



Stand By **Me** 2.0

CONFRONTING AND COUNTERING
GENDER-BASED VIOLENCE

Toolkit for teachers and educators



**STAND BY ME 2.0 PROJECT
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COUNTERING GENDER-BASED
VIOLENCE**

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INTRODUCTION

04 - 07

- Acknowledgements
- Background
- Purpose of this Toolkit
- Who can use this Toolkit?

SECTION 1

08 - 15

UNDERSTANDING GENDER-BASED VIOLENCE

- 1.1 Gender Basics
- 1.2 Gender Stereotypes
- 1.3 Gender-based Violence
- 1.4 Hegemonic Masculinity, Power and Gender-based Violence

SECTION 2

16 - 21

ADDRESSING GBV THROUGH HUMAN RIGHTS EDUCATION

- 2.1 What is Human Rights Education?
- 2.2 Core Principles of Human Rights Education
- 2.3 Whole school approach
- 2.4 Using Participatory Methodologies to Address Gender-Based Violence

SECTION 3

GUIDELINES FOR DEVELOPING HRE ACTIVITIES WITH STUDENTS

22 - 33

- 3.1 Getting started
- 3.2 Defining objectives
and thematic content
- 3.3 Choosing the HRE methods
and techniques you will use
- 3.4 Example of learning path
- 3.5 Challenges and tips

SECTION 4

WEBSITE / EDUCATIONAL TOOLS

34 - 36

- 4.1 HRE activities
- 4.2 Online Course
- 4.3 Digital Platform

INTRO- DUCTION

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It is the result of a collective work based on the piloting of activities both online and offline in Italy, Poland, Hungary and Slovenia with the active participation 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 work-

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BACKGROUND

This Toolkit is part of Amnesty International's **Stand By Me 2.0** project and is a resource for addressing **gender-based violence**, 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 2.0 project.

The project aims at countering all forms of gender-based violence, including violence against women and girls, via youth actions in Italy, Poland,

Slovenia and Hungary and the rest of Europe. It empowers students to take action against 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 2018,¹ 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 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.

Research² carried out by UNESCO/UNWOMEN in 2016 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.

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 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 2.0 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 2.0 and Stand By Me 2.0 projects website: <https://www.standbymeproject.eu/>

Project partners piloted activities in Italy, Poland, Slovenia 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 gender-based violence,

¹ WHO Violence against Women Prevalence Estimates, 2018

²<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2016/Global-guidance-on-addressing-school-related-gender-based-violence-en.pdf>

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 2.0 project focuses on gender-based violence caused by toxic masculinities and related harmful gender stereotypes via youth actions in Hungary, Italy, Poland and Slovenia.

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 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 2.0 project, and it 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 contextualized in order to be relevant and appropriate for different contexts.

This Toolkit accompanies the Stand By Me 2.0 material available on the Stand By Me and Stand By Me 2.0 projects' website (<https://www.stand-bymepraject.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 the gender roles attributed to them on the grounds of 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, and others 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 privileged gender.

Gender norms and ideas often produce inequalities between people if they assign less valued attributes to one gender or justify differing opportunities.

These inequalities intersect with other inequalities, based for example on ethnicity, socioeconomic status, disability, sexual orientation, gender identity or age, and result in people being subjected to several or multiple forms of inequality, experiencing unique and harsher forms of 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 analyze gender roles and advocate for gender equality.³

³Amnesty 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 with a host of different cultural gender identifiers.

Cisgender or cis people are individuals whose gender identity aligns with the sex they were assigned at birth.

Non-binary people have a gender identity that exists outside the binary categories of man and woman. It is an umbrella term for various gender identities that lie outside of the gender binary. While some non-binary people may identify as trans, others may not. Some non-binary people may use gender-neutral pronouns, such as they/them. Others may use a combination of gendered and gender-neutral pronouns, such as they/he or she/they. It is important to always respect people's pronouns. If you aren't sure what words to use to describe them, find polite ways to ask them.

Intersex people are individuals who have genital, gonadal, chromosomal or hormonal characteristics which do not correspond to the given standard for "male" or "female" categories of sexual or reproductive anatomy. Intersexuality may take different forms, cover a wide range of conditions and experiences of gender and a wide range of bodily characteristics. While it is hard to track how many people are born with physical, genetic or chromosomal characteristics that could be called intersex, the World Health Organization (WHO) estimates that about one in every 2,000 children is born with a body that visibly differs from "typical" male or female, though not all of them will be identified as intersex then or later in life.

1.2 GENDER STEREOTYPES

Gender stereotypes are generalized views or preconceptions about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, people of different genders. A gender stereotype is harmful when it limits individuals' capacity to develop their personal abilities, pursue their professional careers and make choices about their lives and when it results in violations of their human rights.

The following examples can relate to students of different age ranges and to both offline and online settings.

- "Women are caring and sensitive and more emotional than men. Men are assertive and tough."
- "Men have a stronger sex drive than women."
- "Women should take care of the children and the household, while men should go to work."
- "It is against nature if people feel sexually attracted to the same sex or if they change their gender."
- "Girls must be calm and quiet."
- "It is ok for boys to be aggressive."
- "Boys should wear blue, girls should wear pink."

HARMFUL IMPACTS OF GENDER STEREOTYPES

Some key consequences of harmful gender stereotypes include:

- Girls and women are seen as vulnerable and weak and are expected to take responsibility for domestic work and caregiving, affecting their opportunities and choices.
- Girls and women are seen as sexual objects.
- Boys and men are seen as courageous and strong and are expected to be brave, take risks and be breadwinners, providers for their families.
- Violence perpetrated by men and boys is socially accepted and normalized.
- Boys and men have more freedom than girls and women to go out alone and in relation to taking initiatives on sexual activity.
- People who transgress the established gender binary norms are subjected to marginalization, discrimination and violence.

Gender stereotypes lead to gender roles and norms (that in turn reinforce the stereotypes), creating a harmful circular relationship, producing and strengthening unequal opportunities, rights and access to resources.

For examples and ideas to counter gender stereotypes with young people, teachers and educators can refer to sections 3 and 4 of this toolkit and to the Stand By Me and Stand by Me 2.0 projects' website: <https://www.standbymeproject.eu>

1.3 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.

VIOLENCE AGAINST WOMEN AND GIRLS IS A SUBSET OF GENDER-BASED VIOLENCE.⁴

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 amount to torture or other ill-treatment,

especially when perpetrated by state agents. It requires a comprehensive state response that puts survivors' rights at the centre and also addresses root causes.

Gender-based violence against women and girls 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.

Gender-based violence is by no means limited to specific 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

⁴Amnesty International online course - Confronting and Countering Gender-based Violence

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).

THE STAND BY ME 2.0 PROJECT FOCUSES ON THE FOLLOWING TYPES OF VIOLENCE:

PHYSICAL VIOLENCE

Physical violence hurts the victim (e.g. being slapped, pushed, shoved, hit with a fist or object, kicked, choked, burnt, etc.).

SEXUAL VIOLENCE

Any kind of sexual activity or act that is unwanted or happens without consent (e.g. rape, groping).

PSYCHOLOGICAL VIOLENCE

Psychological violence causes emotional harm (e.g. being controlled and restricted in one's movement, being threatened, verbally disrespected and degraded).

ECONOMIC VIOLENCE

Economic violence restricts access to economic and other resources and excludes individuals from making financial decisions.

Perpetrators of violence can be:

- Intimate partners, e.g. (former) husbands, life partners, boyfriends
- Family members, including parents
- Acquaintances, employers, work colleagues
- Strangers

As previously explained, 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. For example, 'corrective rape' of lesbians, killings of transwomen or other forms of hate crimes against LGBTI people are all examples of gender-based violence.

Cis-gender men and boys can also be targets of gender-based violence when they are perceived as not fitting the stereotypes and ideas associated with masculinity.

1.4 HEGEMONIC MASCULINITY, 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

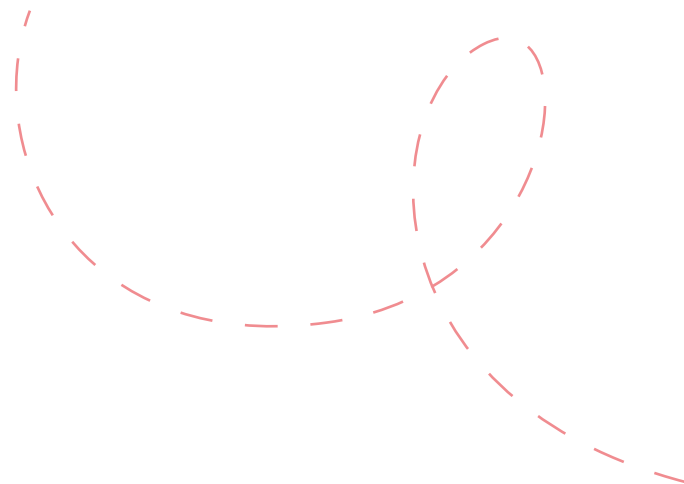
Other men - often those who belong to marginalized masculinities, such as gay and bisexual men and others who transgress the expected norms

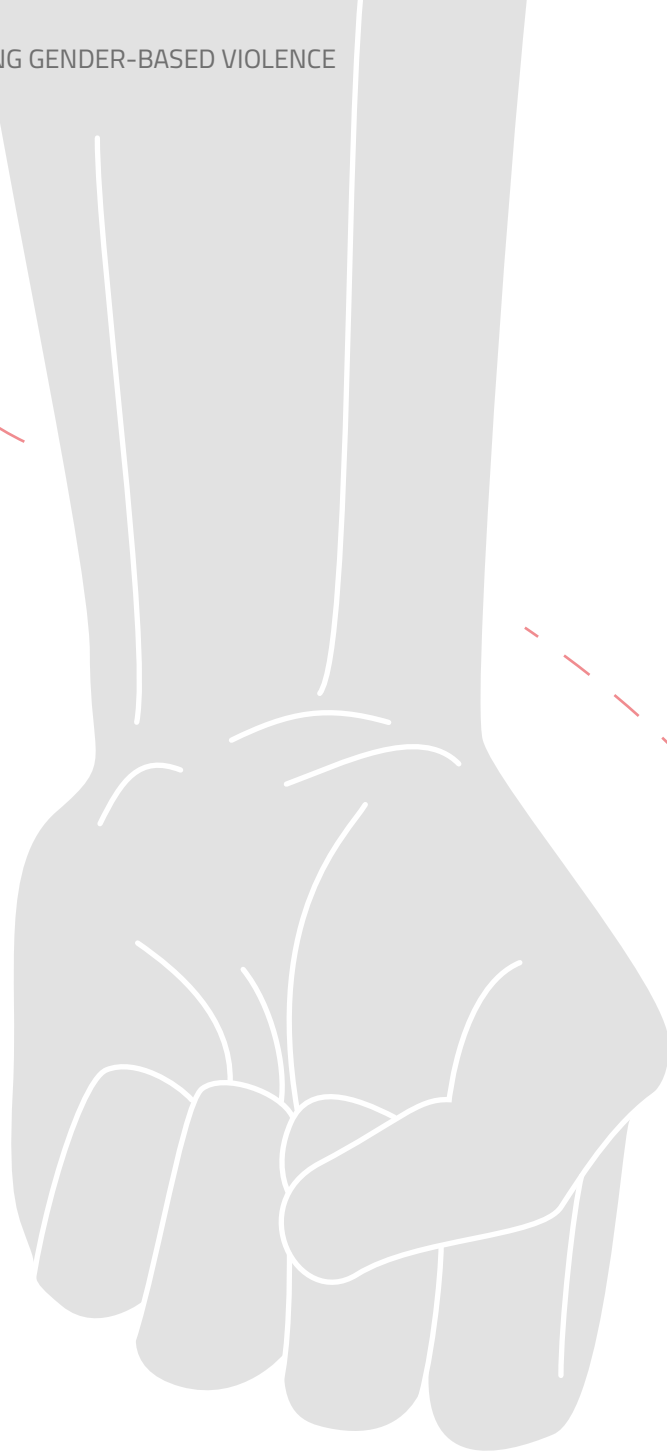
Gender non-binary, gender non-conforming and/or queer people

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.

Hegemonic masculinities, also referred to as toxic masculinities, are idealized notions of manhood based on stereotyped gender roles that in practice are not easily attainable. Societal pressure for boys and men to live by such stereotypes, 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 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.

The project also aims to educate and empower young people to take action against the phenomenon of toxic masculinities (the aspects of hegemonic masculinity that are socially destructive) by facilitating the ability of youth to detect it and understand its root causes and harmful impact, as well as supporting their voice as agents of change. This is achieved through a comprehensive blended learning program consisting of offline and online educational activities, materials, gamification techniques and human rights education empowered actions by students.





SECTION 2

HUMAN RIGHTS EDUCATION⁶

2.1 WHAT IS HUMAN RIGHTS EDUCATION?

"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 combat discrimination.

To prevent human rights abuses.

To promote equality.

To address the underlying causes of human rights violations.

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 the promotion, defence and realisation of human rights.⁷

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.⁸

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.

⁶ Compass - Manual for Human Rights Education with Young People - Council of Europe - <https://www.coe.int/en/web/compass/home>

⁷ <http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm>

⁸ 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:⁹

- 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.

⁹<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, but it also aims at actively engaging all members of the school community: students, teachers, school staff and leadership, parents and other “stakeholders” in the local community.

Amnesty International implements this approach through its Human Rights Friendly Schools program.¹⁰ 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: Setting in which people learn.

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.

¹⁰<https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>

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, 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 encouraging 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 of two, three 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, not allowing 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 WITH
STUDENTS**

3.1 GETTING STARTED

The Stand By Me 2.0 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 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 and Stand By Me 2.0 projects website.
- Take the online course “Confronting and countering gender-based violence” 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),¹¹ particularly the CEDAW Committee's General Recommendation 35 (2017) on gender-based violence against women,¹² and the CoE Convention on preventing and combating violence against women and domestic violence (Istanbul Convention).¹³
- Look up national policies about gender-based violence and familiarize yourself with local NGOs that are active in the field either by advocating for the implementation of GBV policies, 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 some of the participants may be survivors of gender-based violence. Make sure to avoid the re-traumatization of participants when planning educational activities and look for additional sources or services available in your national/local context if needed.
- Check the working spaces and material available before-hand: 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 and Stand By Me 2.0 projects have been developed to support young people through a learning process that should go beyond a “stand-alone” workshop. The activities can be found on the website of the project: <https://www.stand-bymeproject.eu/>

¹¹ <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

¹² <https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-recommendation-no-35-2017-gender-based>

¹³ <https://www.coe.int/en/web/istanbul-convention/about-the-convention>

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 2.0 project should provide spaces to:

- Reflect on how damaging gender stereotypes and norms can promote harmful masculinities and result in gender-based violence.
- 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 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 marginalized communities.
- Understand intersectionality, how multiple forms of inequality or disadvantage can shape the causes and different impacts of gender-based violence.
- Be empowered to challenge hegemonic and toxic masculinities, gender stereotypes and norms that result in violations of human rights of all genders, and fundamental freedoms.
- Develop skills to recognize and respond to gender-based violence, and know when, how and where to get help if needed.
- Become familiar with the Stand By Me 2.0 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.

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.

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.

3.4 EXAMPLE OF LEARNING PATH

As part of this project, partners developed and tested workshops for students, an online course, and a gamified digital platform. You can find all these resources on the Stand By Me and Stand By Me 2.0 projects website: <https://www.standbyme-project.eu/>. The partners created different learning paths to meet the diverse needs of various groups

and local contexts. You can build on these experiences, or you can design a learning journey which meets your needs best.

If you're a teacher or educator, you have the opportunity to explore the options and learning needs of your specific group. Factors like group dynamics,

the number of participants, and the program's length will influence the elements of the learning journey you put together. Taking all this into account, you're in the best position to build a learning path using the elements tested in this project.

Your role as an educator involves not just delivering information but also adapting the learning experience to suit your students and the specific context you're working in.

As you plan your teaching approach, take into account the features of the tools you can use:

THE ONLINE COURSE:

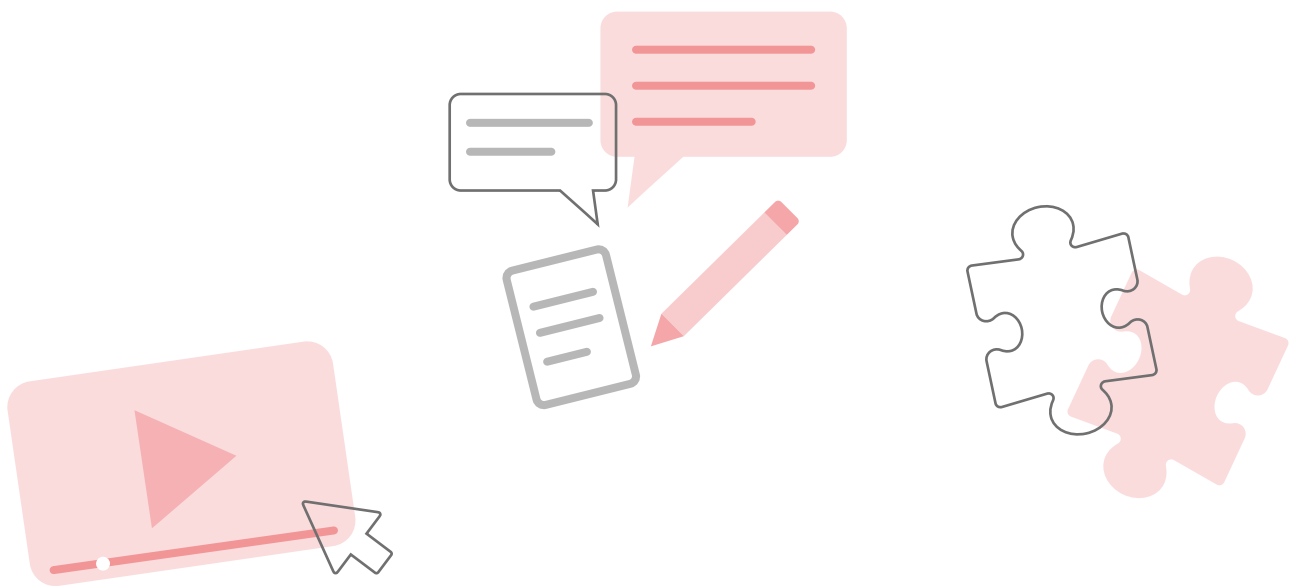
- Your students can take it slow or speed it up, the **course is self-paced**, and the platform can track their progress, they can continue where they left off. They can learn whenever suits them best.
- The online course is accessible without any fees, making it available for everyone.
- It's a **safe environment**, where students are not judged by their peers, and can explore the topic in depth. Your students can feel safe and comfortable as they engage with the material.
- Encourage your students to use the course to **build their knowledge**. Construct a foundation for the workshops where students can discuss the material, and progress with different perspectives.
- The course is broken down into manageable sections. It's designed to be straightforward and **easy for your students to follow**.
- If your students have some free time outside class, suggest assigning parts of the course as **homework** to reinforce their learning.

THE GAMIFIED DIGITAL PLATFORM:

- The platform is an excellent space for your students to **practise** and reinforce the knowledge and skills they've learned in your workshops.
- Foster a sense of community by encouraging your students to **connect with each other** in a secure online space.
- If your students enjoy a bit of friendly competition, the platform offers **fun challenges** and rewards to keep things interesting.
- Say goodbye to the traditional learning feel. The platform is designed to make learning **enjoyable** and less like reading books.

WORKSHOPS IN THE CLASSROOM:

- Emphasise the importance of students sharing their views during workshops. It's an opportunity for them to **learn from each other**.
- Workshops encourage **group discussions**, allowing students to engage with the material collaboratively.
- Remind your students to take a break from the screen during workshops. This helps them **reflect** on what they've learned online and apply it in real-life situations.
- Highlight your role as a **facilitator during workshops**. Reassure your students that you're there to support and ensure everyone is on the same page.
- Encourage students to **ask questions** freely during workshops. It's a great space for addressing queries, providing answers, and maintaining an active learning atmosphere.



Example of a learning path using the tools that were developed in the project.

<p>Kickoff workshop</p> <p>90 min</p>	<ul style="list-style-type: none"> ▪ Emphasise the importance of students sharing their views during workshops. It's an opportunity for them to learn from each other. ▪ Workshops encourage group discussions, allowing students to engage with the material collaboratively. ▪ Remind your students to take a break from the screen during workshops. This helps them reflect on what they've learned online and apply it in real-life situations.
<p>Assign the online course for students</p> <p>90 min (2 weeks)</p>	<ul style="list-style-type: none"> ▪ Guide students through the online course over several weeks, allowing them to explore various modules at their own pace. ▪ Encourage students to reflect on how the online content aligns with real-life scenarios.
<p>Workshop II</p> <p>90 min</p>	<ul style="list-style-type: none"> ▪ Conduct a hands-on classroom activity where students apply and discuss the knowledge gained from the online course. For example bystander intervention (see below). ▪ Facilitate group discussions to promote collaboration and diverse perspectives on gender stereotypes and norms. ▪ Create learning opportunities for students to learn how to combat gender-based violence. ▪ Provide opportunities for students to share their insights and relate the knowledge to practical situations. ▪ Foster a supportive environment where students feel empowered to develop the necessary competencies.
<p>Assign the platform for students to practise skills to combat gender-based violence</p>	<ul style="list-style-type: none"> ▪ Introduce the digital platform as a space for practical skill application, utilising gamified features to enhance engagement. ▪ Encourage students to collaborate on the platform, practising the skills they learned in a simulated environment. ▪ Emphasise the importance of transferable skills from the classroom to the online space and from the platform to other online spaces.
<p>Workshop 2: Integrate knowledge and plan action</p>	<ul style="list-style-type: none"> ▪ Conduct a comprehensive workshop integrating all learning elements, including knowledge, skills, and attitudes. ▪ Guide students in collaborative action planning, encouraging them to identify and propose tangible actions to address gender-based violence online. ▪ Emphasise the connection between theoretical understanding and practical, real-life impact.

NOTE TO TEACHERS:

This learning path serves as an example, and you are best placed to decide on the specific steps and activities based on your classroom dynamics. Before assigning online modules, ensure a thorough understanding of both the online course and platform by personally engaging with them. Familiarise yourself with the content and functionalities to guide students effectively. Your expertise is key in tailoring this learning journey to meet the needs of your students, ensuring a meaningful and impactful educational experience.

BYSTANDER INTERVENTION

Bystander intervention is the act of acknowledging and actively addressing a situation when another person may be at risk of being harmed and it could be an element of the learning journey. Being an active bystander means deciding to take on some personal responsibility for the situation and act in a way that will lead to a positive outcome for the victim of violence. When teachers,

educators, or students interpret or notice a potentially harmful situation, they can act in a number of direct and indirect ways. A section with practical strategies on Bystander Intervention is available in the online course. It is important to take advantage of the workshops to practise different strategies for diverse situations.

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, transphobic, 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 reporting 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, 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 EMOTIONS¹⁴

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 or 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 that 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.

¹⁴ 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/>

- 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.
- Use language that emphasises people's strength and resilience in surviving difficult circumstances, instead of language that depicts them as victims.
- Positively reaffirm when people do share or express emotions.
- 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 DISCLOSURE¹⁵

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.

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.

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.

¹⁵ Taken and adapted from Gender Matters - A manual on addressing gender-based violence affecting young people. Second edition, 2019, Council of Europe <https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34>

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.

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.

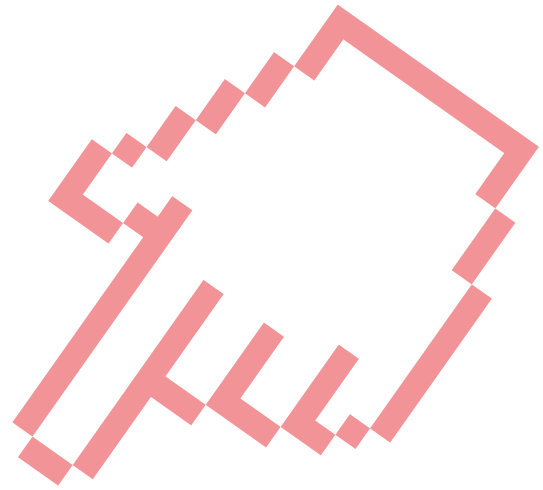
In anticipation of disclosure taking place, it is paramount that you are properly informed about what your and your school’s legal obligations are. At the very least, and despite the importance of respecting confidentiality, you will need

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 reporting 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.

COMBINING OFFLINE AND ONLINE TOOLS

The Stand By Me 2.0 project educational tools offer a combination of offline and online tools which can be particularly useful to address gender-based violence 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 and Stand by Me 2.0 projects 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 2.0 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 “Confronting and countering gender-based violence”.

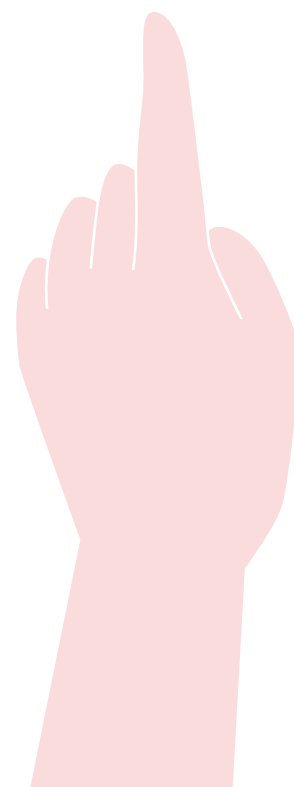
You can find the course on the Amnesty Academy, a free learning platform where you can find courses on several human rights issues.

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 “Confronting and countering gender-based violence”. You can find it in English, Italian, Spanish, French, Hungarian, Polish and Slovenian. 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 2.0:

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 different 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)



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