



MODULE 4

**CHAMPIONS
OF GIRLS EDUCATION
BEING NON-VIOLENT IN
PERSONAL RELATIONSHIPS**





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The project Champions of Girls Education is part of Plan's Girls Get Equal Global Girls Innovation Programme and aims to build the capacity of male youth as peer educators for gender equality and girls' rights. During its first phase 130 male youth from El Salvador, Guatemala, Honduras, Dominican Republic and Germany were trained and supported to become Champions of Girls Education. Together with other male and female youth they challenged harmful gender norms at their schools and communities.

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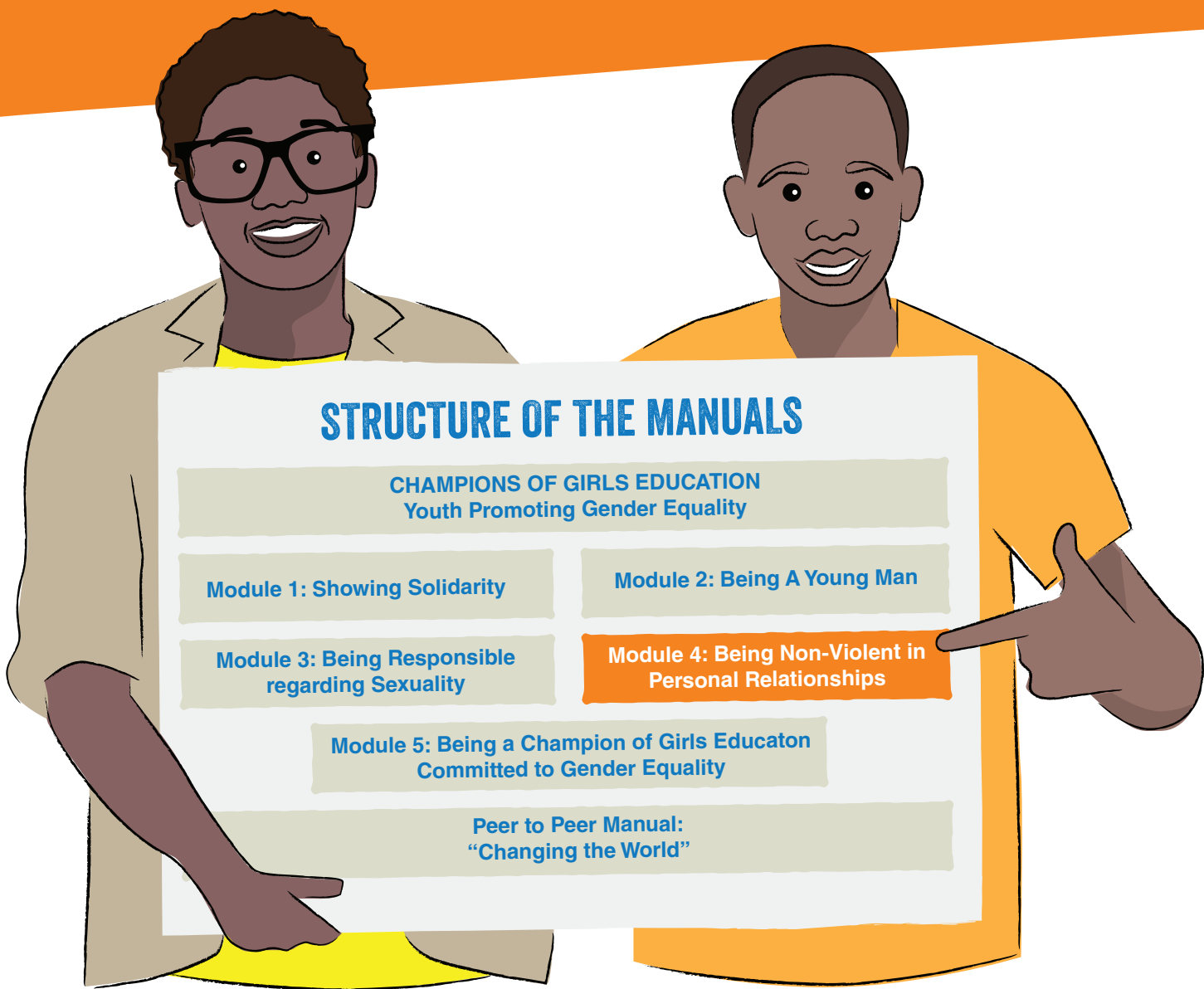
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BEING NON-VIOLENT IN PERSONAL RELATIONSHIPS

4.1. BRIEF CONCEPTUAL REVIEW

4.1.1. GENDER-BASED VIOLENCE AND HEGEMONIC MASCULINITY

Gender-based violence is the intentional use of physical force or power, or threatening to do so, with the intent to cause harm. It is used as a coercion method when the victim does not fulfil the rules or expectations imposed by gender socialisation, or to ensure fulfilment of these rules. The definition spans a wide range of acts that go beyond the physical act, like for example threats and intimidation. It is worth highlighting that although men can also experience gender-based violence, the vast majority of this type of violence is exercised against women.

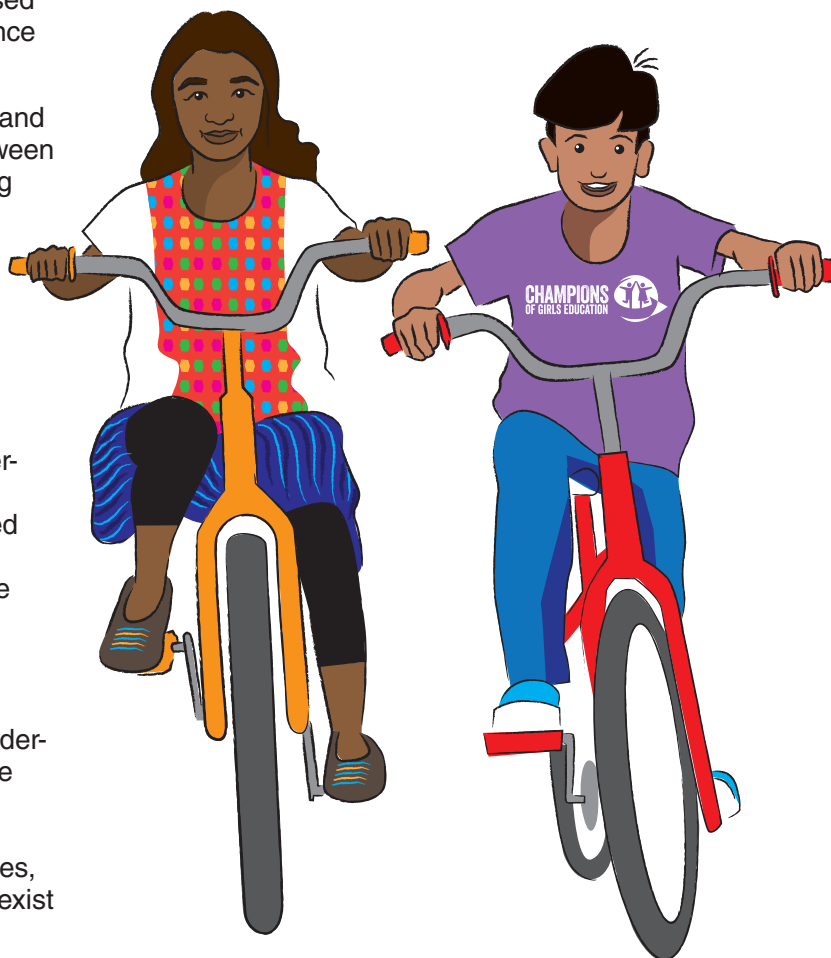
Violence is always a violation of human rights and is made possible by the power imbalance between the perpetrator and the person on the receiving end of the aggression. Thus, violence against women and girls takes place as a result of the power imbalance between men and women, and violence against boys and girls is caused by the power imbalances that exist between adults and children.

In all cases, gender-based violence is a mechanism for domination and control. Gender-based violence exercised against women and girls, as well as against men and boys, is aimed at ensuring that the rules of the hegemonic masculinity model and gender socialisation are fulfilled, by establishing the control of the men who best conform to the masculinity model of dominance over others.

People of any age or sex may perpetrate gender-based violence, although most aggressors are men. Violence takes place in several social spheres: the home, the street, in schools, institutions, public transport, etc. In many cases, gender-based violence is legitimised by the sexist

society and the perpetrators feel legitimised by institutions like the family, the communications media, social networks, communities and the State.

Gender-based violence is present to different extents in all the environments where adolescents are present, and is manifested in several ways. Some forms of violence are more visible than others. For example, homicides or femicides¹ are more visible, while other forms of gender-based violence exercised against women and girls, like psychological abuse or sexual violation/rape, have historically been rendered invisible in sexist societies.



1. *Femicide* is the murder of a woman motivated by sexism that occurs when the killers think that they have the right to end the life of a woman they view as their property.

Gender-based violence appears in different forms, such as physical, psychological or emotional, sexual and economic violence. Most people recognise physical violence, but find it hard to recognise other types of violence, both in themselves and in other people. However, learning to recognise violence in its different manifestations is the first step to being able to prevent it. For this reason, it is essential to support the Champions of Girls Education to help them define and identify the different types of violence as described below:

Physical violence occurs when a person harms another intentionally by using physical force or some type of weapon [or object] that may or may not cause injuries, whether internal, external or both. This type of violence is the easiest to recognise.

Physical violence is present in most interactions between young men. It is also common for them to regard slapping a girl or pulling her hair as a normal way of getting her attention, especially if they are afraid of expressing their feelings or do not know how to do so. This behaviour could turn into a routine way of mistreating their partner in order to control her or get what they want.

Psychological or emotional violence includes every type of behaviour that causes emotional damage, reduces self-esteem, or harms the person's healthy development, like for example shaming, discrediting or showing contempt for personal value; humiliating treatment, constant vigilance and stalking, isolation or confinement, insults, degradation and ridicule, manipulation, blackmail and exploitation, action or threat of distancing from children.

In the case of young men, it is very common for this type of violence to appear as verbal aggression especially against their male and female peers who do not conform to the models of masculinity or femininity that they value (for men to be tough and macho, for women to be pretty and willing to please males). At present, psychological violence between young people also takes place using electronic communications platforms and social networks.

Sexual violence is any unwanted sexual act, attempt to force someone to have sex, unwanted sexual comments or threats or actions aimed at commercially exploiting or using a person's sexuality in some other way, regardless of their relationship with the victim. More than a case of 'sexual desire' this type of violence is essentially a question of exercising power in a context of inequitable relationships between men and women.

Generally, young men and women are very vulnerable to this type of violence, especially in cases of sexual abuse of young women by their partners and by other family members or acquaintances. Young men and women in many countries are also vulnerable to commercial sexual exploitation.

Economic violence includes measures of action or omission taken by the aggressor that affect the survival of the injured party and their dependents. For example expulsion from the home or not being allowed to leave the home, not paying for food, destroying or selling family assets, furniture or property or blackmailing by threatening not to contribute resources upon which the person on the receiving end depends.

Young people, especially women, are especially vulnerable to economic violence from their parents as well as their partners. If we take into account the fact that youth unemployment rates in our countries are much higher for women, we will understand that economic threats are very strong for young women who tend to move from economic dependence on their families to economic dependence on their partners.

Structural violence is a form of abuse of state power that results in the violation of people's human rights. Structural violence can also have gender elements, especially when the State fails to fulfil its role as a duty bearer and its laws and policies discriminate against girls and women.

Young people are vulnerable to structural violence; especially when there are no specific policies or programmes in place that cater for young people's needs and interests.

It is very important for the young men to learn how to distinguish between the different forms of violence. At the same time, it is essential that they learn that there are many violent acts that are not always recognised as such. This refers to behaviours that are so common that they have become 'invisible' forms of violence and domination in relationships between partners. These behaviours, which have been called '**everyday male chauvinism**'², affect women's autonomy and mental health. Every young man who is committed to gender equality must recognise and transform these attitudes and behaviours that are so strongly rooted in the hegemonic masculinity model.

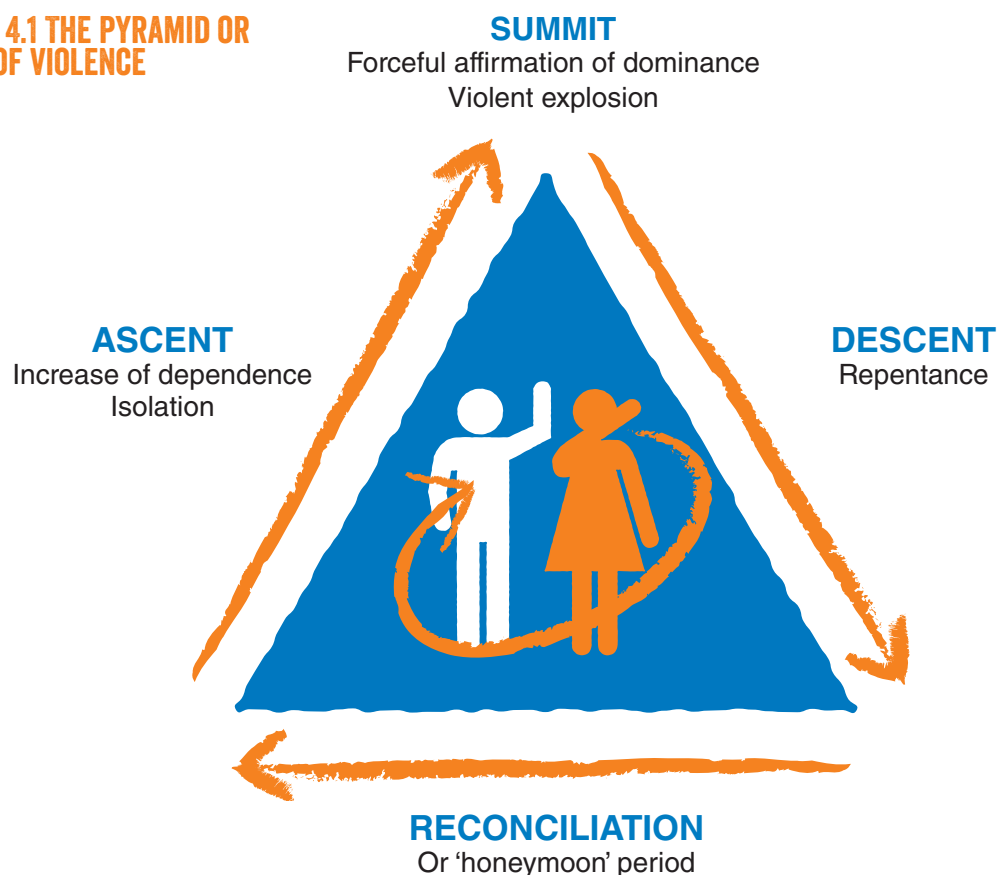
According to Bonino, there are four types of everyday male chauvinism: coercive, covert, utilitarian and every day used in crisis. **Coercive** everyday male chauvinism includes intimidation, control of money, not taking part in domestic work, abusing the partner's physical space and time, insisting on what he wants until he wins by 'grinding her down', and appealing to male logic or intelligence being supposedly greater than female. **Covert** everyday male chauvinism

includes abusing women's caring capacity, refusing to discuss certain subjects, or imposing limits on what their partner shares, undermining and lack of recognition, paternalism in the partner, and emotional manipulation. Everyday male chauvinism used in **crisis** is evident when there are changes in women's power, or when they begin to demand greater equality. In these cases, sexist men tend to increase their control level, simulate support, passively resist or distance themselves, reject criticism, regard themselves as the victim, or seek pity by claiming that she is 'the bad one' and that he is still 'the good one'.

Utilitarian everyday male chauvinism is related to gender norms and include: missing out on household responsibilities and abusing women's caring. According to Bonino, "this is the form of everyday male chauvinism that is the most difficult to recognise" as it is so ingrained in the way that men and women relate.

Another key element in raising young men's awareness of violence is the phenomenon of the pyramid or cycle of violence as illustrated by the following figure.

FIGURE 4.1 THE PYRAMID OR CYCLE OF VIOLENCE



2. Bonino Méndez, Luis and Péter Szil (2006). *Everyday Male Chauvinism. Intimate Partner Violence Which Is Not Called Violence*. http://stop-ferfieraszak.hu/sites/default/files/dokumentumok/everyday_male_chauvinism_pdf_46753.pdf



TIP!

In Activity D1: 'What is gender-based violence?' the different types of violence are considered from young people's perspective.

A critical and cautious attitude must be adopted when interpreting everyday male chauvinism, especially due to the nature of ascent, or 'climbing', taking into account the fact that:

1. Violent forms of conduct that are considered minor, situated at the base of the pyramid, do not have minor consequences for the person on the receiving end.
2. The Champions of Girls Education must recognise the existence of everyday-violence, even though in sexist societies this form of violence is often invisible or considered normal.
3. Although there is usually a violence ascent/ climb, not all mistreatment is physical. Nonetheless, when there is physical violence, it is very likely that some kind of psychological violence has also taken place.
4. We can regard the pyramid of violence as an iceberg, where some physical and psychological forms of violence are visible to society. But all other more invisible forms of conduct are not perceived or acknowledged. This phenomenon has very serious implications. On the one hand, the person on the receiving end of these forms of behaviour does not associate them with mistreatment and tends to downplay or justify them. On the other hand, people who behave in this way rarely understand or accept that their conduct

might have serious consequences.

Sexism legitimises all forms of gender-based violence while seeking to diminish their significance. In this context, one of the most invisible and silenced forms of violence is sexual violence. This occurs because, in contrast to what most people think, sexual violence often occurs between people who know each other (lovers, spouses, boyfriends/girlfriends, live-in partners, partners and close relatives like brothers-in-law, stepfathers or uncles).

ONE OF THE MAIN STRATEGIES FOR PREVENTING SEXUAL VIOLENCE AMONG YOUNG PEOPLE IS TO TALK ABOUT IT AND BRING IT OUT INTO THE OPEN.

If we are to achieve this we must work to raise young people's awareness so that every sexual relationship they have may be consensual and free, and so that they are not indifferent to violence against women and girls. At the same time, we must be aware that the group may include participants who have suffered or are suffering



TIP!

Activity D2: 'Sexual violence- is it or isn't it?' explores in greater detail this type of violence exercised by/against young people.

3. If any of the participants connects with a very painful experience, you should approach him and show your affection and concern for how he is feeling. If he needs emotional support, take time to support him, and to refer him to the services he may need.

sexual violence, and who have never been able to talk about their experiences.³

IN OUR SOCIETIES, MEN ARE SOCIALISED IN THE USE OF VIOLENCE FROM A VERY YOUNG AGE. IN CONTRAST WITH WHAT SEXIST SOCIETIES WOULD HAVE US BELIEVE, MEN ARE NOT VIOLENT BY NATURE, BUT THEY DO CHOOSE TO USE VIOLENCE MORE THAN WOMEN.

Some examples of socialisation of men for exercising violence include:

- When they imitate what fathers, uncles and brothers do when they engage in violent conduct;
- When they are treated violently by their peers and families;
- When they are encouraged and pressured to fight and play with weapons;
- When their peer group or relatives encourage them to adopt violent attitudes or mock them when they don't;
- When they are taught that a 'real man' does not let anyone insult them without 'paying the consequences';
- When they are witness to many forms of social,



Activity D3: 'Violence in my environment' accompanies the **Champions of Girls Education** in a tour of their communities during which they discover and analyse the prevalence of violence, they reflect on how they have been socialised to use violence and become aware of the use of violence as a personal decision.

institutional and state violence;

- When they are involved in violent acts on the streets.

Thus, boys as well as girls grow up in an atmosphere that encourages and legitimises boys, young men and adult men's use of violence, and represses girls and women from doing the same thing. Girls and boys grow up learning that it is acceptable for men to express their anger and other feelings like pain, frustration, fear, and loss of power by harming others. Violence in men is justified as a common or inevitable response to a threat, and is regarded as part of their acceptable and uncontrollable behaviours. In contrast, they learn that women should not feel anger or rage, and that they have to learn to accept any attack, problem or threat with resignation and abnegation.

Men's violence against women forms part of the socialisation of what is considered and expected of men. Many men learn during their socialisation process that girls and women must fulfil certain obligations towards them, like looking after the home, looking after the children, and having sexual relations with them, even when they do not want to do this. This leads them to believe that they can justify domestic and sexual violence towards women when they do not fulfil their 'domestic duties.' Men may also consider that sexual relations, even when unwanted by women,

are part of their own “sexual roles and domestic duties,” which include exercising power and control over women’s bodies.

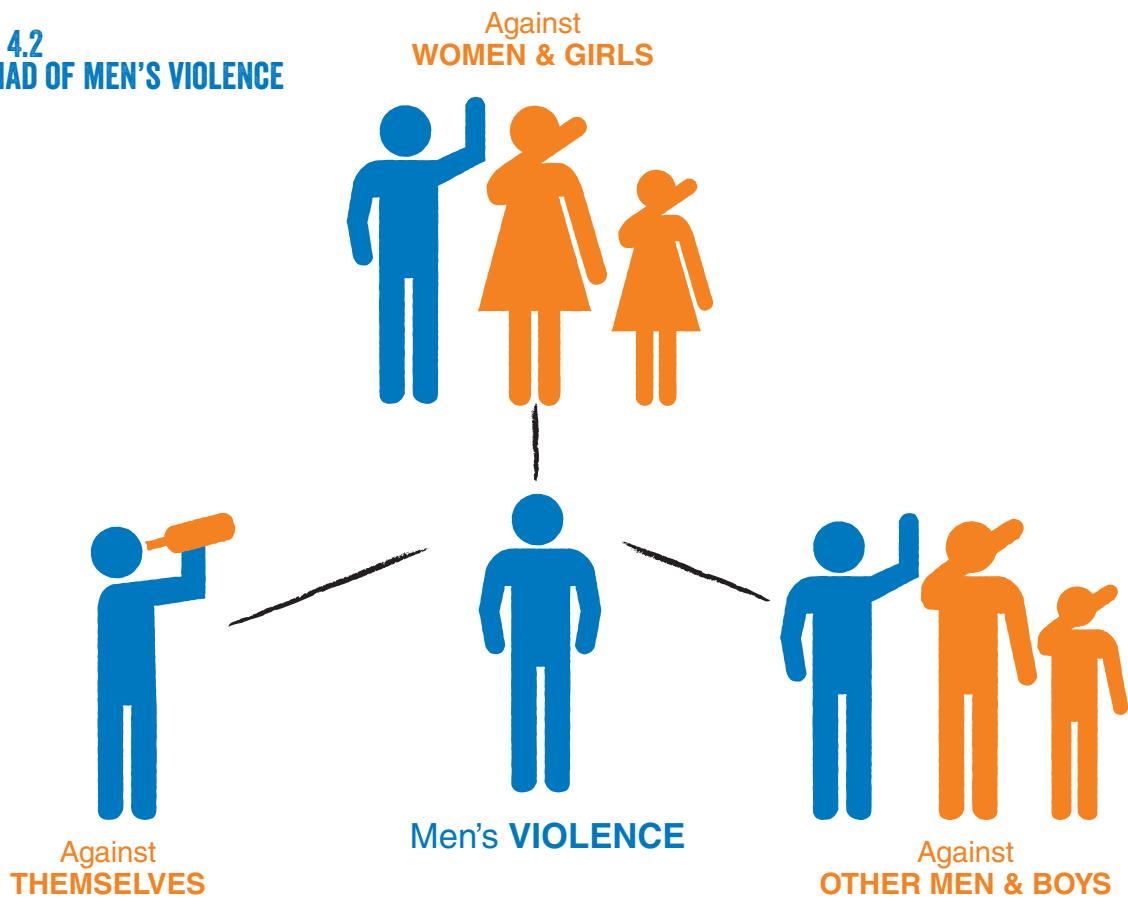
To sum up, this means that boys are not biologically more aggressive or violent than girls, but that boys learn from a young age that they are expected to use violence while girls learn to process their feelings and conflicts in other ways. Also, boys learn to use violence in relation to girls, and girls learn to accept violence as ‘the rules of the game.’⁴

Also, men’s violence towards women and girls is not isolated from the ways in which they relate to other people. Gender-based violence co-exists with men’s violence against other men to demonstrate their “manliness” and “power,” as well

as violence directed against themselves through practices like drug and alcohol use, lack of self-protection or taking health risks. This phenomenon is known as the ‘**triad of men’s violence**’⁵ and is illustrated in Figure 4.2.

In the same way as the Champions of Girls Education must learn about the cultural roots of the use of violence, they must understand that using violence or not is a decision - i.e., **however much a young man is socialised to use violence, it does not mean that it is inevitable, or that they are not responsible if they do decide to use it.** In our work with the Champions of Girls Education we must take great care not to contribute to the denial of men’s responsibility for their violent behaviour.

FIGURE 4.2
THE TRIAD OF MEN’S VIOLENCE



4. Recommended reading: Plan International (2011). *Because I am a Girl Report: So, What About Boys?* Chapter 6. Available from: <http://www.plan-uk.org/resources/documents/42078>

5. Kaufman, Michael (1999). *The Seven P's of Men's Violence*. Available from: <http://www.michaelkaufman.com/wp-content/uploads/2013/03/Kaufman-7-Ps-of-Mens-Violence.pdf>

4.1.2. GENDER-BASED VIOLENCE AGAINST WOMEN AND GIRLS

Gender-based violence against girls and against women is intolerable and unjustifiable. According to the World Health Organization (WHO), one in every three women will be a victim of physical or sexual violence at some point in her life. The prevalence of violence against women and girls is so high that it is considered a worldwide epidemic.

Far from being the case of isolated violent incidents, women in violent relationships endure years or decades of abuse. The problem is so serious that 38% of murders of women worldwide are committed by their partners or ex-partners.

The Champions of Girls Education with whom we work are certain to know that violence against women is a real problem in their communities. It is very likely that they will be familiar with specific cases, or may even come to recognise their own use of violence. Nonetheless, most of them believe that violence against women is not so serious, or they could claim that men can also be harmed by women.

It is very common for young men to have opinions about gender-based violence against women and girls based on myths and misinformation. For example, some might think that some women like being hurt, others may believe that the violence must not be so bad, as if it were the women would definitely leave the relationship. Others might explain that it is better to have an aggressive father than no father at all. These myths contribute to legitimizing violence and making it less visible. Therefore, it is essential for the participants to learn to identify and reject all forms of violence:

MYTH: The violence cannot be that bad. If it were, the woman would leave the relationship.

Reality: There are many explanations that enable us to understand why it is so difficult for a young or

adult woman to leave a violent relationship. Many women are trapped in an endless 'cycle of violence' that goes through calm phases during which the aggressor promises to change. Other women have lost the capacity to make their own decisions, as a result of the psychological violence of which they are victims. Others have tried to defend themselves or to leave a relationship, only to be subjected to even worse aggression. Also, most do not have support networks that would help them leave their relationship because most aggressors make a point of isolating their victims from their friends and families to ensure their control of them.

MYTH: Young women provoke sexual violence because of the way they dress.

Reality: Women have the right to dress however they wish. Also, it is a myth that only young women with a certain type of appearance are victims of violence. The victim's physical appearance is irrelevant – this is a myth that portrays women as sex objects. Reality has shown that aggression can occur against any woman, regardless of her age or what she looks like.

MYTH: Some women like being beaten.

Reality: Nobody likes to be threatened, beaten, insulted or injured. This myth seeks to absolve aggressors of their responsibility, and to blame the victim.

MYTH: It is better to have a violent father than no father at all.

Reality: Boys and girls learn how to relate in a relationship and as parents based on what they see in their homes. In fact, having seen their father mistreat their mother is one of the factors shared by most men who use violence against their partners.

MYTH: Some women deserve to be beaten for the things they have done.

Reality: Nobody deserves violent treatment, no matter what they have done. Also, violence is not the result of what the person on the receiving end has done, violence occurs because the aggressor wants to control the injured party.



TIP!

In Activity D4: 'Between truth and fiction about violence against women', the Champions of Girls Education will analyse their concept of gender-based violence against women and girls.



TIP!

Activity D5: 'Hanging out our laundry' analyses the consequences of gender-based violence for women and girls and encourages the **Champions of Girls Education** to talk about the experiences of these consequences.

It is important for the Champions of Girls Education to understand the impact violence has on women of all ages and their children. On the one hand, knowing the consequences will enable them to recognise cases of violence of which they were previously unaware. Becoming aware of the consequences of violence against women is also one of the strategies for men to make a commitment to not exercising gender-based violence.

These consequences include:⁶

- **Physical consequences:** including injuries, chronic or recurring pain, digestive problems, limited mobility, unwanted pregnancies, sexually transmitted infections (STIs), increased tobacco, alcohol and drug consumption, poor health generally and even death. Violence from a partner during pregnancy also increases the risk of losing the baby, premature birth or low weight at birth, and at worst, maternal death due to complications in pregnancy caused by this aggression.
- **Psychological consequences:** including low self-esteem, depression, fear, post-traumatic stress, and identification with the aggressor, feeling defenceless or in despair (defined as the state in which women who are victims of violence “admit defeat” and end up accepting the aggression as an unavoidable punishment and destiny), emotional suffering and attempted suicide.
- **Social consequences:** including the social isolation of victims of violence, in the short as well as long term. Intergenerational transmission of the psychological consequences, exposing a new generation of women to gender-based violence. Gender-based violence also creates obstacles to victims’ economic security, by making them more dependent on their aggressors.

6. For a more in-depth analysis of the consequences of gender-based violence on women of all ages, go to: <http://www.who.int/mediacentre/factsheets/fs239/en>
<http://www.unwomen.org/en/news/in-focus/end-violence-against-women/violence>
 Lucero Quiroga, et al. (2009). *Sobre Vivencias: Cuatro Casos De Violencia Contra La Mujer y su Relación con el Sistema de Protección En Santo Domingo*. (PNUD/INTEC)
http://www.do.undp.org/content/dam/dominican_republic/docs/genero/publicaciones/pnud_do_sobrevivencias.pdf

4.1.3. GENDER-BASED VIOLENCE AGAINST YOUNG MEN

In some way or other, all young men who resist the hegemonic model of masculinity are exposed to gender-based violence. As with women, gender-based violence against these young men is aimed at controlling their behaviour and demonstrating who has power of domination over them.

From a young age, boys are socialised to interact with other boys through violence. Contests to determine who is the strongest, who is the most daring or who is the fastest tend to include fights, shoves and other actions that put both the perpetrator and the recipient of the violence at personal risk. In this way, they learn that it is normal to be exposed to violent or high-risk situations, and that experiencing them is part of being a 'real' boy.

In sexist societies masculinity is represented by symbols of violence, such as weapons. Playing with toy weapons is something that distinguishes boys as boys – as no girl who is considered 'normal' plays with pistols or swords. As an example, see Figure 4.3 with an illustration of an analysis of toy advertisements

aimed at boys⁷ in which many words associated with violence and war can be identified.

After playing with pistols, guns, swords, machine guns and all sorts of toy weapons, and upon graduating to higher levels of violence in video games, boys reach their youth being totally familiar with firearms. This familiarity exposes them to high-risk situations when toys become real weapons.

Men carry weapons more often than women as their ownership and use is linked to status and traditional manliness. Many young men regard the use of weapons as a means of survival when faced with the violence that gangs, groups or individuals can exercise over them and their friends and relations.

Ownership and use of weapons, as well as the use of violence, are associated with huge personal health risks and that of others. Violence is one of the leading causes of death among young men, and is much higher among them than among adolescent girls.

FIGURE 4.3 VIOLENCE AT PLAY



7. The word clouds for these slides were developed by Crystal Smith for her blog, 'The Achilles Effect' <http://www.achilleseffect.com/0/0/word-cloud-how-toy-ad-vocabulary-reinforces-gender-stereotypes>



TIP!

In Activity D6: 'Collage – The triad of men's violence' the **Champions of Girls Education** analyse the triad of violence exercised by men with an emphasis on violence against other men, and against themselves.

Most studies about violence in men's behaviour refer to the need to defend male 'pride' or 'honour' as one of the leading detonators of violence. It stresses that pride tends to have at least three dimensions: a person's self-esteem, the perception that this person has of how others value him/her, and the real opinion that others have about this person. The interaction between these dimensions in sexist societies means that pride is extremely fragile, as any transgression in any of these dimensions is interpreted as an insult or provocation, which is answered with violence.

The combination of ideas about 'pride' or 'masculine honour' with the mandate of hegemonic masculinity of demonstrating manliness at all costs tends to lead young men to compete for who is "the most macho", for which they tend to use violence. This is why it is so important that in our work with the **Champions of Girls Education** we should concentrate on unpacking what they understand as 'male pride' in order to analyse each of their beliefs, attitudes and behaviours that comprise it, and then be able to construct a new framework for self-esteem and respect that will be coherent with gender equality.

Young men are exposed to gender-based violence if they do not accept the mandates of hegemonic masculinity, ranging from bullying



TIP!

Activity D7: 'Violence and male pride' tackles pride as a cultural construct that can lead young men to using violence.



TIP!

Activity D8: 'Swimming against the tide' considers the different steps that the **Champions of Girls Education** could follow to protect themselves from the violence directed at men who challenge hegemonic masculinity

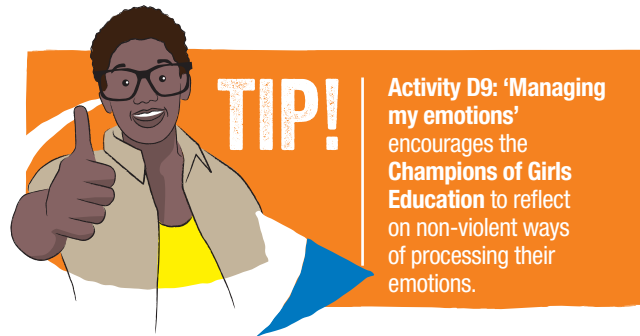
It is essential to highlight the support role that the reflection spaces and other organisations that the participants might belong to can and must play. In these spaces they should feel safe speaking about any situation of violence that they are facing. They can also talk to other young men about the resistance and aggression that they have faced when rejecting and/or challenging the hegemonic masculinity model, and about the strategies they have used to overcome them.

It is also important to work with the **Champions of Girls Education** to identify adults in whom they can trust, whether for discussing gender issues, or for asking for their support when faced with violence. They could be mentors selected by the programme, but they could also be family members, teachers or other people close to the participants.

4.1.4. FROM VIOLENCE TO CO-EXISTENCE

In Module 1 of this manual we discussed how conflicts are part of our daily life and how we can decide how to resolve them without using violence. As we saw, analysing the cultural roots of men's violence should not leave them with the message that violent actions are legitimate, but that they are responsible for the decision they take.

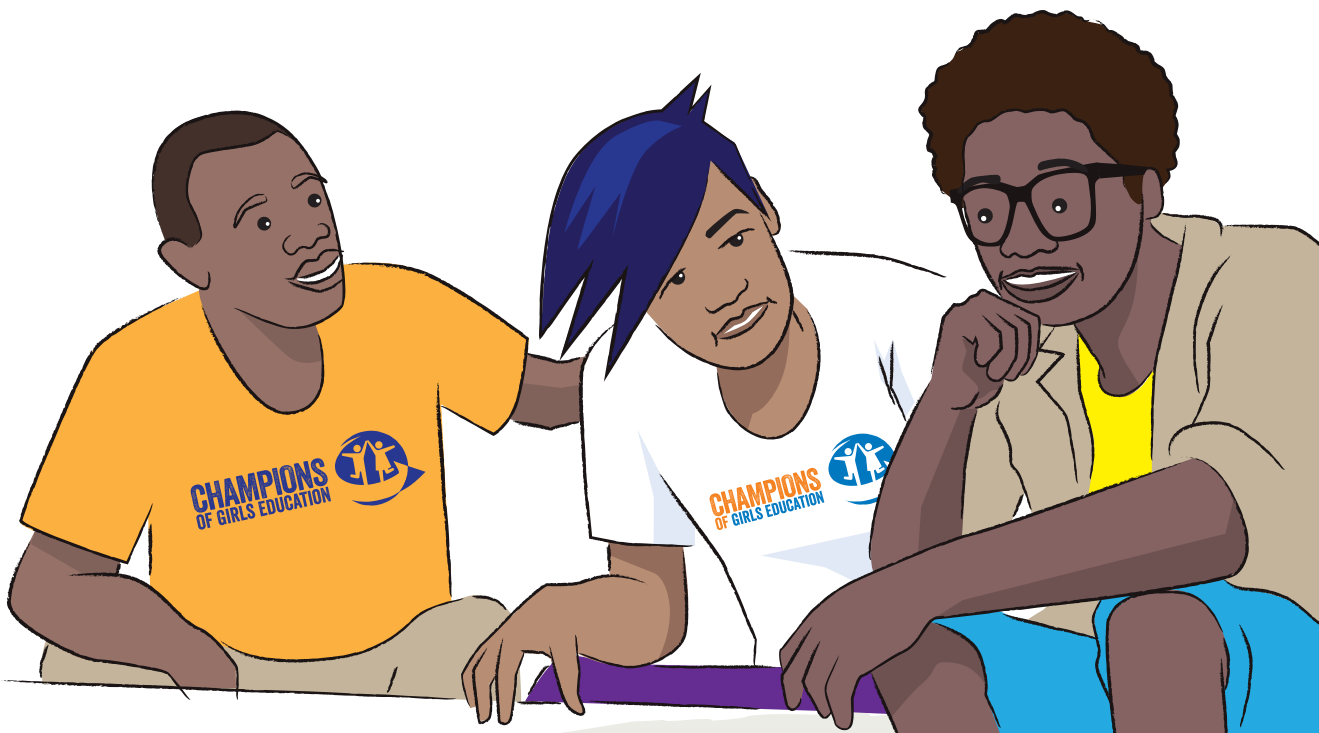
To start with, the Champions of Girls Education must learn new ways of processing their emotions, especially frustration or anger. They might think that it is acceptable for them to 'explode' or hit something or a person as a sign of their anger. In fact, young men tend to express rage through aggression and violence towards others, and this is allowed and endorsed by our culture. Few will have learned to cope with their feelings in a better way. This impulsiveness is what they transfer to their relationships with their partner or their



Activity D9: 'Managing my emotions' encourages the **Champions of Girls Education** to reflect on non-violent ways of processing their emotions.

relationships with other young men.

Many young men confuse anger with violence, believing them to be the same. This is why it is important to examine more closely how anger is a natural and normal emotion that every human being feels. Violence, in contrast, is a way of expressing anger that can and must be





TIP!

Activity D10: 'Speaking to the women in my life' introduces the importance of dialogue in their relationships between men and women.

eliminated. There are many other constructive and creative ways of expressing anger.

Recognising when we are angry and knowing what to do then is a very important emotional skill. In our culture anger is sometimes poorly regarded, and considered an undesirable emotion. However, anger also has positive dimensions, for example, it allows us to protect ourselves by setting limits when we are harmed or any of our rights are transgressed.

Fear and insecurity are also emotions that all people feel and that men learn to express with violent behaviour. Learning to recognise and manage these feelings is also important for the Champions of Girls Education.

THE PARTICIPANTS SHOULD ALSO LEARN TO VALUE NON-VIOLENT BEHAVIOUR AS A SOURCE OF PRIDE FOR THEIR FAMILY AND THEIR COMMUNITIES.

This consists of developing strategies for challenging anyone who justifies and even glorifies the violence that is reflected in the communications media, films, music and video games. This attitude entails valuing all people's lives equally, and recognising that every man and woman has rights that no one should violate.

As has been shown in previous sections, the Champions of Girls Education must transform the way in which they relate to themselves, to other young men, to girls and women in general. In the case of relationships between men and women it is about prioritising dialogue over imposition.

It is highly likely that many of the young men's relationships with their female friends, girlfriends

and partners will be unequal, meaning that the females do not have the same decision-making level as the males. Power is often used or abused in these relationships, whether as a form of control, jealousy, domination, or with beatings. Being aware of how power is exercised in relationships is key in building them based on equality in value and rights.

It is also important for the young men to be familiar with the responsibility of primary and secondary duty bearers for preventing and penalising violence. This responsibility is enshrined in national legislation and international treaties. For example in the Security Council Resolution 1820 which notes, "that civilians account for the vast majority of those adversely affected by armed conflict; that women and girls are particularly targeted by the use of sexual violence, including as a tactic of war to humiliate, dominate, instil fear in, disperse and/or forcibly relocate civilian members of a community or ethnic group; and that sexual violence perpetrated in this manner may in some instances persist after the cessation of hostilities."⁸

Every young man can promote a life free of violence by refusing to adopt violent behaviours, by rejecting violence in other people, and by promoting non-violent behaviour in his environment.



TIP!

Activity D11: 'Laws and support spaces against gender-based violence' gets the Champions of Girls Education to research national legislation and international treaties and introduces the institutional spaces that provide support to people who are victims of violence against women or male peer violence.

8. <http://www.un.org/en/peacekeeping/issues/women/wps.shtml>

Another example is the Convention to Prevent, Penalise and Eradicate Violence against Women in 1994, the so called Belem do Pará Convention, <http://www.oas.org/juridico/english/treaties/a-61.html>.

Also see the Istanbul Convention: "Preventing violence against women and domestic violence should not be left to the state alone. In fact, the Convention calls on all members of society, in particular men and boys, to help reach its goal of creating a Europe free from all forms of violence against women and domestic violence. Violence against women is pervasive because misogynistic attitudes towards women persist. Each and every one of us can help challenge gender stereotypes, harmful traditional practices and discrimination against women. It is only by achieving real gender equality that violence against women can be prevented." http://www.coe.int/t/dghl/standardsetting/convention-violence/brief_en.asp

4.2. KNOWLEDGE, ATTITUDES AND PRACTICES

	KNOWLEDGE	ATTITUDES	PRACTICES
Individual	<ol style="list-style-type: none"> 1. Recognises violence as a mechanism for domination and control. (*D1) 2. Can distinguish between different types of gender-based violence, including physical, sexual, emotional, economic and structural violence as well as 'everyday forms of male chauvinism'. (*D1) 3. Recognises the different forms of sexual violence. (*D2) 4. Relates his own socialisation to male violence. (*D3) 5. Understands that people have the power to decide whether or not to use violence. (*D3) 6. Is aware of the effects of gender-based violence on women and girls. (*D5) 7. Understands that what is known as 'violence against women' is also practiced against girls and adolescent girls. (*D5) 8. Recognises the effects of violence on his and other men's lives. (*D6, D7, D8) 	<ol style="list-style-type: none"> 13. Rejects all forms of violence against women and girls as intolerable and unjustifiable acts. (*D2, D4, D5) 14. Rejects the myths and misinformation that justify and reproduce violence against women and girls. (*D4) 15. Rejects the use of weapons as a demonstration of manliness. (*D6) 16. Rejects the social pressure that leads him to prove his manliness by using violence. (*D6, D7) 	<ol style="list-style-type: none"> 17. Chooses not to be violent in his relationships with other people. (*D3) 18. Visualises how the triad of male violence is reflected in his own life. (*D6) 19. Uses non-violent techniques for conflict resolution and for processing his feelings of anger, fear or insecurity. (*D9) 20. Uses dialogue and trust in peer relationships, especially in relationships with partners and with other young men. (*D10)
Community/ Family	<ol style="list-style-type: none"> 9. Understands that family unity is not a reason for a woman to remain in a violent relationship. (*D4) 		<ol style="list-style-type: none"> 21. Promotes non-violent behaviour in his environment. (*D2) 22. Identifies situations of violence in his family and community. (*D3) 23. Identifies spaces and people who are committed to gender equality who can support him when faced with any situation of violence. (*D8)
Institutional	<ol style="list-style-type: none"> 10. Understands that violence against girls and women and against young men is a violation of their human rights. (*D11) 11. Is familiar with the institutional spaces that provide support to people who are victims of violence against women or male violence among peers. (*D11) 12. Is familiar with the national legal framework that protects women and children from violence. (*D11) 		<ol style="list-style-type: none"> 24. Engages with other adolescents and social movements to advocate for the prevention or eradication of gender-based violence. (*This practice is developed in the youth manual "Changing the World")

4.3. RECOMMENDATIONS FOR FACILITATION

The activities in this section are aimed at reflecting on the roots of violence and the relationship between these roots and gender norms. To make the most of these activities please take the following recommendations into account:

- It is very likely that many of the activities in this module lead the young men to reflect about other types of violence. It is important to support these reflections without allowing them to dilute or render the theme of gender-based violence invisible. As necessary, help them to ground their reflections and think critically about the power differences between men and women, and about the effects that social norms and hegemonic masculinity have on people.
- Many of the activities in this module require sharing very personal experiences, perceptions and feelings. For this reason it is very important to guarantee an atmosphere of trust and respect, where each participant can feel at ease when expressing himself freely and being respectful of what his other companions say, think or feel.
- When making the distinction between the forms of violence exercised by men, use the concept of the violence triad to explain that men exercise gender-based violence against women, violence against other men and violence against themselves. Nonetheless, you must stress that these are different forms of violence, as girls and adolescent girls are much more vulnerable to violence than other young men.
- Remember that talking about violence also requires discussing ways of resolving conflicts in a non-violent way and about relating to other people, based on respect, trust and dialogue. It is important to present positive conflict resolution methods.
- When we talk about violence, it is much easier to identify other people's violent conducts and practices than one's own, especially where everyday male chauvinism is concerned. This is why it is so important that we support the Champions of Girls Education so that they may recognise their own sexist attitudes and behaviours, and can chart their own course towards equality. In each activity, motivate them to reflect on how they see, perceive and exercise violence.
- Strengthening group trust also implies not tolerating comments, jokes or tricks based on discrimination, sexism, homophobia or racism. It is inevitable that these jokes will appear during the workshops. For this reason, we must be prepared to explain that even jokes are gender control mechanisms and part of the way we discriminate against other people or groups and attack them.
- Take into account that the group may include young men who have suffered or are suffering some kind of violence or sexual abuse, and that they have never been able to talk about their experiences and therefore, may need help. Be prepared to manage any situation that may arise respectfully and in private.
- If any of the participants connects with a very painful experience, you should approach him and show your affection and concern for how he is feeling. If he needs emotional support, take time to support him, and to refer him to the services he may need, while leaving one of his companions in charge of the group.
- Be aware of your limits! If a case merits professional attention, encourage the young man to seek professional help. Before starting to facilitate this module, do some research into professional support services for young victims of violence and sexual abuse.

4.4. SUGGESTED ACTIVITIES⁹

ACTIVITY D1: WHAT IS GENDER-BASED VIOLENCE?

In this activity the young men understand the concept of gender-based violence and will learn to identify the different forms of gender-based violence from their own perspective.



LINKS TO KAP

Recognises violence as a mechanism for domination and control.

Can distinguish between different types of gender-based violence, including physical, sexual, emotional, economic and structural violence as well as 'everyday forms of male chauvinism'.



TIME

105

MINUTES



MATERIALS AND EQUIPMENT

- 3 flipcharts
- Flipchart paper (1 per pair of young men)
- Thick markers
- **Handout: What is violence?** (For each pair)
- Male and female fancy dress kit (e.g. hats, scarves, handbags, necklaces, toy guns)



KEY MESSAGES

- Gender-based violence is the intentional use of physical force or power, or threatening to do so, with intent to cause harm to another person, whether male or female. Violence is used as a coercion method when the victim does not fulfil the rules or expectations imposed by gender socialisation, or to ensure fulfilment of these rules.
- Violence is always a violation of human rights and is made possible by the power imbalance between the perpetrator and the person on the receiving end of the aggression. Thus, violence against women and girls takes place as a result of the power imbalance between men and women, and violence against boys and girls is caused by the power imbalances that exist between adults and children.
- In all cases, gender-based violence is a mechanism for domination and control. Gender-based violence exercised against women and girls, as well as against men and boys, is aimed at ensuring that the rules of the hegemonic masculinity model and gender socialisation are fulfilled, establishing the control of the men who best adjust to the masculinity model of dominance over others.
- Gender-based violence appears in different forms, such as physical, psychological or emotional, sexual, economic and structural violence. Violence takes place in several social spheres: the family, the street, in school, in the community, etc.
- Everyday male chauvinism refers to types of violence and domination in relationships that are so common that they have become 'invisible'. These behaviours affect women's autonomy and mental health.

9. Several of the activities in this model are based on activities from Promundo, "Program H. From Violence to Peaceful Coexistence", and Hombres Jóvenes.



ADVICE

FACILITATION ADVICE

- Prepare for this exercise by rereading the conceptual summary on gender-based violence in section 4.1.1.
- Prepare a flipchart with the definition of gender-based violence and a summary of the different types of gender-based violence (physical, emotional, sexual, economic, structural violence and everyday male chauvinism) outlined in the conceptual summary for the section.
- Review the cases that appear in **Handout D1: What is violence?** And select one per pair. You can photocopy or adapt them so they are closer to the group's own situation. You can also develop more so that there are enough different cases for each pair. The cases describe a range of examples of violence, including men towards men, men towards women, women towards men, women towards other women, parents towards children.
- As violence is usually associated with physical aggression, it is very relevant to reflect with the participants about all forms of violence that exist and about the different scenarios and circumstances in which they occur.
- When discussing the different forms of violence it is important to highlight the differences between the way men, women, adults and young people perceive, accept, suffer and exercise violence.

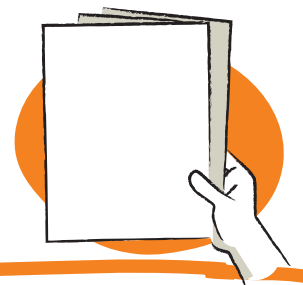
STEPS TO FOLLOW:

1. Explain that the objective of this activity is to discuss the different forms of gender-based violence.
2. Divide the participants into pairs and hand each pair a sheet of flipchart paper. Explain that each pair should write or draw what they understand by gender-based violence.
3. When all the pairs have finished, ask them to present their work in plenary. Take notes of the main ideas on a flipchart.
4. Based on the contributions presented by the pairs, present the flipchart about the forms of violence, clarifying and/or going into more detail about each of these concepts. Remember to give examples that illustrate how people exercise or receive this type of violence, and ask the participants to present examples as well.
5. Give each pair a story from the ones featured in **Handout D1: What is violence?** Ask them to read the stories, to analyse the forms of violence that appear in their story, and encourage them to dramatise or make 'frozen images'¹⁰ and present their story in five minutes, using items from the fancy dress box.
6. Bring together all the participants in a plenary session and ask each pair to present their dramatisation and reflections about the forms of violence that appear in each story. Allow the rest of the group to participate and comment during each presentation, while keeping an eye on the time.
7. Facilitate a group reflection session based on the following questions:
 - **What are the most common forms of violence that occur in relationships between partners? What forms have you observed in your environment?**
 - **Do you think that violence (in any of its forms) against a person is ever justified? Why?**
 - **What consequences does violence have for the person who exercises it and the person who receives it?**¹¹
 - **What did you learn from this activity?**
8. To close this activity, ask: **What is the relationship between power and gender-based violence?** Ensure that the Champions of Girls Education visualise that gender-based violence is always related to the power exercised over the person who is harmed.

10. A 'frozen image' is the representation of an image that is achieved by assigning characters to the participants and placing them in a position that portrays a particular relationship between these characters.

11. Take into account that this topic will be covered in greater depth in activity D5, - the idea here is to just sound out the participants on this issue.

HANDOUT D1: WHAT IS VIOLENCE?



CASES FOR DISCUSSION

Case 1: Charles and Susan

Charles and Susan attend the same school. Charles is attracted to Susan. His friends have mentioned that she is an “easy” girl and that if he asks her out he will probably be able to have sex with her. Charles invites her to go out to eat something. They chat for a couple of hours, and then he invites her to his house as his parents are out. She accepts, they arrive at his house and they start kissing and caressing each other. Charles starts taking off her clothes, and Susan stops him, saying that she does not want to have sex with him. Charles gets angry, tells her he wasted his money on asking her out and that she agreed to go to his house, which means that she does want to have sex with him. He pressures her to change her mind. At first he tries to be gentle and seductive, then he starts shouting at her. Susan, who is very angry, runs out of the house.

Case 2: Marlene and Edgar

Marlene and Edgar are married and have an 8-year old son, Enrique. Marlene works as a cleaner in a private house. Edgar has been unemployed for 10 months, so he stays at home with Enrique after he gets home from school in the afternoons. Enrique has been having lots of behaviour problems at school, for which they constantly punish him and send messages to his parents asking them to do something about it. Marlene blames Edgar for being lazy and a bad example to his son. One day they have a big fight and Edgar hits Marlene, while Enrique observes the situation. After this incident, Marlene shouts at Enrique telling him it is all his fault. Enrique cries inconsolably and shuts himself in his room and throws objects around.

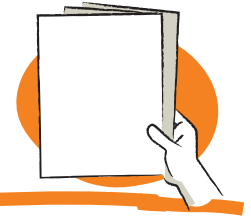
Case 3: Martin and John

Martin and John go to a party at a discotheque one Friday night. John had just been paid, so he buys the drinks. When he is paying, he takes out a large wad of notes. From a corner someone shouts: “Look at him! He really thinks he is someone!” Martin gets angry and throws a bottle at the head of the person who had made the comment. The fight gets bigger and several of the other men join in, even though they didn’t know the people involved. Knives, bottles and blows fly all over the place. The fight ends at the sound of the first gunshot.

Case 4: Helen and Ibrahim

Helen and Ibrahim got married almost two years when Helen got pregnant. He now constantly tells her she has put on a lot of weight and he is ashamed of going out with her. He is always making comments about other women’s bodies, saying that she “has let herself go” and how she would be much sexier if she lost weight. Ibrahim controls everything she eats and doesn’t let her eat almost anything when they are together. He tells her that if she loses weight, he will take her out more often and love her more. Recently he has stopped giving her the money she needs for the home and the baby, on the grounds that she will only use it to buy more food for herself. She completely depends on Ibrahim, as he doesn’t let her work either, because she has to look after the baby and their home.

HANDOUT D1: WHAT IS VIOLENCE?



Case 5: Pilar and Ricardo

Pilar has been going out with Ricardo for several months. Lately, Ricardo has started asking her who she speaks to in class, why isn't she at home when he calls, why does she spend so much time with her friends when she could be with him. Pilar has tried to ignore the questions, but Ricardo has got angrier and angrier. He has shouted at her in the school corridor, and insulted her. He said he was sorry afterwards, but once he even hit her. He explains that he is angry because he loves her so much, and that he cannot help it because she is "driving him crazy" with jealousy.

Case 6: Louise and the businessman

Louise is 18 years old. Last year she met a foreign businessman and started going out with him. She didn't tell her family anything. He was older than her, but she liked going out with him, especially when he took her out for meals and gave her expensive gifts. Shortly before he had to return to his country, he invited her to go with him, and told her she would find work there, so she accepted. When they arrived, he took her passport away and started to control her, even abusing her physically. She discovered that he was not a businessman and that he didn't have much money. She felt very lonely and isolated; she was far away from her family and friends and did not speak the language. He forced her to work as an exotic dancer in a nightclub, it was hard work and it sometimes included having sexual relations with the bar's clients.

Case 7: Claudia, her father and her siblings

Claudia is 16 years old. She lives with her father and two siblings (one older brother and one younger sister). Her father is an alcoholic and spends most of the day watching TV and drinking. Her older brother works part time but only comes home to eat and sleep, as he spends the rest of his time with his friends. Claudia is in charge of the home, of waking up and taking her little sister to school, doing homework with her, cooking and cleaning for the whole family. A few days ago, Claudia was resting in her room and listening to music when her father came in drunk and complained that she had not given her brother his food in time for him to go to work, and he threw a lamp at her head. Claudia shouted at her father, saying that he was being unfair, and then they rushed at each other hitting each other and shouting.

ACTIVITY D2: SEXUAL VIOLENCE - IS IT OR ISN'T IT?

In this activity, the Champions of Girls Education explore sexual violence in greater depth, how it is manifested and how it is used as a tool for power and social domination. It also invites the group to build a collective proposal for preventing sexual violence from their spaces and spheres.



LINKS TO KAP

Recognises the different forms of sexual violence.

Rejects all forms of violence against women and girls as intolerable and unjustifiable acts.

Promotes non-violent behaviour in his environment.



TIME
105
MINUTES



MATERIALS AND EQUIPMENT

- 2 flipcharts and flipchart paper
- Thick markers (3 per participant)
- **Handout D2 - Sexual violence - is it or isn't it?** (1 per group)
- Coloured cards (3 per participant)



KEY MESSAGES

- One of the most invisible and silenced forms of violence is sexual violence.
- Sexual violence often occurs between people who know each other (lovers, married couples, boyfriends and girlfriends, and close relatives like a brother-in-law, stepfather or uncle).
- Sexual violence includes constant pressure on women about the frequency and type of sexual relationship that men want.
- One of the main strategies for preventing sexual violence among young people is to talk about it and make it visible. In order to achieve this, we must work to create awareness among them so that every sexual relationship they have may be consensual and free, and so they are not indifferent to violence against women and girls.



FACILITATION ADVICE

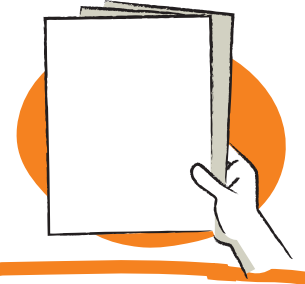
- Prepare for this exercise by rereading the conceptual summary in section 4.1.1.
- Write the following phrases on a flipchart displayed in a visible part of the room:
It is sexual violence
It's not sexual violence
We're not sure



STEPS TO FOLLOW:

1. Facilitate a group formation exercise to set up groups of three to four young men, and give each group a copy of **Handout D2 - Sexual violence - Is it or isn't it?**
2. Ask the groups to take 15 minutes to read the cases in the **Handout** and to classify them in three categories: 'It is sexual violence', 'It isn't sexual violence', and 'We're not sure'.
3. When the groups finish their work, ask them to return to the plenary. Read each case aloud and ask a representative from each group to explain how they classified it. Write down each group's classification for each case on the flipchart.
4. If there are discrepancies between the groups, ask some groups to explain their classification. Open the debate and reflection on the issues that arise, ensuring that the participants understand why each case presents an example of sexual abuse and abuse of power.
5. After all the cases have been discussed, facilitate a reflection session around the following questions:
 - **What does the exercise demonstrate? What did you notice?**
 - **Do you think that sexual violence can exist in intimate relationships?**
 - **Is sexual violence discussed or not discussed in our society? Why?**
 - **Who are more prone to experiencing sexual violence, men or women? Why?**
 - **Can men also be the victims of sexual violence?**
 - **What are the consequences of suffering sexual violence?**
6. Invite the group to collectively construct a proposal for preventing sexual violence in their surroundings. For this purpose, give them three cards and ask each one to write up to three actions, ideas and practices related to: **What can I, as a man, do to prevent sexual violence in my environment?**
7. Collect the cards and facilitate a final discussion by sharing their proposals on a flipchart and display on the wall.
8. To end the activity, facilitate a group cohesion exercise to feel and symbolise the team's trust and strength. (For example the crown of strength – see Activity A9 in Module 1).

HANDOUT D2: SEXUAL VIOLENCE - IS IT OR ISN'T IT?



READ AND DISCUSS EACH CASE, AND DECIDE WHETHER IT IS OR ISN'T A SITUATION OF SEXUAL VIOLENCE. MARK THE CORRESPONDING BOX WITH AN X, AND INCLUDE A BRIEF REASON FOR YOUR DECISION. IF THE GROUP DOES NOT REACH A CONSENSUS YOU SHOULD MARK THE "WE'RE NOT SURE" OPTION. YOU HAVE 15 MINUTES TO COMPLETE THIS EXERCISE.

Example:

It is sexual violence	<input type="checkbox"/>	It isn't sexual violence	<input type="checkbox"/>	We're not sure	<input checked="" type="checkbox"/>
Why?	<i>We couldn't agree as some thought that her partner was abusing her sexually, while others thought she was asking for it</i>				

Case 1: Miriam and Pedro

Everyone says that Miriam looks like an easy woman. She openly says that she likes sex and that she has had a lot of sex in her life. One Friday she goes to a party at Pedro's house and drinks a lot of alcohol, until she loses control. Pedro takes advantage of the situation, shuts himself in a room with her and they have sex while she is unconscious.

It is sexual violence	<input type="checkbox"/>	It isn't sexual violence	<input type="checkbox"/>	We're not sure	<input type="checkbox"/>
Why?					

Case 2: Lionel and Alicia

Lionel is 15 and Alicia, a 40-year old friend of his mother, sometimes stays with him while his parents go out at night. One night, Lionel goes to have a bath and she comes into the bathroom. Lionel doesn't know what to do and just stares at her. She tells him: What are you doing just standing there? Be a real man and make love to me." Lionel has sex with her. Afterwards he feels strange, but doesn't know if he should tell anyone about it.

It is sexual violence	<input type="checkbox"/>	It isn't sexual violence	<input type="checkbox"/>	We're not sure	<input type="checkbox"/>
Why?					

HANDOUT D2: SEXUAL VIOLENCE - IS IT OR ISN'T IT?



Case 3: Marc and Robert

Marc has worked as an administrative assistant in a big company for several months, and is very happy at work. One night his boss, Robert, tells him he is attracted to him and asks him to have sex with him. He tells him that if he agrees he would help him get a promotion in the company.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 4: Luisa and Hugo

Hugo asks Luisa to sleep with him, and she agrees. When they are in bed together, she gets undressed and at that point she has second thoughts. Hugo gets angry and she, out of fear, feels obliged to have sex with him.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 5: Marc and his friends

Marc is 17 years old and has never had sexual relations. His friends always laugh at him saying that he is a virgin and that is why he is less of a man than they are. One night they take him to a brothel and pay him to have sex with a prostitute. He does not want to sleep with her but ends up doing it because he feels pressured by his friends.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

HANDOUT D2: SEXUAL VIOLENCE - IS IT OR ISN'T IT?



Case 6: David and Paulina

David and Paulina have been married for two years. Sometimes David gets back home late and Paulina is already asleep. He wakes her up to have sex. Sometime she doesn't feel like it, but David is so insistent that she has sex with him so that he leaves her alone. Sometimes this happens when he is drunk.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 7: Marlene and Juan Carlos

Marlene is 13 years old and her family is very poor. Juan Carlos is 45 and offers to "help" Marlene's family in return for her having sex with him.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 8: Ingrid

Ingrid is 18 years old and works as a secretary in a transport company. The uniform she has to wear has a very short and tight skirt. One day on the bus on her way to work, a man touches her thighs.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

HANDOUT D2: SEXUAL VIOLENCE - IS IT OR ISN'T IT?



Case 9: Betty

Betty is 16 years old and works in a brothel for foreigners. She can't read, but her work has enabled her to support herself and help her siblings.

It is sexual violence	It isn't sexual violence	We're not sure
Why?		

Case 10: Valentina

Valentina is 17 years old and attends high school. Her father is unemployed and her mother is employed as a domestic worker in a private house. She goes to a cafeteria to ask for work, but the manager tells her that if she wants to work there she has to let him take photos of her in the nude, promising that he will not touch her.

It is sexual violence	It isn't sexual violence	We're not sure
Why?		

Case 11: Julia

Julia walks to school every morning. A few months ago a construction site opened a few blocks away from her house. Every time she passes by she hears lots of comments ranging from the most innocent to the most obscene.

It is sexual violence	It isn't sexual violence	We're not sure
Why?		

ACTIVITY D3: VIOLENCE IN MY ENVIRONMENT

In this activity the young men conduct a tour of their communities to discover and analyse the prevalence of violence in their environment, and relate their own socialisation with violence.



LINKS TO KAP

Relates his own socialisation to male violence.

Understands that people have the power to decide whether or not to use violence.

Chooses not to be violent in his relationships with other people.

Identifies situations of violence in his family and community.



TIME

30
MINUTES

before the weeklong research to give out the instructions.

1
WEEK

to conduct the research.

60
MINUTES

for the group activity.



MATERIALS AND EQUIPMENT

- One small exercise book per participant
- Pencils per participant
- 4 flipcharts
- Markers



KEY MESSAGES

- Men are not violent by nature, but they do choose to use violence more than women do.
- Violence is learnt in socialisation processes. Boys learn to exercise it and girls learn to receive it as part of what it means to be a woman.
- Boys as well as girls grow up in an atmosphere that encourages and legitimises the use of violence by males, and represses it in girls and women.
- Boys and girls grow up learning that it is normal for men to express their anger and other emotions such as pain, frustration, fear, and loss of power by hurting others. Violence in men is justified as a common or inevitable reaction to a threat, and is regarded as part of their acceptable or uncontrollable behaviours. In contrast, they learn that women should not feel anger or rage, and that they should learn to accept any attack or threat with resignation and abnegation.
- In their socialisation process, many men learn that women and girls are supposed to fulfil certain duties towards them, like looking after the home, looking after their children, and to have sexual relations with them, even when they do not want to. This leads them to believe that they can justify domestic and sexual violence towards women when they do not fulfil their 'domestic duties'.
- Gender-based violence coexists with male violence against other men as a way of demonstrating 'manliness' and 'power', as well as with men's violence towards themselves through practices like drug and alcohol use, lack of self-protection, failure to practice self-protection or measure health risks. This phenomenon is known as the '**triad of men's violence**'.
- It is essential for young men to learn that using or not using violence is a decision they take. This means that however much a young man has been socialised to use violence, it is not inevitable and they are responsible if they decide to use it.



ADVICE

FACILITATION ADVICE

- Prepare for this exercise by rereading section 4.1.1. of the conceptual summary.
- This exercise focuses on the gender-based violence that takes place in the young men's environment. It aims to make him aware of the socialisation for violence to which he has been exposed and which pushes him to being part of a violent, unequal and unfair society, and to take responsibility for the decision to be or not to be violent.
- Remember that when tackling the relationship between gender-based violence and gender socialisation, you must take special care not to contribute to absolving the young men of their responsibility for their violent behaviour.
- In order to carry out this activity the participants need to be given at least one week to collect the information in their environment.
- It is essential to encourage them to pay attention and dedication to this exercise as the level of detail with which they write their diary will depend on them.
- For part one, prepare a flipchart paper with press cuttings about some incidents of gender-based violence (that happened during the last week), adverts or promotions from magazines and other elements that can be used as examples for the media monitoring work, which they will also be asked to record in their diaries.
- For part two, prepare a flipchart with the questions that will be used to guide the group discussion of the results obtained in each diary (see step 10).

STEPS TO FOLLOW:

PART ONE: INSTRUCTIONS (30 MINUTES)

1. Present a brief summary of the forms of violence covered in **Activity D1: What is gender-based violence?** and highlight how some forms of violence are more visible than others. Use the conceptual summary to highlight which forms of violence are more visible, which are more socially acceptable, and which have been rendered invisible. Ensure that you stress the importance of everyday male chauvinism as forms of violence.
2. Stress that as a first step in preventing gender-based violence, one must learn to recognise it in all its different manifestations.
3. Give each participant an exercise book and a pencil, and explain that they are going to write a field diary for a whole week (or during the period between sessions). They will note in their exercise book the situations of gender-based violence that they see, witness, experience or hear about in the following contexts:
 - In their home (relationships between family members)
 - In their neighbourhood/ community, (streets, public spaces, squares, markets, church, shops)
 - In their educational space (school, high school, university, technical institute)
 - In their workplace
 - In the communications media (press, radio, television, internet, social networks)
4. Explain that they must record everything they see, feel, think and what they believe could be done about each situation in order to prevent it in the future. Ask them to write down any form of aggression or violence, however subtle and routine it may seem. Comment that the level of detail in the notebook will depend on them, and that they can write sentences, complete stories, feelings and thoughts that they had about the violence they observed, or expand on this by writing whatever they feel may be necessary. They can also record other general violent situations to put things into context, add drawings, cuttings or other materials to support their observations.

5. Present the flipchart you prepared with the cuttings about gender-based violence, and inform them that in parallel to their work of recording violent situations in their immediate environments, they must complement their diary by monitoring the communications media for news published in the press or broadcast on the radio during this period. Explain that it can also include television programmes, videos, songs, books, magazines, adverts, text messages or tweets containing gender-based violence situations or messages. The final aim is for each Champion of Change to become aware and thus make the gender-based violence in his environment visible.
6. Advise the participants to take the diary with them at all times, as they never know when they may have to take note of some incident of gender-based violence or message that they witness.

PART TWO: SHARING OUR RESEARCH (1 HOUR)

7. Start the group activity by asking if they were all able to complete their diaries. If several have not done the assigned work, give them 10 minutes to remember and make note of forms of aggression or gender-based violence that they observed in the last few days. Otherwise, carry out the alternative activities suggested at the end of this exercise.
8. Lead a brainstorming session and, on a flipchart, write the main ideas that emerge around the following questions: **What did you feel while you were writing this diary, consciously recording the incidences of gender-based violence in your environment? Did your feelings change from day to day?** Try and restrict their contributions to their feelings, not to their findings.
9. Divide the participants into groups of three or four. Ask each group to appoint a spokesman, who will present his group's conclusions in plenary.
10. Give the groups 30 minutes to discuss their diaries, find similarities and differences between what they observed, and with the help of the questions on the flipchart, discuss and prepare a presentation:
 - **What did we notice when filling in the notes diary? What things were most notable?**
 - **What are the most common types of violence that we witnessed?**
 - **In which spaces did we observe most violence?**
 - **What are the images of violence that we see in the communications media and in advertising spaces?**
 - **Taking into account the violent incidents observed, who exercises violence most often? Men or women? Young people or adults?**
 - **Who were the most frequent victims? Men or women? Young people or adults?**
 - **How did we feel about this exercise?**
11. Ask them all to come together in a circle, and ask the spokesmen to make a presentation (5 minutes) of the conclusions that his group reached. After each presentation, ask the other members of the group if they have anything to add.
12. When all the groups have made their presentations, make a brief summary of the following themes based on what the groups presented:
 - **The most common types of violence in our environment.**
 - **Places where violence is exercised most often.**
 - **The most frequent images of violence in the communications media and advertising spaces.**
 - **Who exercises violence most frequently?**
 - **Who suffers violence most frequently?**
13. To close the activity, lead a brainstorming session around the following questions:
 - **How do you think you have learned to be violent?**
 - **Do you think that in order to be men, you have to be violent?**

On a flipchart, write down the main ideas, supporting the Champions of Girls Education so that they recognise the role socialisation plays, their own responsibility for their violent behaviours, and that using or not using violence is a personal decision.

ACTIVITY D4: BETWEEN TRUTH AND FICTION ABOUT VIOLENCE AGAINST WOMEN

In this activity the Champions of Girls Education will analyse their beliefs about gender-based violence against women and girls and will demystify the beliefs that have been built on myths and gender stereotypes that justify and reproduce violence.

LINKS TO KAP

Rejects all forms of violence against women and girls as intolerable and unjustifiable acts.

Rejects the myths and misinformation that justify and reproduce violence against women and girls.

Understands that family unity is not a reason for a woman to remain in a violent relationship.



TIME

60
MINUTES



MATERIALS AND EQUIPMENT

- 5 flipcharts with paper
- Thick markers
- Adhesive tape
- **Facilitation sheet D4: Myths about gender-based violence against women**



KEY MESSAGES

- Gender-based violence against girls and women is intolerable and justifiable. However, one in every three women will be a victim of physical or sexual violence in her lifetime. The prevalence of gender-based violence against girls and women is so high that it is considered a worldwide epidemic.
- Women in violent intimate relationships endure years or decades of abuse. The problem is so serious that 38% of murders of women worldwide are committed by their partners or former partners.
- Myths about gender-based violence contribute to violence being less visible, or even to justifying it. Therefore it is essential for the Champions of Girls Education to learn to identify and reject them.



FACILITATION ADVICE

- Prepare for this exercise by rereading the conceptual summary in section 4.1.2.
- Identify national and regional statistics about the prevalence of violence against women and girls, and clarify that it is considered a global-scale epidemic.
- Remember that in order to secure the Champions of Girls Education' commitment to gender equality it is essential for them to learn to identify and reject these myths. Try to verify if the boys feel an affinity for any of these or any other myths that render violence invisible and justify it.
- Cut the **Facilitation sheet D4** to separate each myth from its reality. You should end up with 10 strips (5 myths and 5 realities).

STEPS TO FOLLOW:

1. Ask who remembers the “Myth busters” activity conducted when we worked on the topic of sexuality. Ask those who remember the activity to summarise the main myths created by society based on gender norms, and what can be done to challenge them. On a flipchart, write down the ideas contributed by the participants.
2. Complement their contributions with the key messages from this section, highlighting the importance of analysing the socially constructed myths based on evidence and reality.
3. Facilitate a dynamic exercise to form five groups and give one myth to each group. Do not give them the matching realities yet.
4. Ask each group to analyse the myth they were given, and prepare a five-minute presentation based on:
 - **How common is this myth in your environment?**
 - **Which ideas about what it means to be a man or a woman is this myth based upon?**
 - **What reality or evidence can show that this myth is false?**
5. Moderate the time so that each group can present the analysis of its myth in five minutes. Allow some of the others to react and state whether or not they agree with the myth.
6. Once all the groups have made their presentations, give them another slip of paper with a reality that does not match the myth they were given to analyse. Ask them to briefly discuss the reality they were assigned, for which they should try to identify one of the myths that were presented.
7. Ask each group to read aloud the reality they were given and say which myth it corresponds to. Then stick both parts of the myth-reality papers on a flipchart.
8. When the five groups have presented their respective realities and they are stuck on the flipchart, end the activity, reminding the Champions of Girls Education that in order to reaffirm their commitment to gender equality it is essential for them to be on the lookout for identifying these myths in all the spheres that they inhabit, reject them and help others to reject them based on evidence and reality.



FACILITATION SHEET D4: MYTHS ABOUT GENDER-BASED VIOLENCE AGAINST WOMEN



MYTH #1: THE VIOLENCE CANNOT BE THAT BAD. IF IT WERE, THE WOMAN WOULD LEAVE THE RELATIONSHIP.

Reality: There are many explanations that enable us to understand why it is so difficult for a young or adult woman to leave a violent relationship. Many women are trapped in an endless 'cycle of violence' that goes through calm phases during which the aggressor promises to change. Other women have lost the capacity to make their own decisions, as a result of the psychological violence of which they are victims. Others have tried to defend themselves or to leave a relationship, only to be subjected to even worse aggression. Also, most do not have support networks that would help them leave their relationship because most aggressors make a point of isolating their victims from their friends and families to ensure that they can control them.

MYTH #2: YOUNG WOMEN PROVOKE SEXUAL VIOLENCE BECAUSE OF THE WAY THEY DRESS.

Reality: Women have the right to dress however they wish. Also, it is a myth that only young women with a certain type of appearance are victims of violence. The victim's physical appearance is irrelevant – this is a myth that portrays women as sex objects. Reality has shown that aggression can occur against any woman, regardless of her age or her appearance.

MYTH #3: SOME WOMEN LIKE BEING BEATEN.

Reality: Nobody likes to be threatened, beaten, insulted or injured. This myth seeks to absolve aggressors of their responsibility, and to blame the victim.

MYTH #4: IT IS BETTER TO HAVE A VIOLENT FATHER THAN NO FATHER AT ALL.

Reality: Boys and girls learn how to relate in a relationship and as parents based on what they see in their homes. In fact, having seen their father mistreat their mother is one of the factors shared by most men who use violence against their partners.

MYTH#5: SOME WOMEN DESERVE TO BE BEATEN FOR THE THINGS THEY HAVE DONE.

Reality: Nobody deserves violent treatment, no matter what they have done. Also, violence is not the result of what the person on the receiving end has done, violence occurs because the aggressor wants to control the injured party.

ACTIVITY D5: HANGING OUT OUR LAUNDRY

Based on the analysis of a video, the Champions of Girls Education will identify how gender norms and stereotyped roles justify violence against women. They will then share different stories about violence against women in their environments, and analyse the consequences. Finally, the participants will establish their personal commitment towards preventing gender-based violence against women and girls.



LINKS TO KAP

Is aware of the effects of gender-based violence on women and girls.

Understands that what is known as 'violence against women' is also practiced against girls and adolescent girls.

Rejects all forms of violence against women and girls as intolerable and unjustifiable acts.



TIME

2 HOURS



MATERIALS AND EQUIPMENT

- 4 flipcharts and flipchart paper
- Thick marker pens
- Flipchart paper (1 per participant)
- Letter-sized or equivalent paper
- Charcoal pencils
- Scissors
- Laptop with internet access
- Projector and screen
- String or washing line
- Clothes pegs
- **Handout D5: The consequences of violence against women and girls**
- Video: PERFECT (4:58 minutes):
<https://www.youtube.com/watch?v=vMQob5LbkhI>



KEY MESSAGES

- Learning about the consequences of gender-based violence against women and girls enables the Champions of Girls Education to recognise cases of violence that they were previously unaware of. Also, to become aware of the consequences of violence against women is one of the strategies for them to commit themselves to not exercising gender-based violence.
- Violence has serious consequences on the lives of women of all ages, has very high social costs and leaves psychological, physical and social scars.



FACILITATION ADVICE

- Prepare for this exercise by rereading section 4.1.2. of the conceptual summary and consulting additional recommended materials about the consequences of gender-based violence.
- If the group has more than 15 participants, be prepared to form sub-groups and consider the materials that each group as well as the people who are facilitating will need.
- It is important to confirm whether the Champions of Girls Education recognise themselves reflected in the video or recognise any comparable situations in their environment. Remember that this activity is aimed at getting them to analyse their own relationships with girls and women, as well as relationships in their families and in the community.

- Analyse the video in advance yourself so that you have your own perceptions, without allowing them to influence the group's reflections. Ensure that the equipment is working and that the sound is audible and the image clearly visible. You can download the video from the internet at Video: PERFECT (4:58 minutes): <https://www.youtube.com/watch?v=vMQob5LbkhI>
- In order to facilitate the second part of the exercise where the Champions of Girls Education will talk about personal experiences, you should guarantee them respect and confidentiality so that they can feel confident when it comes to writing their stories. It is important to help them think about the violent acts they may have committed, as it tends to be easier to recognise violence exercised by other people than to recognise our own practices.
- In many cases, people who exercise violence in their personal relationships have themselves been victims of violence. Helping the participants to understand this connection and reflect on the pain that this violence has caused them is an important strategy for breaking the cycle of violence.
- Prepare a flipchart with the following questions, remembering that in all cases we are referring to gender-based violence against women and girls:
 - **What types of violence have I practiced or witnessed against a woman or a girl?**
 - **How have I felt when I have practiced violence? Or – how do I feel when I witness violence?**
 - **What was the factor that unleashed the violent act?**
 - **What have other young people done when they witnessed these violent acts?**
 - **What have the adults done regarding these violent acts?**
- For the second part of the activity you should hang up a washing line.
- Reread the recommendations listed in section 4.3., especially the parts of the facilitation advice that refer to what to do if any participant appears to connect to a painful experience during this activity.
- If one of the Champions of Girls Education is currently at risk of suffering violence speak to the other facilitators and adults to organise a protection network.

STEPS TO FOLLOW:

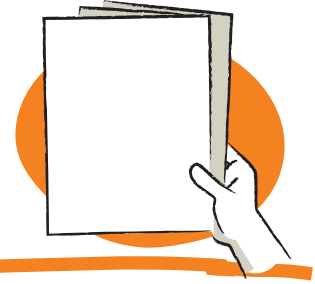
PART ONE

1. Open the activity by organising a game or team-building exercise to cultivate trust among the participants.
2. Screen the PERFECT video (4:58 minutes), explaining that it features a very common story in our countries.
3. At the end of the video, facilitate a reflection session with the Champions of Girls Education and on a flipchart, write down the key ideas around the following questions:
 - **What message does the video convey to you?**
 - **What types of violence and everyday male chauvinism can be seen in this video?**
 - **Do situations like this occur: in your family or your community?**
 - **What do you think are the consequences of violence against women in this story, for their own lives, for their families, their friends?**
4. On a flipchart, write down the key ideas on the consequences of violence presented by the participants.
5. Take a brief break before moving on to the second part of the activity.

PART TWO

6. Explain that during this part of the activity they will be discussing what they feel when talking about the violence they themselves have exercised against women and girls, and about the violence they have seen other people exercising, and that they will be analysing the consequences for the victims.
7. With the help of a volunteer, attach the washing line to the wall and explain that this will be used to “hang out our laundry”.
8. Ask each participant to take a flipchart paper and a marker and to make a life-sized outline of an item of clothing and cut out its shape. You can use your shirt or t-shirt as a model.
9. Display your flipchart with the questions you prepared in advance, and ask them to close their eyes and think about a situation where they exercised violence against a woman or a girl. Ask them to remember that there are many ways in which gender-based violence is manifested. If a situation of this kind does not exist, ask them to think of a situation where they have witnessed or experienced violence against a woman, adolescent girl or girl in their immediate environment.
10. Ask each participant to think hard about the story they will be sharing with the group. Make it clear that the stories will be anonymous and confidential, as this is not about exposing or reprimanding them for having engaged in violent conduct, but about becoming aware of how deep-rooted these behaviours can be.
11. Ask them to spend 10 minutes writing the story they remember on the paper item of clothing that they prepared, reminding them that they do not need to put their name to their work. Ask them to reply to the questions listed on the flipchart in their story.
12. Collect the items of clothing as they finish and mix them up, then hand one out at random to each participant with two clothes pegs, asking them to hang them up on any available part of the washing line in the room.
13. Once they have hung out the clothes, ask the participants:
 - **How did you feel while you were writing your story?**
 - **What does hanging up your stories of violence symbolise, just like hanging out clothes after washing them?**
14. Tell them that this exercise is a symbol of how clean clothes (after being dirty) are put out in the sun and wind to be renewed. Suggest the following metaphors, but the group can contribute their own:
 - The clothes represent each one’s behaviour. The dirty clothes would represent the past behaviour, when still aggressive or a witness to an act of violence.
 - The washing and the washed clothes represent the new commitment to gender equality. The sun and the wind represent the benefits that this commitment will have on their own lives as well as on the people they interact with.
15. Distribute **Handout D5** to each of the participants and ask them to take turns to read it out aloud. When they finish, allow them to react to what they have read and to relate it internally to their own stories.
16. Ask the participants to walk around the washing line to read out the stories about violence produced by the other young men. Suggest that they find similarities between theirs and the rest of the stories. And for each one, think about the consequences that they may have on the lives of women of all ages who were the victims of these acts of violence.
17. Once they have all walked round the washing line, ask: **What do all these stories have in common? What might be the most common consequences of the forms of violence hanging on the washing line?** Encourage the group to participate and write down the ideas on a flipchart.
18. End the activity by asking: **How can we break this cycle of violence? How can we become men who are committed to preventing all forms of violence?** Ask each participant to write a personal commitment on a card to what he will do to prevent violent behaviours and practices against women or girls, or how he will react to violent behaviours that he witnesses.
19. Facilitate a card-sharing session and attach them to a flipchart under the title: **“My personal commitment to the prevention of violence against women and girls”**. Facilitate an exchange where the participants externalise their feelings and ideas on the subject.

HANDOUT D5: THE CONSEQUENCES OF VIOLENCE AGAINST WOMEN AND GIRLS



REMEMBER THAT:

- It is important that you understand the consequences of gender-based violence against women of all ages.
- Analysing the consequences of gender-based violence against women and girls will enable you to recognise cases of violence of which you were previously unaware.
- Recognising the consequences of violence against women is one of the steps for the Champions of Girls Education to move forward in their commitment to gender equality.
- The consequences of violence against women combine to make their effects on the victims more serious.

Some consequences of violence against women of all ages are:

- **Physical consequences:** including injuries, chronic or recurring pain, digestive problems, limited mobility, unwanted pregnancies, sexually transmitted infections (STIs), increased tobacco, alcohol and drug consumption, poor health generally and even death. Violence from a partner during pregnancy also increases the risk of losing the baby, premature birth or low weight at birth, and at worst, maternal death due to complications in pregnancy caused by this aggression.
- **Psychological consequences:** including low self-esteem, depression, fear, post-traumatic stress, and identification with the aggressor, feeling defenceless or in despair (defined as the state in which women who are victims of violence “admit defeat” and end up accepting the aggression as an unavoidable punishment and destiny), emotional suffering and attempted suicide.
- **Social consequences:** including the social isolation of victims of violence, in the short as well as long term. Intergenerational transmission of the psychological consequences, exposing a new generation of women to gender-based violence. Gender-based violence also creates obstacles to victims’ economic security, by making them more dependent on their aggressors.

ACTIVITY D6: COLLAGE - THE TRIAD OF MEN'S VIOLENCE

The Champions of Girls Education prepare a collage of news to analyse the triad of men's violence, with an emphasis on violence against other men and against themselves. The young men recognise that society pushes them to use violence, and adopt a critical attitude and reject the use of violence as a demonstration of power, control and manliness.



LINKS TO KAP

Recognises the effects of violence on his and other men's lives.

Rejects the use of weapons as a demonstration of manliness.

Visualises how the triad of male violence is reflected in his own life.

Rejects the social pressures that lead him to prove his manliness by using violence.

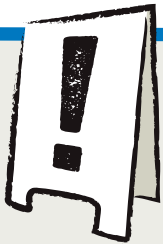


TIME
2
HOURS



MATERIALS AND EQUIPMENT

- Flipcharts and flipchart paper
- Thick markers
- Newspapers and news magazines (more than a week old and 4 copies of 2 newspapers from the previous day and the day of the activity)
- Rolls of masking tape
- Wool
- 4 pairs of scissors (1 per group)
- 4 tubes of glue (liquid or stick)



KEY MESSAGES

- From a young age, boys are socialised to interact with other boys through violence. They thus learn that it is normal to be exposed to violent situations, and that to experience them is part of being a 'real' boy.
- Gender-based violence against women and girls coexists with men's violence against other men to demonstrate "manliness" and "power"; and with men's own violence against themselves through practices like drug and alcohol use, lack of self-protection, not practicing self-protection or measuring risks to health. This phenomenon is known as the **'triad of men's violence'**.
- In sexist societies masculinity is represented by symbols of violence, such as weapons. Playing with guns is something that sets boys apart as boys. When boys enter youth they are totally familiarised with firearms. This familiarity exposes them to high-risk situations when toys become real weapons.
- Men carry weapons more often than women, and their ownership and use is linked to status and traditional manliness. Many young men regard the use of arms as a means of survival when faced with the violence that gangs, groups or individuals can exercise over them and their friends and relations.
- Ownership and use of weapons, as well as the use of violence, are associated with huge health risks for personal health and that of others. Violence is one of the leading causes of death among young men, and is much higher than among young women.



ADVICE

FACILITATION ADVICE

- Prepare for this exercise by rereading the conceptual summaries on the theme of gender-based violence and the violence triad in sections 4.1.1. and 4.1.3.
- Find, at least one week in advance, newspapers and magazines that contain news of violent incidents against young men. Keep about four copies of newspapers from the days before holding this activity.
- Draw Figure 4.2 (page 11) on a flipchart.
- Ensure that the washing line with the acts of violence prepared during Activity D5 is hanging in the room.

STEPS TO FOLLOW:

1. Make a brief presentation about the triad of men's violence using the flipchart you prepared in advance. Make sure to explain that gender-based violence against women and girls coexists with violence by men against other men to demonstrate their "manliness" and "power," and with violence by men against themselves through practices like drug and alcohol use, lack of self-protection, not practicing self-protection or assessing health risks.
2. Form a triangle using wool in the centre of the room that includes that the washing line as one of the angles. On the other two angles attach cards that say "violence against other men" and "violence against yourself".
3. Ask the participants to split into four teams and give each team a set of newspapers and magazines, a flipchart paper, scissors, glue, fine and thick markers. Ask three groups to find and cut out news about violence by men against other men, and one of the groups to make cuttings of cases of men's violence against themselves. Ask all the groups to prepare a collage of the news and images they find on flipchart papers. Tell them they will have 20 minutes to complete this task.
4. While they are working, ask them to identify the following aspects to prepare a brief five-minute presentation of their collages. Encourage them to be creative in their presentations:
 - **What forms of violence or gender-based violence did they identify?**
 - **Who were the perpetrators and who were the victims (men, adolescent men, boys)?**
 - **What were the supposed reasons that led to these acts of violence?**
5. Moderate a session where each group presents the results of their group work. After each presentation, ask them to hang up their collage in the corresponding sides of the wool triangle.
6. Once all the groups have finished presenting, start a group discussion based on the following questions:
 - **What did you feel when you were doing the exercise?**
 - **What types of violence did you find in the news cuttings?**
 - **Were they linked to social and gender norms and stereotypes, to what extent and why?**
 - **Were they linked to male pride and manliness, and why?**
 - **Who was most frequently involved in these violent situations, and why?**
 - **Do you see young men involved in these news reports?**
 - **Why do you think that young men get involved in these situations?**
7. End this part of the activity by asking the Champions of Girls Education to silently review the images of violence exercised by men.
8. Lead a brainstorming session around the question: What could you, as Champions of Girls Education, do to change this situation? Facilitate the discussion and write down the main ideas that come up.
9. End the activity with a final reflection session highlighting how sexist societies push young men to use violence, and therefore they as Champions of Girls Education committed to gender equality must adopt a critical attitude and reject the use of violence as demonstration of their manliness.

ACTIVITY D7: VIOLENCE AND MALE PRIDE

The activity tackles male pride as a cultural construct that leads young men to use violence. The young men will recognise that pride and manliness are social constructs that push them towards using violence, and therefore adopt a critical attitude and strong rejection towards its use as a demonstration of manliness.

LINKS TO KAP

Recognises the effects of violence on his and other men's lives.

Rejects the social pressure that leads him to prove his manliness by using violence.



TIME
60
MINUTES



MATERIALS AND EQUIPMENT

- Ink pens for each group
- **Facilitation sheet D7: Violence among peers**
- 2 flipcharts
- Thick markers
- Flipchart paper (1 per participant)



KEY MESSAGES

- Male pride tends to have at least three dimensions: a person's self-esteem, the perception that this person has of how others value him/her, and the real opinion that others have about this person. The interplay between these dimensions in sexist societies means that pride is extremely fragile, as any transgression in any of these dimensions is interpreted as an insult or provocation, which leads to violence. The combination of ideas about 'pride' or 'masculine honour' with the mandate of hegemonic masculinity of demonstrating manliness at all costs tends to lead young men to compete for who is "the most macho", for which they tend to use violence.
- In sexist societies pride is extremely fragile, as any transgression can be interpreted as an insult or provocation, which is answered with violence.
- In our work with the young men we should concentrate on unpacking what they understand as 'male pride' in order to analyse each of their beliefs, attitudes and behaviours that comprise it, and then be able to construct a new framework for self-esteem and respect that will be coherent with gender equality.
- As a consequence of defending male honour, men run the risk of affecting themselves and others, for example, by getting involved in fights and brawls, driving at excessive speed, engaging in unprotected sexual conduct, exercising violence against other people (women, girls, other men).
- Remember to point out that many deaths among young men begin with an argument (whether about sports, about a girlfriend, based on an insult, etc.), which is followed by a gradual increase in tone until they blows are exchanged until e.g. a knife or gun is used to kill. All these situations are avoidable and preventable.



ADVICE

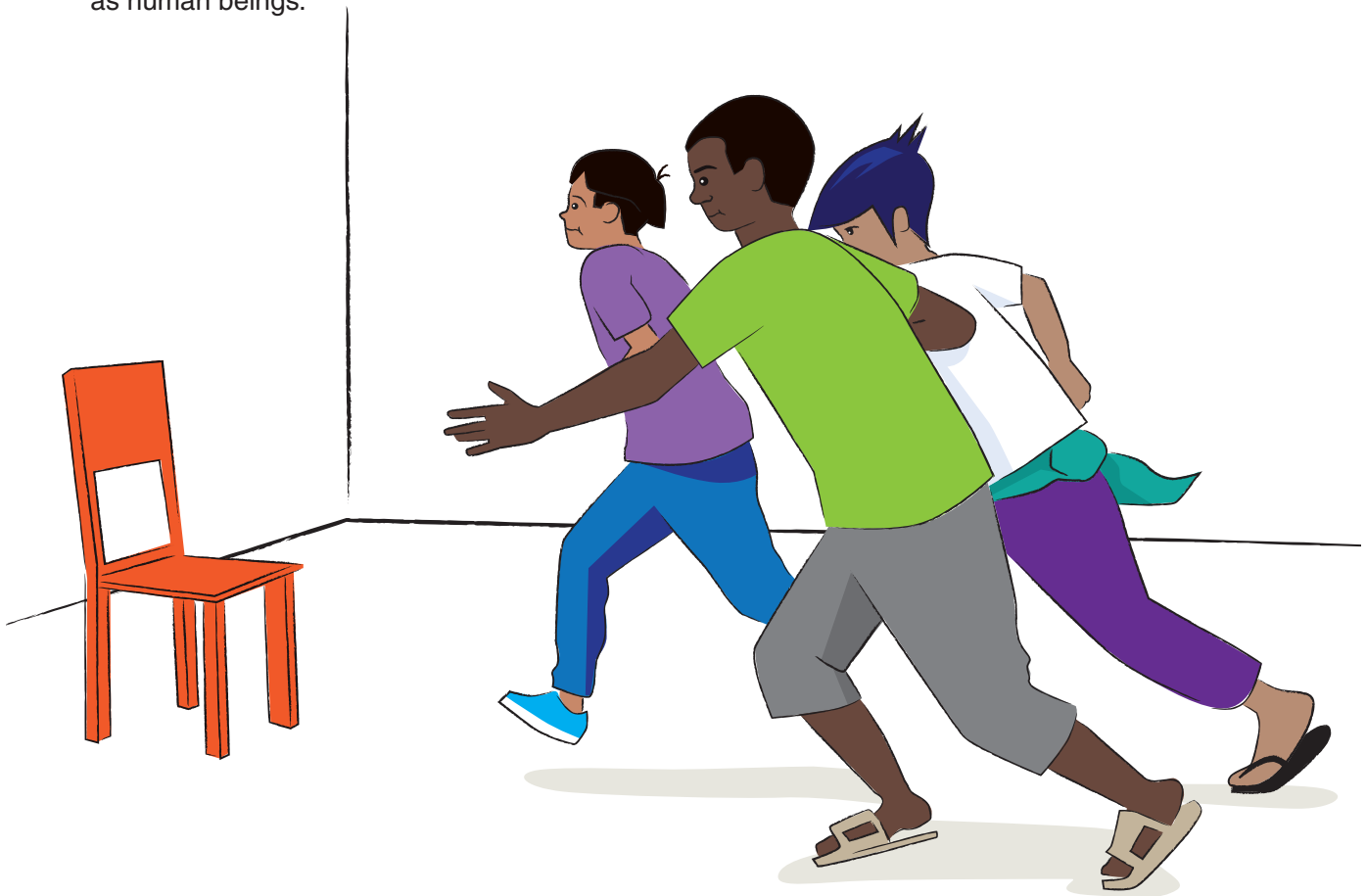
FACILITATION ADVICE

- Prepare for this exercise by rereading the conceptual summary on the theme of gender-based violence against men and boys in section 4.1.3.
- Divide the **Facilitation sheet D7: Violence among peers**, so that each case is on a separate slip of paper. You may change or add new cases that may be more common in your country. According to the group size, choose the stories so that there is one story per group.
- In order to conduct the role-plays, prepare a spacious part of the room as a stage and use the participants from the other groups as the audience (could be in a circle or semi-circle).

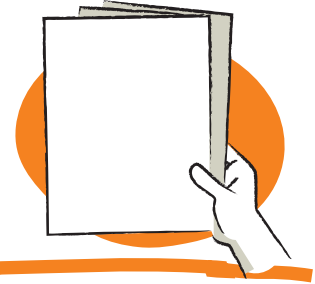
STEPS TO FOLLOW:

1. Ask the participants to come together in the centre of the room, and facilitate the group formation exercise 'The Shelter', adapted from the shipwreck exercise for a violent situation linked to pride:
 - a. Ask the young men to walk without stopping all round the room while imagining that they are in a sports stadium looking for their seats to watch their favourite team.
 - b. Without them noticing, place six seats at the edges of the room.
 - c. Suddenly, tell them that an important message is being announced from the stadium loudspeakers: "we inform the spectators that two armed fanatics have started a brawl and are shooting at the audience. We request that you make your way quickly to the stadium's six security points until the situation is under control!"
 - d. Tell them that the six security points are full of people and only four more fit in each point. Tell them where you placed these security points (chairs) and at the count of three ask the participants to run towards one of them.
2. Tell the participants that they will now work in teams, with the groups that were formed at the six security points. If anyone was left out of the points, assign them to any of the groups that were formed. Ask them to sit on the floor to conduct a brief reflection on the exercise.
3. Ask the participants: **How did you feel about the exercise? What do you think was the real reason behind the conflict between the two gangs of fanatics? Do you think that you could even be involved in a similar situation, and where would you feel most exposed? Have you experienced anything similar to this incident?**
4. Make the most of the opportunity to comment that all young men, in some way or another, are exposed to violence, and that the combination of cultural constructs like **male pride** or **honour** with the sexist mandate of demonstrating manliness at all costs, tends to lead many of them to using violence.
5. Give each group a different story from the **Facilitation sheet D7: Violence among peers**. Explain that it is about stories of tension and aggression between men, and that the work consists of the group completing their story with the short description of what they think might happen next, i.e. how they think the story would usually end. Each group should discuss the story within their own group and write their ending depending on what might happen in their local reality.
6. Ask each group to take 15 minutes to prepare a role-play lasting no longer than four minutes to perform it in plenary. Encourage them to be creative, and for all the group members to take part.

7. Moderate all the group performances and let the participants make comments after each presentation.
8. After watching all the role plays, open the discussion around the following questions:
 - **What was your experience representing the story? What did you feel as actors and as audience?**
 - **What makes us react this way?**
 - **What happens to us when we feel we are being insulted?**
 - **What has male pride got to do with these situations?**
 - **How can these situations be resolved in a non-violent manner?**
 - **Can you remember experiencing a similar situation? How did you feel in that situation?**
9. On a flipchart, write down the main ideas that emerge in the discussion and summarise them at the end.
10. Facilitate a brainstorming session by asking: **What are pride and manliness based on? And – What does male pride have to do with our value as a man?**
11. Write the main ideas on a flipchart, and expand where necessary based on the contents of the conceptual summary.
12. Close the activity with a final reflection highlighting that they as Champions of Girls Education should not only adopt a critical attitude but completely reject the use of violence for defending social constructs such as pride and manliness, which have nothing to do with their value as men and as human beings.



FACILITATION SHEET D7: VIOLENCE AMONG PEERS



UNFINISHED STORIES

Mario and Carlos

During the break between lessons, Mario and Carlos argued about an assignment they had to do for school. Many of their friends heard the argument, which got louder and louder until Mario told Carlos that he would wait for him outside the school so they could settle the problem. After school...

Group of friends

A group of friends went out dancing. As they were dancing, one of them, Juan, saw that someone was staring at his girlfriend the whole time. Juan approached the young man who was looking at his girlfriend, and...

Richard

Richard was driving his car. When he was about to turn right, another car came and blocked him, forcing him to brake suddenly. Gonzalo, who was very angry...

Alex

During a football game, Alex was about to score a goal, and a player from the opposing team committed a foul against him. Alex, who was in a lot of pain, got up without saying anything, while his teammates incited him to respond by attacking the other player. They shouted: "Hit him! Hit him!" In response to this, Alex...

Daniel

In the classroom a group started taunting one of their classmates called Daniel for the way he had expressed himself when telling a story. They shouted: "Girly... girly!" Suddenly Daniel could not take it anymore and...

John

John's friends thought he was very feminine, and were always making fun of him and shouting "stop acting like a girl" at him. One day they made up a story about finding him kissing another boy in the bathroom...

ACTIVITY D8: SWIMMING AGAINST THE TIDE

In this activity, the Champions of Girls Education will analyse the consequences of gender-based violence for boys and men who do not conform to hegemonic masculinity and will prepare a map of the spaces and people who could make up part of their personal support network.



LINKS TO KAP

Recognises the effects of the violence on his and other men's lives.

Identifies spaces and people who are committed to gender equality who can support him when faced with any situation of violence.



TIME
60
MINUTES



MATERIALS AND EQUIPMENT

- Flipchart with paper
- Handout D8: Finding my potential support



KEY MESSAGES

- Young men are exposed to gender-based violence even if they do not accept the mandates of the hegemonic masculinity model. This can range from bullying or harassment, to group attacks and physical violence.
- Young men and adults who question the hegemonic masculinity model as a result of their commitment to gender equality are likely to become the target of mockery and attacks that often include homophobic comments.
- Young men, as they become Champions of Girls Education for gender equality, find themselves exposed to new forms of gender-based violence. They must learn to identify these, protect themselves and build a support network to protect them.



FACILITATION ADVICE

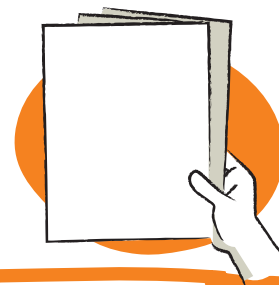
- Prepare for this exercise by rereading the conceptual summary on the theme of gender-based violence against men and boys in section 4.1.3.
- Remember that this topic has already been tackled in Module 2 of this manual. The aim of this section is to draw the young men's attention to the types of violence to which they themselves may be exposed while they become Champions of Girls Education for gender equality. The idea is not to replace one type of vulnerability with another, but to learn to look after themselves and surround themselves with a support network.
- It is essential to highlight the support role that the reflection spaces and other organisations that the young men are taking part in can and must fulfil. In these spaces the participants should feel safe talking about any violence that they may be facing. They should also be able to speak to the other participants about the resistance and aggression they face upon challenging the hegemonic masculinity model, and about the strategies they have developed to overcome them.

- It is also important to work with the Champions of Girls Education to identify trustworthy adults to whom they can speak about gender issues, or to ask for their help when at risk of violence. They could be mentors chosen by the programme, but they could also be relatives, teachers or other people close to the young men.
- It is important to verify whether the participants know about the spaces and networks which can support them. Research the existence of spaces for reflection on masculinities and professional support services for young people who are victims of gender-based violence.
- Fill in a copy of **Handout D8**, and copy it on a flipchart in order to present it to the participants.
- Try and find a special guest, a young man who can share his story with the young men, as someone who has broken the rules of hegemonic masculinity and describe the risks that he has had to face. What types of resistance has he faced when he dared to question the hegemonic masculinity model? How has he confronted this resistance? This guest could also be an adult in whom the young men could trust in the future and ask for his support. In either of these cases the guest must highlight the importance of surrounding oneself with people and networks that can support them when they need it. If a guest cannot be found, prepare and present the topic based on your own experience.

STEPS TO FOLLOW:

1. Start the activity with a brainstorming session based on the question: **What forms of violence do you think you could be the target of for being committed to gender equality and therefore someone who rejects violence? Why?**
2. Revisit the contributions from the group and complement them with any forms of gender-based violence that they may be exposed to that they have not considered. Let the participants express their opinions, contribute or ask about any points that require clarification.
3. Close this reflection session by highlighting the importance that they learn to identify these forms of violence that could range from simple bullying to a physical attack by a group, so that they can protect themselves from them.
4. Introduce the guest (or present the topic yourself) and tell them that he will be speaking about the importance of surrounding themselves with people and support networks that can protect them from gender-based violence.
5. To close this activity, ask each participant to prepare his own map of a potential support network or of people with whom he can share information and experiences about confronting the hegemonic masculinity model.
6. Give each of the participants a copy of **Handout D8: Finding my potential support**, and ask them to fill it in, with the proviso that they can continue filling it in every time they meet new people.
7. Ask the participants to choose a partner from the group they trust and want to share their findings with.
8. Present your own Handout with the people and institutions that you identified. Ask the participants if there are any similarities and differences with the ones that they collected. Allow them to take notes of the institutions that you identified in their own sheets.
9. At the end of this activity, ask the group: **Am I or one of your companions on your lists?** If not, reiterate that YOU as a facilitator will be available to respond to any request from this group of young men, even after the end of the workshop. Encourage them to investigate and contact other young men's spaces and networks that have been set up for this purpose.

HANDOUT D8: FINDING MY POTENTIAL SUPPORT



DO I KNOW OTHER YOUNG PEOPLE OR ADULTS WHO REJECT THE RULES OF DOMINATION OVER WOMEN?

Who is it?	Where is this person?	What can I do to approach him or her?

DO I KNOW OF ANY SUPPORT OR REFLECTION NETWORK OR SPACE IN WHICH I CAN GET INVOLVED?

What is the name of the network?	What do they do?	Where is it?	What can I do to approach it?

ACTIVITY D9: MANAGING MY EMOTIONS¹²

In this activity the Champions of Girls Education will reflect on alternative ways of processing their feelings of anger, fear or insecurity.

LINKS TO KAP

Uses non-violent techniques for conflict resolution and for processing his feelings of anger, fear or insecurity.



TIME
60
MINUTES



MATERIALS AND EQUIPMENT

- 1 flipchart and flipchart paper (for each group)
- Thick markers
- **Handout D9-A: What do I do when I feel anger, fear or insecurity?** (1 for each group)
- **Handout D9-B: Constructive ways of reacting when we feel anger, fear or insecurity** (1 per participant)



KEY MESSAGES

- Conflicts are part of the daily life of human beings and they can be resolved without using violence.
- Becoming aware of the cultural roots of male violence should not result in the Champions of Girls Education thinking that they are not responsible for their violent actions; you must instead show them that they can choose not to be violent.
- Young men must learn new ways of processing their emotions, especially of frustration and anger and transfer this to their relationships with their partners or their peers.
- Anger is one of the emotional dimensions that feature in conflicts. Anger is sometimes expressed through aggression and violence towards others, and this is permitted and endorsed by our sexist culture, especially in the case of men. Recognising when we are angry and knowing what to do then is a very important emotional skill.
- In our culture anger is sometimes poorly regarded, and considered an undesirable emotion. However, anger also has positive dimensions, for example, it allows us to protect ourselves by setting limits on when we are harmed or any of our rights are transgressed.
- Fear and insecurity are also emotions that all people feel and that men learn to express with violent behaviour. Learning to recognise and manage these feelings is also important for the young men.

12. Adapted from: CulturaSalud/ SENAME (2011). *Preveniendo la violencia con jóvenes: talleres con enfoque de género y masculinidades*. [Preventing Violence with Young Men: Workshops with a Gender and Masculinities approach]. Available from: <http://www.lazoblanco.org/wp-content/uploads/2013/08manual/adolescentes/0005.pdf>



FACILITATION ADVICE

- Prepare for this exercise by rereading section 4.1.4. of the conceptual summary, it may also be useful to reread section 1.1.5. on conflict management. Find the flipcharts prepared for Activity A11 (rules for preventing a conflict, and conflict resolution rules coherent with gender equality).
- Some groups may find it difficult to build a story or choose the actors for their role-play. It is important to offer them a comfortable atmosphere, by reinforcing the idea that they don't need to be "real actors" and that improvisation will be valued.
- Use part of the room as a stage and the participants from the other groups as the audience (this can be in a circle or semi-circle). Encourage all of them to take part, making it clear that there is no such thing as good or bad acting, but that the role-plays as collective creations are important.

STEPS TO FOLLOW:

1. As an introduction to the topic, ask the participants to try and remember the activity in Module 1 in which they worked on conflict resolution tools. Try to recap the learning from that activity with them, and if necessary, remind them of the key messages in section 1.1.5. related to communication and conflict resolution. Display the two flipcharts prepared for Activity B10 and have them read aloud.
2. Explain that in this activity we will analyse our reactions to anger, fear and insecurity. Introduce the theme by commenting that:
 - **Many young men confuse anger with violence. Anger is a natural and normal emotion that every human being feels. Violence, in contrast, is a way of expressing anger, and is a type of behaviour that can and should be contained. There are many other constructive and creative ways of expressing anger.**
 - **When men feel fear or insecurity, many react violently, believing this to be a natural reaction. But, as with anger, young men can learn and decide to react in a non-violent and constructive way.**
3. Divide the participants into groups of three or four, and give each group the **Handout D9-A: What do I do when I feel anger, fear or insecurity?** Explain that the sheet contains three questions, and ask each group member to describe a personal experience when answering the questions. Read the questions aloud, and clarify any doubts that they may have before starting the group work.
4. Ask each group member to appoint a facilitator who will coordinate the activity within the group and to regulate the time and ensure that everyone shares his experiences. Explain that they have 15 minutes.
5. When the assigned time is over, ask the groups to take 10 more minutes to select one of the stories that the members shared to be performed in plenary. Ask all the participants to act in the role-play.
6. Facilitate the performances in plenary, asking the rest of the participants to listen respectfully and attentively. At the end of each role-play, ask the group that acted to comment briefly on the experience of what they felt when portraying their characters.
7. When all the groups have made their presentations, ask them to get back into groups and give each one a flipchart so they can make a list of:
 - **Positive or constructive ways of reacting when we feel anger, fear or insecurity.**
 - **Reactions that we should avoid when we feel anger, fear or insecurity.**
8. Five minutes later, ask each group to briefly present their flipchart and to display it in a visible place in the room.

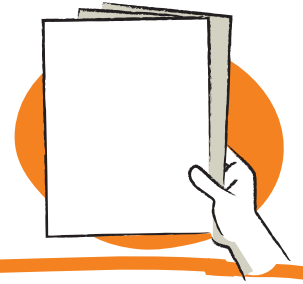
9. Revisit the role-plays that did not have a “positive ending” so that the group can propose a solution to the conflict.
10. Facilitate a plenary discussion based on the following questions:
 - **How are anger, fear and insecurity expressed in my family?**
 - **Is anger a controllable or uncontrollable emotion?**
 - **Are there differences in the ways that men and women tend to react to anger, fear and insecurity?**
 - **Is it possible to express these feelings without harming others? (You can ask the group to think of examples of situations or phrases that exemplify the difference between shouting or using words to hurt, and/or using words that do not hurt).**
 - **What have I learned from this activity that will help me in my daily life?**

Write down the main ideas that came out of the group discussion ensuring that the key messages from this activity are included.

11. To end the activity, hand out **Handout D9-B: Constructive ways of reacting when we feel anger, fear and insecurity**, and ask the Champions of Girls Education to take turns to read out the recommendations. Highlight which of the recommendations they had already proposed, and which ones they would like to add and learn from.



HANDOUT D9-A: WHAT DO I DO WHEN I FEEL ANGER, FEAR OR INSECURITY?



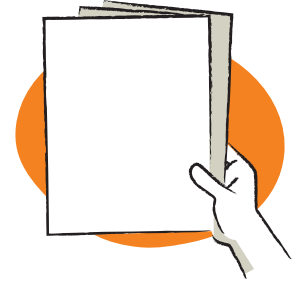
YOUR GROUP HAS 15 MINUTES TO COMPLETE THE FOLLOWING STEPS:

1. Choose a facilitator to coordinate the activity within the group and monitor the time to ensure that everyone is able to share their story.
2. Spend a few minutes so that each member identifies a personal experience in which he has felt a lot of anger, fear or insecurity, and reacted violently and aggressively.
3. Take turns to share your experiences, describing:
 - **What made you feel like this?**
 - **How did you feel? How would the others have felt?**
 - **How did you react?**

Then take 10 more minutes to:

4. Choose one of the stories out of all the ones that were shared, and prepare it for a role-play with the participation of all the group members.
5. After you have finished with the role play, prepare a brief presentation based on:
 - **How did the members feel when they acted this story?**
 - **Could you resolve the problem? Why not? Or – how was it resolved?**

HANDOUT D9-B: CONSTRUCTIVE WAYS OF REACTING WHEN WE FEEL ANGER, FEAR OR INSECURITY



A couple of recommendations are listed below for tackling anger, fear or insecurity without violence:

A) MOVE AWAY, LEAVE OR GO FOR A WALK:

When you feel you are about to react violently, it is recommended to step back and count to 10, breathe deeply, walk for a bit or do some physical activity. In this way you can “cool down” and also get your thoughts and feelings straight. It is important that you try and explain your feelings to the other person. You could say something like “I am very angry and I need to leave so I do not get violent. When I am calmer we can speak in order to resolve this.”

B) USE WORDS TO EXPRESS WHAT YOU FEEL WITHOUT ATTACKING:

When you feel anger, fear or insecurity it is important to learn to use words without attacking. This means to learn to explain what you are feeling, and/or what you want from the other person, without attacking or insulting him or her. You can start with statements like: I am angry because.../I am ashamed because.../I would like you to... For example, if your partner arrives late for a date, some people might react by shouting: “You’re an idiot, it’s always the same, I always have to wait for you”. Instead of saying this you could use words without attacking, for example: “I’m upset because you arrived late. I’d like you to arrive at the agreed time or to let me know if you are delayed”.

ACTIVITY D10: SPEAKING TO THE WOMEN IN MY LIFE

This activity introduces the importance of dialogue in relationships.



LINKS TO KAP

Uses dialogue and trust in peer relationships, especially in relationships with partners and with other young men.

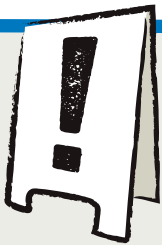


TIME

60
MINUTES

MATERIALS AND EQUIPMENT

- 2 flipcharts with paper
- Thick marker pens
- Flipchart paper (1 per participant)



KEY MESSAGES

- The young men must learn to value non-violent behaviour as a source of pride for their family and their communities. This attitude implies valuing the lives of all people equally, and the recognition that we all have rights that no one should violate.
- The participants must transform the way in which they relate with themselves, with their male and female peers as well as with women in general. In all their relationships they should prioritise dialogue over imposition.
- It is very likely that a large part of the young men's relationships with their female friends, girlfriends or female school mates will be unequal, i.e. that the women do not have the same decision-making level as they do. Power in these relationships is often used or abused, whether in the shape of control, domination or with blows. Being aware of how power is exercised in relationships is key for constructing relationships based on equal value and rights.



FACILITATION ADVICE

- Prepare for this exercise by rereading the conceptual summary in section 4.1.4.
- For the role-play in the second part of the activity, the qualities that should characterise the relationships that are represented are: trust, respect, cooperation, precaution as well as support and shared responsibility. Encourage the participants to talk about these points, discuss them between them and ask themselves if this type of relationship, characterised by mutual support could work in their community. What other ways are there for a man and a woman to demonstrate trust and mutual support?

STEPS TO FOLLOW:

1. Divide the group in two with an imaginary line. Each part should have the same number of participants.
2. Announce that we will be doing an exercise called 'People and things'¹³. Assign the role of 'things' to one group, and 'people' to the other group. Read the following rules for each group:

THINGS: Things cannot think, they don't feel, they can't take decisions, they don't have sexuality, and they have to do everything that people tell them to do. If a thing wants to move or to do something, it has to ask permission from a person.

PEOPLE: People think, can take decisions, they have sexuality, feel and can also use the things as they wish.
3. Ask the "people" to take 10 minutes to order the "things" group to do whatever the people want. They can order them to do any activity inside the room, as long as it is nothing aggressive, degrading or violent. Observe the exercise closely as feelings of contempt, rebellion, aggression, dependence, anger and resentment tend to arise and it will be important to be able to comment about the way the participants reacted.
4. After the 10 minutes are up, ask the groups to form a circle in the middle of the room to reflect as a group based on the following questions:
 - **How did you feel about this experience?**
 - **What was it like to be in the "people" group?**
 - **What was it like to be in the "things" group?**
 - **How did the power relations between 'the people' and 'the things' play out?**
 - **In our daily lives, do we treat other people "like things"? Who? Why?**
 - **How can we modify this way of treating people?**
5. Recap some of the contributions from the group with the participants, taking the opportunity to introduce key messages related to the importance of valuing the lives of all people equally, and the recognition that we all have the same rights that no-one should violate. When finished, allow the participants to react and make new contributions on how to achieve it.
6. Ask the participants to form four groups and prepare a role-play that represents a relationship that is based on trust. Tell them they will have 15 minutes to organise their presentation, which should last for five minutes at most. Assign the following themes to the groups:
 - **Relationships with family members (mother, sisters, grandmother, nieces, etc)**
 - **Relationships with their partners (girlfriends, wives, eventual partners)**
 - **Relationships with their female peers (friends, neighbours, fellow students)**
 - **Relationships with their women colleagues at work**
7. Moderate the group presentations, and ask the rest of the group to pay attention and show respect while listening to their companions.
8. When finished, bring the group together and facilitate a group discussion based on a brainstorm that describes the quality of the relationships between men and women that they have observed in the role plays:
 - **What were the positive aspects of their relationship?**
 - **What were the negative aspects of their relationship?**
 - **Do you think you could have this type of relationship?**
9. Write down the main ideas that emerge from the group discussion, making sure to include the key messages for this activity.

¹³. This exercise is based on an activity from Promundo.

ACTIVITY D11: LAWS AND SUPPORT SPACES AGAINST GENDER-BASED VIOLENCE

This activity encourages the Champions of Girls Education to research the national laws and international treaties and the institutional spaces that provide support for people who are victims of violence.



LINKS TO KAP

Understands that violence against girls and women and against young men is a violation of their human rights.

Is familiar with the institutional spaces that provide support to people who are victims of violence against women or male violence among peers.

Is familiar with the national legal framework that protects women and children from violence.



TIME
90
MINUTES



MATERIALS AND EQUIPMENT

- 3 flipcharts and flipchart paper
- Thick marker pens
- 3 laptops with internet access
- **Handout D11: How does my country seek to prevent, penalise and eradicate violence against women and girls?** (4 copies)



KEY MESSAGES

- Duty bearers have the obligation to prevent and penalise violence. This obligation is enshrined in national legislation and international treaties and resolutions.
- For example, the Security Council Resolution 1820 notes, “that civilians account for the vast majority of those adversely affected by armed conflict; that women and girls are particularly targeted by the use of sexual violence, including as a tactic of war to humiliate, dominate, instil fear in, disperse and/or forcibly relocate civilian members of a community or ethnic group; and that sexual violence perpetrated in this manner may in some instances persist after the cessation of hostilities.”¹⁴
- Every Champions of Girls Education can promote a life without violence by refusing to adopt violent behaviours, rejecting them in others, and promoting non-violent behaviour in his environment.



FACILITATION ADVICE

- Prepare for this exercise by rereading section 4.1.4. of the conceptual summary.
- Find information about the national laws, codes, rules and decrees that regulate gender-based violence exercised against women and girls in your country.
- Examples for regional conventions are e.g. the Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa: <http://www.achpr.org/instruments/women-protocol> or the Inter-American Convention on the prevention, punishment and eradication of violence against women (Convention of Belem do Para): <http://www.oas.org/juridico/english/treaties/a-61.html> or the Istanbul Convention: http://www.coe.int/t/dghl/standardsetting/convention-violence/about_en.asp
- Also find information about institutional spaces that provide support to women or young people who are victims of violence.

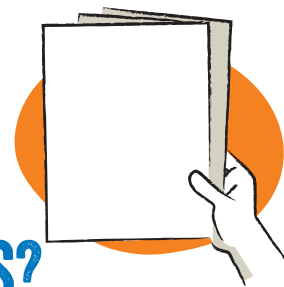
14. For the complete text of the resolution: <http://www.un.org/en/peacekeeping/issues/women/wps.shtml>



STEPS TO FOLLOW:

1. Make a brief presentation on the duty bearers' obligation to prevent and penalise violence, and on how this responsibility is enshrined in national legislation and international treaties.
2. Announce that this activity will consist of them researching their country's legislation and if it has signed any international treaties addressing gender-based violence. For this purpose, ask them to get into three research teams and assign a laptop with Internet access to each group. Another option is to divide the activity into two parts, and assign the research work as a group task to be carried out away from the workshop.
3. Give each group a copy of **Handout D11: How does my country seek to prevent, penalise and eradicate violence against women and girls?** And tell them that they will have 45 minutes to conduct the research and prepare a small electronic presentation (in any format) that will be projected to the whole group.
4. Ask each group to share their presentation and allow the rest of the group to make comments and contribution to it. Depending on the results presented by each group, complement it with the information that you compiled in advance.
5. To end this activity and module, facilitate a group reflection around the importance of each Champion of Change, familiar with the responsibilities of the duty bearers, being able to promote a life without violence by refusing to adopt violent behaviours, rejecting them in others, and promoting non-violent behaviour in his environment. And also encouraging others to do the same thing.

HANDOUT D11: HOW DOES MY COUNTRY SEEK TO PREVENT, PENALISE AND ERADICATE VIOLENCE AGAINST WOMEN AND GIRLS?



- Research the topic assigned to your group.
- Prepare a presentation in whichever format you prefer (video, powerpoint or word presentation, etc.) based on the results of your research.
- You have 45 minutes to conduct the research and prepare the presentation that you need to present in a maximum time of 10 minutes.

GROUP 1: THE SECURITY COUNCIL RESOLUTION 1820

Research: What is the resolution about? When and who signed it? What implications does the resolution have? What is the role of the states? Why are resolutions like 1820 important?

GROUP 2: NATIONAL LEGISLATION

Find information about national laws, codes, rules and decrees aimed at preventing, penalising and eradicating gender-based violence or violence explicitly exercised against women, adolescent girls and girls in your country. Find out if there is anything specific to these areas in the codes of protection for children, the family, adolescents and women.

GROUP 3: INSTITUTIONAL SPACES AND NETWORKS

Research the networks and institutional spaces that provide support for women and young people who are victims of violence. List information of contacts, types of service offered, and draw up a map in your country: who they are, where they are, what they support. Prepare a table that summarises the results to hand out to the other participants. For example, it could include the following headings:

Institutions or networks	Type of service offered	Contact person	Address	Telephone / website / e-mail

NOTES:

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NOTES:

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THE JOURNEY!



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