudes and practices without resorting to blaming or naming, and without needing to call on their personal stories. However, be mindful that some case studies or roleplays could be similar to personal experiences, and there is always a risk for participants to be triggered or have strong emotional reactions. As a facilitator or teacher it is your responsibility to deal with such situations.

3.4 Example of a learning path

Project partners implemented different educational activities during the Stand By Me Project, combining offline and online pedagogical tools and adapting them to their local contexts and needs.

Length and types of workshops can be customised depending on school availability, number of participants, age, group dynamics, and specific learning objectives.

Below is an example of how to combine online and offline activities developed during the Stand By Me project:

INTRODUCTION

50 MIN

Getting to know each other;

Introducing the course objectives and methods;

Creating a safe learning space;

Introducing offline and online learning tools.

ONLINE COURSE: COMBATING GENDER-BASED VIOLENCE ONLINE

1,5 HRS

Participants will learn about the ways in which women, girls and non-binary people are targeted for violence and harassment online and explore strategies for preventing and addressing this growing problem.

The course includes definitions, testimonies and interactive activities to get introduced to the key concepts of online gender-based violence.

WORKSHOP 1: GENDER STEREOTYPES

2 HRS

Participants will explore key concepts on gender stereotypes, analyse social norms and links with gender-based violence, as well as strategies to detect and address them.

WORKSHOP 2: GENDER-BASED VIOLENCE ONLINE

2 HRS

Participants will deepen their understanding of concepts of gender-based violence: definitions, examples, strategies to prevent, report, react to online violence individually and collectively.

LET'S ACT!:: EVALUATION AND FOLLOW-UP

2 HRS

In the final workshop, participants will evaluate their own learning and plan their follow-up actions. The Stand By Me project included different options, such as:

- Develop recommendations to relevant stakeholders
- Use the project Digital Platform and contribute to the social media campaign #standbymeproject
- Co-create local actions in their schools and communities to share the learning acquired during the course
- ... and much more!

Step-by-step instructions for workshops are available on the Stand By Me Project Website.
(see SECTION 4: Website / Educational Tools)

3.5 Challenges and Tips

Creating and maintaining a safe space

At the start, engaging in HRE activities with students on gender-based violence, may take some time to establish a „safe space‘. Brainstorming a set of agreements (ground rules) with the students fosters ownership of the collective space and enables them to take co-responsibility for ensuring that everyone can take part freely and comfortably in the activities. Ground rules typically should cover factors such as confidentiality (anything personal or sensitive that is expressed, shared or discussed in the activity will not be shared with anyone outside the training room), mutual respect, listening, non-judgmental attitudes, collaboration, permission to pass, time management, etc. Enable students to agree that insults (including sexist, homophobic, ableist, and/or racist comments), negative criticism, shaming and blaming are not welcome. Encourage students to agree what they feel is the proper course of action if the ground rules are not respected. As a facilitator or teacher, it is important to let students know at the start of human rights education activities on gender-based violence what your obligations are, so that they can decide to what degree they may want to speak up or not in the training space. You should also stress, however, that if anyone has an issue that they want to discuss with you in private they can do so discreetly any time after the training.

Being mindful of power relations

Think about the students that will be taking part in the activities, in relation particularly to their different gender identities and sexual orientations, and the power dynamics based on gender that you have observed. Consider not only how girls and boys relate to each other but also the power dynamics between students of the same gender and between cis and trans students and interactions between gender diverse and LGBTI students and other students, as the case may be.

Consider also other aspects of students' identities that influence the power dynamics between them such as ethnicity, race, religion, sexual orientation, socioeconomic status, class, disability etc. If necessary and appropriate, observe how students (generally and the ones you will be working with) interrelate in the classroom, corridors, playgrounds, etc. Take note of any situations that reflect harmful gender stereotypes and norms and that indicate power imbalances. Be observant too of situations in which students are challenging those harmful stereotypes and norms and how those situations play out.

Dealing with Emotions¹⁷

Because of the personal nature of the topics being discussed, and the learning style promoted by human rights education, some activities may bring up strong emotions, both positive and negative, or trigger difficult memories for participants and facilitators. It is important to understand and face your own fears of emotions, and how you handle your own and your participants' trauma, pain and vulnerability. Make it clear that being emotional is normal and common, and that we all experience and express emotion in different ways.

- Tell participants that if they want or need to step outside the room for a moment, they should feel free to do so. A second facilitator or other participant can step outside and check in with them, which allows the session to continue while also ensuring that the individual is being looked after.
- Before starting a session, think about how you can create a space for participants to feel supported when they express their emotions rather than feel ashamed or embarrassed.
- Positively reaffirm when people do share or express emotions.

¹⁷ Taken from Respect my rights, respect my dignity: Module three – Sexual and reproductive rights are human rights. <https://www.amnesty.org/en/documents/act30/0010/2015/en/>

- Use language that emphasizes people’s strength and resilience in surviving difficult circumstances, instead of language that depicts them as victims.
- Know what support services are available to participants or where they can find referrals.
- Know where you can find emotional support for yourself as well as participants, and when to ask for help..

Dealing with Disclosure¹⁸

When delivering activities on gender-based violence prevention and response, it is important to remember that you cannot always know whether there are students in the room who have experienced violence such as bullying, online harassment, or sexual abuse. Although it is important to create a safe space for participants to discuss sensitive issues related to gender and gender-based violence, you should always be prepared for the possibility that creating such a safe space can lead to disclosure. Disclosures can also entail information about one’s sexual orientation or gender identity, either in a group setting or in one-to-one conversations.

The following tips can help teachers and educators to manage disclosure effectively:

- Do not interrupt or try to stop the student(s) who decide to share their personal experiences;
- Listen to the student respectfully and with empathy, for as long as they are willing to speak and do not judge;

¹⁸ Taken and adapted from Gender Matters - A manual on addressing gender-based violence affecting young people. Second edition, 2019, Council of Europe

- Avoid pressing anyone else to go further or deeper in sharing experiences;
- You may want to call for a break and invite everyone to refresh themselves, in order to defuse the atmosphere;
- Pay special attention to the student in question, and make sure that they are not left alone, if they do not want to be. You or another person that they trust might accompany them to another room to enable them to relax and collect their strength. They may need a short time away from the group, or on their own.
- Discuss with the student(s) who made the disclosure whether they would like to further discuss it with the group immediately or at a later point.
- Be mindful of the rest of the group. While the student(s) who have disclosed can go through a lot, strong emotions, new information and the nature of the disclosure can have a strong effect on the group, and the group dynamics. Make sure to give space for the members of the group to reflect and react to the situation and formulate questions when appropriate. As a facilitator your aim is twofold here: you need to make sure that the space is safe for disclosure, but you need to keep in mind that this is a learning space, where participants are there to learn on the topic.
- After the lesson, consider making notes on the disclosure or events, if it involves details or information, that you need to report or follow up on.

Teachers and educators should not attempt to take on a psychological support role or try to offer “therapy” to students. There may be a need for such support, but this is neither the responsibility nor the

role of a teacher in an educational setting. You should, however, offer to provide details about support that is available, such as a school counsellor or psychologist or external services in the community. Have a list of addresses and phone numbers ready of individuals and groups who can support. It can also be a good idea to leave these in a discreet place where all students can access them privately if they so wish.

What if a crime has been committed?

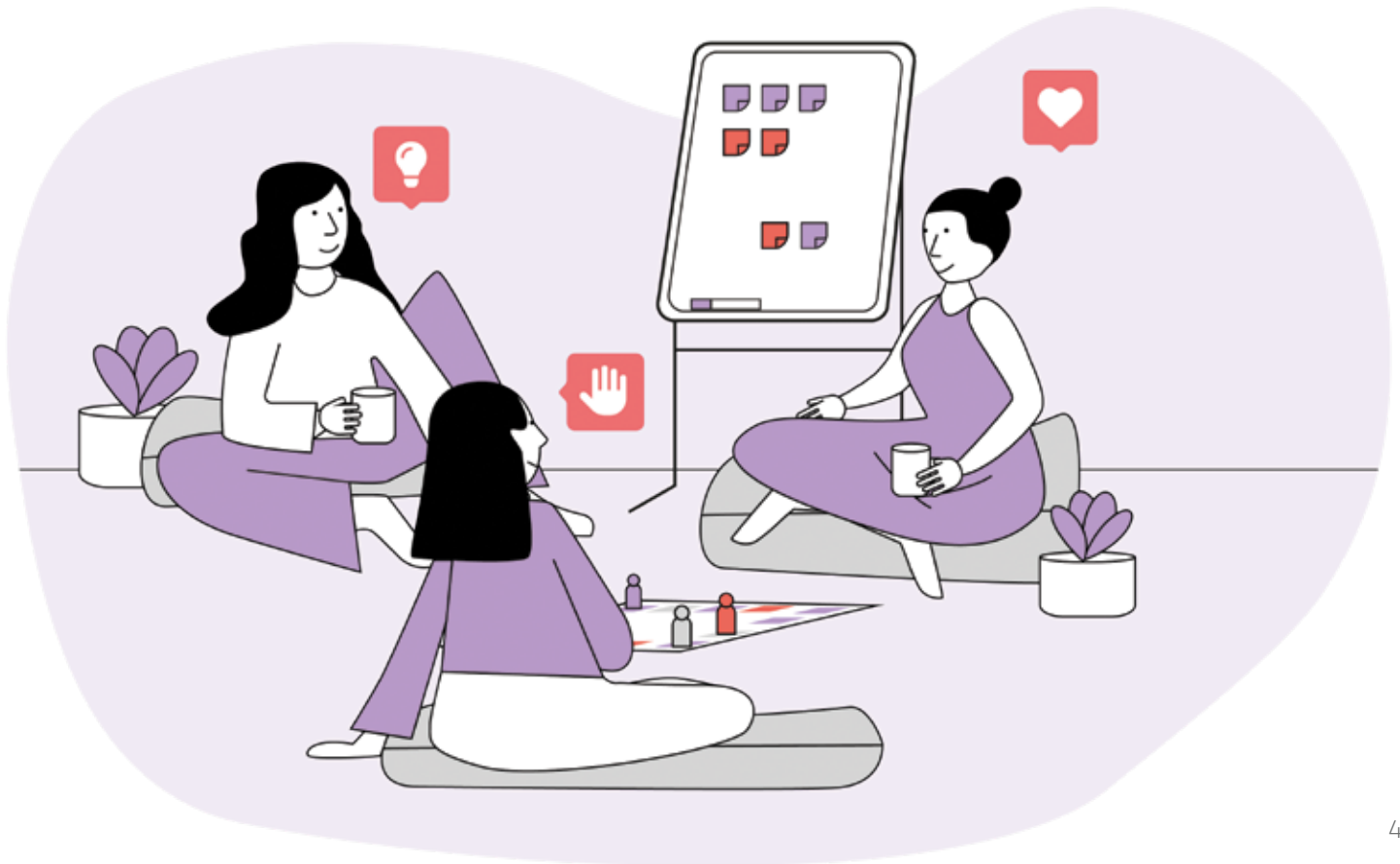
Disclosure within the school context is not only a matter of dealing with a complicated group dynamic or an emotionally charged situation. When a student discloses something that they have experienced, the act of which constituted a crime, then, in accordance with child protection and GBV policies and legislation in your school and country, you may be legally obliged to inform the relevant authorities, especially if the person who disclosed such information, or the victim is a minor.

In anticipation of disclosure taking place, it is paramount that you are properly informed about what your and your school's legal obligations are. At the very least, and despite the importance of respecting confidentiality, you will need to tell your superior (e.g., head of department, school principal, safeguarding coordinator, students' welfare). According to the national legislation and school policies you will need to decide together if further action is necessary.

Taking the above into consideration, it is important to let students know at the start of human rights education activities on gender-based violence what your obligations are, so that they can decide to what degree they may want to speak up in the training space. You should also stress, however, that if anyone has an issue that they want to discuss with you in private they can do so discreetly any time after the training.

Combining offline and online tools

The Stand By Me project educational tools offer a combination of offline and online tools which can be particularly useful to address gender-based violence online and actively engage students in individual and group learning. Teachers and educators should be aware that online activities require time for preparation and that online accessibility may vary in different school contexts. The final section of this Toolkit and the Stand By Me project website provides step-by-step instructions on how to register and use the online courses and digital platform effectively.



SECTION 4

WEBSITE / EDUCATIONAL TOOLS

4.1 HRE activities

Examples of model workshops and human rights education activities implemented during the Stand By Me project are available on the project website <https://www.standbymeproject.eu/> and can be further adapted based on learning needs and capacities of local organisers.

4.2 Online Course

There is much more to learn about gender-based violence! If you need additional resources to navigate this issue individually or with your students check out our online course “Combating gender-based violence online”!

You can find the course on the Amnesty Academy, a free learning platform where you can find courses on several human rights issues.

Scan the QR code to access the registration page (it takes only 2 minutes!):

Now that you are on the registration page, insert your email and choose a password to complete the registration process.



Once you have registered, look for the course “Combating gender-based violence online”. You can find it in English, Italian, Spanish, French, Hungarian and Polish. The course is self paced, and should take approximately 90 minutes to complete. Complete it at your own pace and at the end you will receive a certificate attesting your knowledge and participation.

4.3 Digital Platform

The StandByMe platform is a digital platform designed for students and educators that aims to promote awareness of and address gender-based violence through prevention and response strategies in a gamified format.

Through the platform, users are able to complete activities related to the three main objectives of StandByMe:

1. raise awareness on the issue of gender-based violence and deconstruct gender stereotypes;
2. provide a safe place for sharing and exchanging experiences while promoting perspective taking;
3. support and encourage young people to take action and comprehend the communal responsibility to combat gender-based violence.

Various gamification elements and techniques have been incorporated within the platform to encourage diverse exploratory interactions and cultivate a thorough comprehension of the subject matter.

The platform is available in five languages: English, Italian, Polish, Hungarian and Slovenian.







To access the StandByMe platform check the website at the following link:

<https://www.standbymeproject.eu/digital-platform/> (Activation code: SBM)

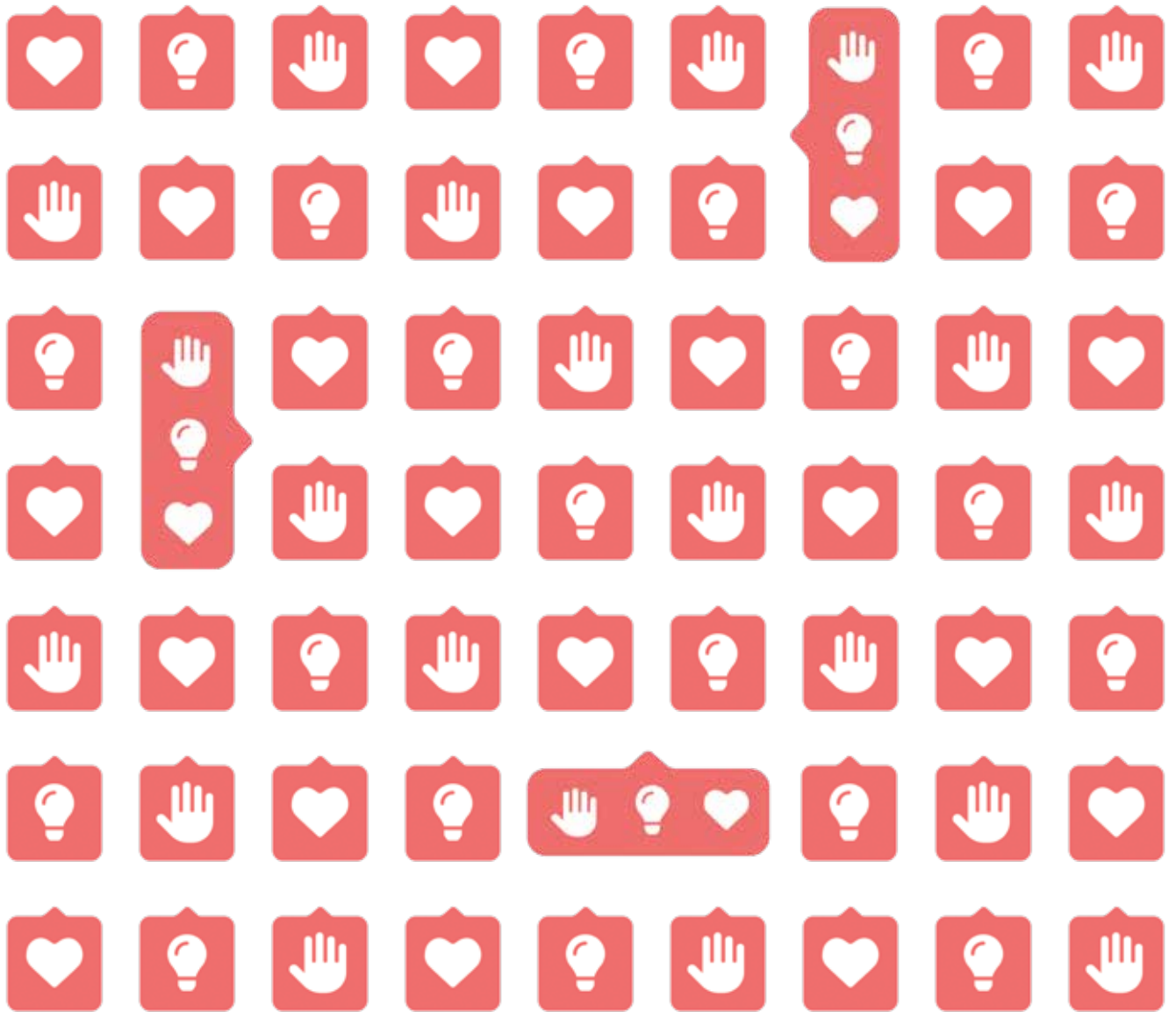


Clean up the web

These activities contain content related to gender-based violence. While we appreciate diverse perspectives, we strongly advise discretion and encourage responsible engagement with this material.

 <p>Gender-related terms</p> <p>View</p>	 <p>Asking or pressuring for consent?</p> <p>View</p>	 <p>Writing a WhatsApp - Scenario #1</p> <p>View</p>
 <p>Create your own name</p> <p>View</p>	 <p>Comment the best</p> <p>View</p>	 <p>Download</p>

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