

YOUTH4YOUTH REPORT: Training Seminars

CREA- Spain

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1. Introduction to Youth 4 Youth Programme

This report outlines the background, context, evaluation and impact of peer education trainings conducted with adolescents as part of the Youth 4 Youth Project. The project's main aim is to contribute to the prevention and combating of gender-based violence among adolescents by providing them with a safe space to reveal their attitudes towards violence, and to reassess their tolerance towards it. Moreover the project develops and promotes the peer education methodology as a tool to empower young people to become actively involved in developing an environment free from violence for themselves as well as for their peers. The project was implemented using gender equality and rights based approach.

2. Training Programme Structure

Training structure was based on MIGS' guidelines. Sessions were scheduled based on schools availability. Depending on each school, intensive and weekly sessions were held. In some cases, sessions were reduced to one hour, upon schools request.

2.1. Set up and School Selection

For the carrying out of workshops, CREA contacted different high schools, given priority to those who had already participate in the First phase of the project, and who were willing to be involved. Moreover, other high schools in which CREA had already developed training experiences related with gender violence preventive socialization were contacted. Furthermore, CREA had the support of the Network Against Gender Violence (an umbrella organization that includes several female associations) in the identification of high schools that were demanding specific training about gender violence.

2.2. Target Group and Participation

CREA project's coordinator contacted and explained the project to a reference person in each high school. These contact people then presented the project to the students, offering them the opportunity of participating. After obtaining the family's authorization, a total of 193 male and female students participated in the workshops. Although the training was initially designed to be held with 14-16 years-old students, one of the participant high

schools requested the inclusion of 13 years-old students. The different groups involved in the training activities were heterogeneous in terms of sex, ethnicity or religion.

In the last phase of the training, a team atmosphere was developed, with the aim of promoting a sense of community prevention. In this way, all the participants were invited to participate in the final session, assuming the role of equality agents.

The participant high schools were:

- **IES Can Peixauet (Santa Coloma, Barcelona)**

Context and description: Large center with about 600 students. It is located in Santa Coloma de Gramanet, a town on the outskirts of Barcelona, in a neighbourhood with high rates of immigration.

Participants: 17 2nd grade middle school students

Dates: May 12-25

- **IES Joan Brossa (Barcelona)**

Context and description: IES Joan Brossa is located in Barcelona. It provides middle and upper secondary levels, as well as some VET Programme.

Participants: 60 4th grade 14-15 years-old students (divided into groups of 20)

Dates: May 4-7

- **IES Santa Eulàlia (Terrassa)**

Context and description: IES Santa Eulàlia is located in Terrassa (Barcelona). It is a very ethnical diverse school.

Participants: 20 3rd grade 14-15 years-old students

Dates: May 29- June 5

- **IES Joaquim Rubió i Orts (Sant Boi del Llobregat)**

Context and description: IES Rubio i Orts is located in a working-class neighborhood in Sant Boi de Llobregat (Barcelona).

Participants: 20 3rd grade 14-15 years-old students

Dates: June 18-19

- **IES Esteve Terrades (Cornellà del Llobregat)**

Context and description: IEs Esteve Terrades is located in Cornellà del Llobregat (Barcelona).

It provides middle and upper secondary levels, as well as some VET Programme.

Participants: 86 3rd grade 15 years-old students (divided into groups of 24).

Dates: June 12-15

2.3. Training Methodology

According to the guidelines established by MIGS, a participative-based methodological approach was implemented. A comfortable atmosphere was generated in order to promote an open dialogue and discussion.

In order to enhance the critical analysis of young participants some extra activities were developed, such as the analysis of articles from teen magazines, music videos, film clips and news where patterns and behaviors related to gender violence were shown. Furthermore, the use of artistic expression among the participants was promoted. Finally, the sessions were prepared and boosted by the students themselves. The closeness between trainers and participants facilitated the discussion and encouraged the engagement of participants.

2.4. Outline of Training Sessions

Overall, the training took place in 5 secondary schools located in various contexts in Catalonia (Spain), with the participation of 193 13-15 years-old students.

- **IES Can Peixauet (Santa Coloma, Barcelona):** 5 one-hour sessions + 1 peer-educators session with 1 group of 17 students
- **IES Joan Brossa (Barcelona):** 1 intensive session conducted with 3 different groups of 20 students each
- **IES Santa Eulàlia (Terrassa):** 3 two-hours sessions + 1 peer-educators session with 1 group of 20 students
- **IES Joaquim Rubió i Orts (Sant Boi del Llobregat):** 2 two-hours sessions + 1 peer-educators sessions with 1 group of 20 students
- **IES Esteve Terrades (Cornellà del Llobregat):** 3 two-hours sessions+ 1 peer-educators session with 4 groups of 24 students each

2.5. Facilitators' required knowledge and skills

The workshops were conducted by six researchers from CREA. Selection of facilitators was made giving priority to a multidisciplinary composition and including, in most cases, researchers with previous experience in gender violence projects.

The trainers belong to academic fields such as Communication, Social Education, Sociology, Biology or History. Sandra Girbés, Beatriz Villarejo, Cristina Petreñas, Eduard Mondejar, Ana Vidu, Lourdes Rué, Patricia Melgar, Oriol Rios and Lena de Botton. Moreover, the workshop's design was carried out by Elena Duque, Patricia Melgar, María Padrós and Rocío García. All of them had a previous experience in dealing with Gender Violence with adolescents and youth people, both at research and theoretical level, and in workshops and training activities.

Before the training sessions, taking into account the participation of different trainers, the training coordinator worked individually with every single trainer in order to ensure consistency of training.

2.5.1. Supporting Young People with Experience of Gender Based Violence

Before every session, the voluntary and confidential nature of the activities was emphasized. Moreover, it was emphasized that participants could leave the session at any time in case they don't feel comfortable. The importance of clarifying these issues became apparent when a student decided to abandon a session during the first 30 minutes of the activity. After the session, the trainer commented this incident with the student's tutor, who sensed the possibility that the student had lived an experience of domestic violence.

During the training some of the students recounted experiences in which they had been victims or witnesses of domestic violence. Given this, the importance of breaking the silence and be helped by others was highlighted. Some of them didn't perceive the teacher figure as close enough to share experiences of this kind with them. On the contrary, figures as friends, cousins, brothers or mothers were seen as very supportive. Some information about organizations and networks of support to turn in case of gender violence was provided.

In another session, talking about the consequences of bullying, one female student admitted to having perpetrated psychological violence among her classmates. After the reflection

process, the participants considered this admission as a positive first step in the process of changing attitudes.

2.5.2. Things to think about (For the future)

In order to improve the quality and impact of training, we think the following ideas should be considered:

Adult presence

In one of the high schools, the Mediation's teacher asked us if he could be present at training sessions, and exceptionally he was authorized to attend the session. His presence was not positive, as far as it may have conditioned student's participation and engagement. In addition, teachers' views may contradict the messages worked during the training sessions. This highlights the need to work on teacher training on gender violence prevention. By contrast, in the training sessions without the presence of teachers, students were more participatory, expressing themselves more freely.

Training duration

Proposed sessions by MIGS have 90-minutes duration. In Spain, schools tend to structure the sessions in 60 minutes, so that in some cases there is insufficient time to develop all the activities scheduled.

Questionnaires

During the workshops some students complained about the questionnaires. They said that the language was too complicated and the fulfilment process was too long. The fact of having to fulfil 3 questionnaires (pre, post and evaluation of training) may be discouraging for them.

Romantic relationships

In terms of content, it has avoided establishing a relationship between romantic relationships and gender violence. Instead we talk about relationships (either stable or sporadic) in which gender violence may occur.

3. Reflections on the Training Sessions

3.1. Session 1: Gender and gender roles

3.1.1. Session Objectives and Key Messages

Objectives:

Students understand the purpose of Y4Y and have the opportunity to state their expectations of the programme ask questions or raise any concerns.

Facilitators and students establish a safe environment of trust and respect in the classroom.

Students are able to distinguish between biological sex and the social construction of gender.

Students:

- explore gender roles and stereotypes that are created and enforced by society, including the media
- explore their beliefs concerning what it means to be a boy or a girl in the society they live in
- challenge gender stereotypes and the ‘accepted’ or ‘normalized’ beliefs about masculinity and femininity
- recognize the negative impact of intractable gender roles for both boys/men and girls/women and explore how these stereotypes limit the choices of men and women
- understand the link between gender socialization, gender inequalities and hierarchies of power
- understand how the enforcement of gender roles contributes to gender-based violence
- Students recognise their right to live without fear and discrimination
- Students gain confidence to challenge gender stereotypes(‘normalised’ or ‘accepted’ beliefs about masculinity or femininity) and the harmful behaviours that are used to enforce them

Key Messages:

1. Gender is a social construction. This means that we play roles that are socially established but we also have the ability to modify them, to find our own construction of them.
2. Equality is neither to destroy all types of models nor to make a reversal of roles (we will not be more egalitarian just because boys start wearing skirts), but live our gender and sexuality in freedom and respect.

3. Sometimes, we react badly to ambiguity, not being aware that we are violating the right of the other to choose its own model, to be free.
4. We also have the right to choose our own model (either traditional or non-traditional) without being attacked or assaulted, but being respected and loved.
5. Being equal is not linked to any particular model. Equality is treating each other without violence, whatever model we follow.

3.1.2. Students' Participation and Key learning

- In general, students show egalitarian attitudes about gender roles between men and women in areas such as school, work, future expectations, etc.
- Not all the students show egalitarian attitudes with respect to sexual relations or other issues related to relationships.
- In some cases, they show confusion about ambiguous models (egg. a boy wearing girls' clothing in school), not knowing how to react.
- One idea that usually is well appreciated is the fact that gender roles are acquired through socialization and can be modified, so that they are free to reinvent themselves or choose to follow traditional roles.

3.1.3. Things to think about

Gender roles have been treated fairly in other trainings so some of the students don't find this issue as encouraging as other topics that appear in the training.

3.2. Session 2: GBV in the School Environment

3.2.1. Session Objectives and Key Messages

Objectives:

- Know what gender violence is.
- Identify different kinds of gender violence.
- Detect myths related to gender violence.
- Understand what bullying is and its relation to gender violence.
- Reflect on their presence in our schools.

- Develop empathy and consider ways of intervention both individually and collectively.

Key Messages:

1. Gender violence is a problem that affects us all, so young people also can also exert or suffer it.
2. Every kind of violence (physical, psychological, sexual, social, economic...) are just as serious.
3. Victim and aggressor profiles (be aware that domestic violence are not only isolated cases nor only affects a specific profile of women, but that men and women may be victims or perpetrators).
4. Places where gender violence can be generated: school, work, home, streets, clubs, internet, social networks... Schools are places where violence can happen, so we must work to eliminate it. As equality agents we should intervene in any gender-based violent situation.
5. Bullying definition and its link to gender violence: sometimes, when grouping all types of violence together, gender perspective may be diluted.
6. How we work against bullying and violence at the individual and collective level.

3.2.2. Students' Participation and Key learning

- Data on the impact of gender violence among young people struck them.
- Some of the most controversial issues are related to:
 - Violent people are people who can't control their anger – it is a momentary loss of self-control
 - Women are most likely to be sexually abused by someone they know than by a stranger
 - Alcohol and drug abuse are causes of violence
 - Violence in romantic relationships is more common amongst adults than amongst young people
 - Violence in relationships is more common amongst people who are poor or not well educated
- The jealousy issue has also been controversial, because some of the participants think that in some way they can be positive.

3.2.3. Things to think about

The use of a real case (“The case of Phoebe Prince”, included in the extra activities) has had a great impact among the students, provoking a deep discussion. This activity was evaluated very positively.

3.3. Session 3: GBV in Romantic Relationships

3.3.1. Session Objectives and Key Messages

Objectives:

- To know what is Gender Violence
- To identify myths related to gender violence
- To reflect on gender violence experiences in the educational centres

Key Messages:

1. Gender violence usually takes place in relationships (both stable and sporadic).
2. Attraction models are acquired through socialization: family, media, peer group, school...
3. The messages we receive sometimes make us associate violence and attractiveness.
4. As far as these models are socially acquired, we can change them, as shown in the new models of masculinity and equal relations. Attraction and equality are not opposite characteristics. We can live a passionate relationship that is indeed based on positive values.
5. It is up to us if we chose to be with a violent person or with someone who loves us and treat us well.

3.3.2. Students' Participation and Key learning

Students break down existing myths about gender violence.

They reflected on their own experiences and those from their friends

3.3.3. Things to think about

Some students did not participate in the debate despite showing an interest for the session. It should be evaluated if it was because of the issues that were discussed or because of being the whole group of students together.

How to promote egalitarian masculinities existing inside the classroom. Also, it would be interesting to make more visible those boys and girls who actually have egalitarian relationships or have attraction for egalitarian peers.

3.4. Training Peer Educators

3.4.1. Session Objectives and Key Messages

Objectives:

- To prepare the session in which students will be facilitators for their peers.
- To raise awareness about the importance of acting and to be community mediators in front of situations of violence.
- Become aware of what peer education is, understand the role of the peer educator and recognize why peer education is effective.

Key Messages:

1. Review of key ideas.
2. Peer education: meaning, effectiveness, qualities for doing it
3. Explain activities and initiatives that have been made internationally to catch **ideas that may be applicable**.
4. Decide what will be done: a PowerPoint, a blog, a brochure, some posters ... (this artistic activity will be held in the next one-hour session, so they should have very clear ideas about what to do to. T

Review of key ideas presented in the workshop:

1. In our societies today, gender violence is a great problem faced by lots of people.
2. Gender violence is faced by women of every age (also young people) and in very different contexts (schools among others).
3. An important context in which we can find gender violence is in relationships, both stable and sporadic. This happens because sometimes we like and choose people who do not treat us well. Sometimes people feel attracted to violence.

4. Given this, we can have relationships in which there is no room for violence if we chose partners that treat us well. We can have passionate relationships without suffering from it.
5. We must not be complicit with violence, because we may turn aggressors indirectly. We must help our colleagues who are in this situation and besides, we should be able to know who we choose and think about how they treat us.
6. Importance and effectiveness of peer training, bystander and peer intervention in gender based violence situations.

3.4.2. Students' Participation and Key learning

Students were very attentive. They remembered most of the topics that had been discussed in previous sessions. In most of the cases, there was a short debate on some of the issues, with a relevant participation.

The activity that they preferred to design for the other students was the “role playing”. They made role-playings related to home, school, disco, etc.

Students were very motivated to become active agents for training and prevention of violence.

3.5. Peer Trainings

3.5.1. Session Objectives and Key Messages

Objectives:

- To conduct a training session by peer educators

Key Messages:

- Messages around Gender Violence as chosen by the peer facilitators
- Communicate messages about GBV to other young people, through artwork

3.5.2. Students' Participation and Key messages

All involved students were motivated and actively engaged in the sessions: peer educators, and the younger ones who received the training. Peer educators were able to explain key issues of their previous sessions.

Peer educators decided the activity to develop in this session: role playing, power point, posters, video-clips, others. They connected the activity to their own experience in the training sessions.

3.6. Teachers' Training

A 3 hours session was conducted, targeted to secondary teachers. There were 12 participants from different centres of secondary education. An association of teachers cooperated with dissemination to potential interested participants. The session was held in a civic centre, on Saturday morning (June 30th 2012).

The aim of the session was to raise awareness of the teachers as social agents who can contribute to gender based violence, and to share the Youth 4 Youth approach.

Key messages:

- Introduction to the Daphne Programme and Yout4Youth Project.
- Meaning and reflection on: sex and gender; masculinity and femininity, discrimination and equality.
- Definition of gender based violence, school violence.
- GBV among youth. Data and examples.
- Models of attractiveness in youth relationships. Impact of media (journals, films, music)
- Reflection on alternative models of attraction, preventive socialization of gender based violence

Method for the session was mixing presentation from the facilitator and debate among participants. Participants engaged very much about real cases that have experienced as educators, and how to deal with this kind of situations.

4. Programme Outcomes

4.1. Shifts in knowledge, attitudes and Perceptions

4.1.1. PRE and POST questionnaires

We are presenting here outcomes resulting from the questionnaires that were distributed among the participants in the training sessions.

It has to be taken into account that we found difficulties for achieving responses in all questionnaires, and especially in those distributed at the end. We had 120 PRE questionnaires and 62 POST questionnaires.

A 69% of participants in the PRE questionnaires declared that they already had at least one relationship in their life. A 25% of the respondents stated that they were in a relationship at that moment. Analysis is referred to Gender roles and to gender violence.

A. Gender roles:

Some attitudes remain strongly associated to gender after the training. For instance, more than 30% of responses (given by both boys and girls) associated girls to compassibity, sensibility, shyness, affectivity. At the same time, more than 30% of responses gave to men attitudes such as arrogance or aggressiveness (girls associated aggressiveness to men up to 68%).Also, about 40% of the answers agreed with the statement that men cannot control their temper. These data were equal before and after the training. There was a change regarding promiscuity: while women associated it to men and not to women, after the training sessions they considered it was potentially associated to both.

Therefore, results point out that boys and girl remain to associate hegemonic roles to masculinity and feminity, with an emphasis on power related attitudes associated to men. Despite that, there is wide disagreement with the statement that masculinity is linked to agressivety by nature. There was no a significant difference in answers related to bullying.

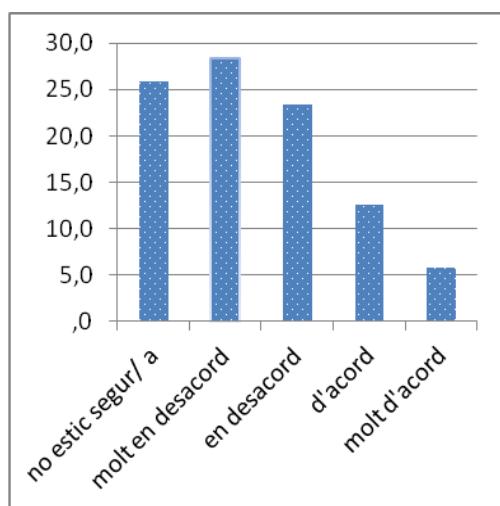
B. Identification of Gender-Based Violence

In relation to the abusive situations, most of the participants think that threat and verbal abuses are as serious as physical violence. Even jokes, for instance through internet, are identified as violence. There was not a significant change after the training.

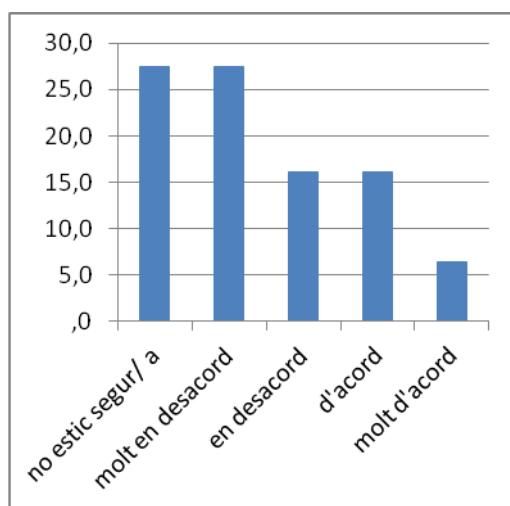
However, other responses show the tolerance and naturalization towards several power and aggressive behaviours. For instance, 25% of the participants (before and after the training) declare that threat is not violence if there is not any physical attack. More than 25% do not think that checking the partner's mobile phone is negative. Another 25% find out that it is not violence to control the wearing of the partner, and 20% consider that control is a sign of love. There is a change in the perception of jealousy as love: 49% of the participants associated jealousy with love previously to the training, and only 35% after the training. In the case of girls, this figure falls from 52% to 32%.

Another issue to be highlighted is solidarity among women and victim protection. Previously to the training, 48% of participants considered that the way of wearing was a cause of an attack, so that girls would be also responsible. After the training, it is only the 33% of the answers.

One of the more rejected attitudes is putting pressure for having sex. In this case, it is more rejected if pressure is perpetrated by a man than if it is perpetrated by a woman. Despite a high agreement on not being acceptable top put pressure for having sex to a girl who does not want, another 25% declare not being sure about that.



Previous to the training



After the training

There is a consensus on the fact that violence is linked to a willing of power or control, and also to a willing of superiority (around 60% in all cases). This perspection is already shown in the previous questionnaires and does not change after the training.

Finally, there is also an agreement among students violence in a couple is not a private matter. Thus, in case of being a bystander of such violence require to act about it (around 70% of the answers).

4.1.2. Findings from the Focus Group Discussions

Usefulness of the training topics

Students have expressed that training has been useful. Despite they had previous knowledge about gender violence, the workshops allowed them to go in deep in the types of violence and its causes. As one of the participants stated, students didn't know what bullying was about and its consequences, and they valued the opportunity of revealing situations of violence that were normalised, such as jealousy... Students also agree that doing the training through dialogue and real cases has been very useful.

Paula : Now we already had one base of all, but as we have explained, we have a lot of things like this, we gave more importance in this things because they were not very understandable, for example we don't know anything about bullying, and the different types of abuse are not only physical but also psychological and verbal.

An example of this learning has been to go in deep with the definition of gender violence.

Psychological violence has frequently been unperceived before of the training workshops.

I used to consider physical abuse worse than psychological, because psychological abuse was not important for me, but now....because psychological although it doesn't leave marks on the body, it can leave marks on the way you think from what they say or do (Marta).

Students have valued to reflect in deep on gender roles, models of attraction and their relationship with violence. They have been able to analyse gender violence in normalised, daily situations among people. A girl participating in the workshops defined gender-based violence as that happening *when a man wants to appear superior and exercises his power over a woman* (Paula). In consequence, training workshops have allowed to break down the identification of a social profile with violence and to understand that the perpetrator can proceed from diverse backgrounds or social groups.

Laura: They don't necessarily have a certain personality, as we have said, we must not judge somebody by appearances.

Similarly, students understand that gender violence may be given in diverse situations and kind of relationships: *Not only it takes place in long-term relationship, but also in casual encounters* (Marcos).

A relevant contribution from the training that has been highlighted by students in the debates and comments in the focus groups is the reflection about attractiveness and violence. Such as reflection has been related with gender roles assumed in egalitarian relationships or in abusive ones. In one of the groups there were comments about wishing equality in the relationships.

So? What type of relationship do you like to have with her? Gael: Of equality, both can do things alone and do them in the same way, is not because I am the guy, she has to do fewer things.

However, students often admitted to be attracted for non-equal relationships and relationships with violence, due to the influence of media and society.

Why do you think gender violence take place? Aina: "Because we like guys who are a little bit bad, they are gorgeous, rebels". Marta: "Because society sells it to us so, advertisements and so on, because it does not exist a single advertisement which says us that a beautiful men is good". Gara: "In all series it appears, what who is bad is more gorgeous".

This attraction goes together with a justification of jealousy and control. The training has allowed to open a reflection of the consequences, despite a lack of agreement on that question.

*Laura: And also in the debate about jealousy, some of them said that it is good, and other that is not good or it has a limit. Ana: For me it is not very clear, because it confused me. Laura: I think that they have to have a limit. Ana: Now, saying that they are jealous, which is a bad, where do we find ourselves? I cannot understand this. Yanira: No, because they like to play with him and say "Ah, but **when you are with that boy, ...this is what we like but we don't like telling "Do this or do that!" because it just not it, we like to play with us and not be jealous.***

Training impact

Youth who have participated in the discussion groups have pointed out that they have been useful for reflecting on issues strongly related to their personal life such as “selection” of partner for romantic relationships. In some cases they also admit to have changed their behavior.

Yanira: The thing that I liked most it was the Phoebe's case, because I've never thought that it was able to reach that limit that a friend could suicide by what they were doing... and I don't do it anymore, because I did it too.

Interviewer: Excuse me, what did you do? Yanira: I used to say, "you are ugly, or whatever, you are such a "whatever" because you are with him..."

On the other hand, training has also reinforced the commitment of struggling against gender-based violence as giving the students the role of training younger peers. One of the issues that they highlight is the shared reflection about their self-deceptions in unequal affective and sexual relationships. They value the importance of identifying others' behavior in order to take a decision.

Gara: (Is important) To understand that if they have a relationship and the guy mistreat her, she can't change him, because he is like that, it's thought "I'm going to stay with him because he's going to change" but it is not like that.

They also valued the importance of dialogue among peers, so that they can have better relationships. They consider that the training they have received may have a multiplier effect over other courses, as the one who have participated become referents for them.

Laura: If we get serious with this topic, and they also listen to us with attention all will reflect.

Satisfaction with training

According to the discussion groups, students participating in the training workshops were quite satisfied with them and consider that training has been useful and have opened spaces of dialogue.

Laura: This course has given to us more information about these cases. Paula: We have been allowed to talk about these topics because sometimes you feel embarrassed.

Gara : I think that it should be an compulsory subject of things like that because sometimes we are taught things like traffic signs and I say "then, when I'll get my driver's licence I'll learn it" but there are more important things before because when I'll get my driver's licence Probably before I had found a boyfriend.

They also pointed out some issues that they didn't like very much. Interestingly, they consider that training was focused on girls, excluding feelings and situations about boys.

Gael: Sometime, it was a little bit boring because you spoke about girls and boys were left aside, we were here stacked in a corner.

And they also make a note on the usefulness of the questionnaire completed as it was planned (referring to the language, extension, etc.).

Yanira: The questioners were a hefty wad and all the question seemed to be the same. Laura: They had vocabulary that... Gael: The words were misleading. Paula: The vocabulary was very advanced for us.

Impact beyond classroom

Students participating in the training think that it has impacted their life and also their context. In some cases, they explain that they have shared their learning at home so that some relationships in this context could be changed. However, they think that the main impact has been over their own relationships. They say that now they have better tools to understand the reasons of unsatisfaction and suffering in some relationships, and in consequence, the opportunity for transforming them.

Laura: We have thought more, for instance about jealousy. Then, to think about, because now we have a boyfriend and you can think more on what are you doing ok and what you are doing wrong. Yes, I think in this, because we are in the age.

Marta: I've noticed a change for better. Before, I only pay attention to the physical aspect, how they wear... and now I also pay attention to that! But for instance, I also see on how he is treating me, that he values people...

As we have seen, training has opened alternatives against hegemonic masculinity.

Laura: For example you could like a badass guy but now you doubt or you have second thoughts. Gael: There are people that think that having control over you girl is good because in theory you are aware for her but in reality is not good because you are pressing her and this is bad.

4.2. Empowerment

4.2.1. PRE and POST questionnaires

As we have seen, certain attitudes and myths are deeply rooted through socialization and they remain after training, for instance regarding empowerment, autonomy, non-control, etc. Other myths have been changed, such as the commitment to do something if they see any gender-based violence. Also, to respond in the case of pressure for having sexual encounters, association of wearing with attacks, etc.

Young participants stress that the reflection of love with a social phenomenon gives them more possibilities for transforming their feelings and have relationships with more freedom. Learning to identify when a relationship is not healthy (both in themselves and in others) gives them a greater confidence and promote empowerment. Training has given tools for acting in front of abuses and then, they feel safer.

4.2.2. Findings from Focus Group Discussions

In the discussion groups, students stressed that they have had the opportunity to reflect on their life and relationships, and to change. They have also identified violence and power in relationships. They declare to feel themselves as more capable and committed to help others having an abuse and to create desire for egalitarian relationships.

4.2.3. Participant Evaluations

Both questionnaires and discussion groups hives us a positive evaluation of the training.

Regarding teachers, we have evaluation only from 12 cases. In general, teachers have perceived very positively the training and consider that it has fulfilled their expectations. They make a high evaluation of the topics of the training (77%) and perceive that these contents generated an active participation (85%). They value the very good preparation of facilitators of the workshops (85%). Time for training has been very suitable (39%) or suitable (39%).

Teachers consider that it would benefit their students if more current learning activities were linked with topics related to gender violence (92%).

Regarding the contents of the training, it is considered that they totally contributed to improve students' knowledge on gender stereotypes and gender violence (54%) or in a high level (25%). It is also considered (between 80% and 100%) that training allow to identify cases of gender violence in the centre.

Among proposals for improving training, teachers have suggested to present more "alternative / solutions" and to distribute a list of resources. There was also the proposal of designing specific strategies for dealing with gender-based violence in their educational centres.

Regarding students, we have collected 69 evaluation sheets. Results show a positive evaluation of the training. Students express the following:

- Interested (63%)

- Surprised, more prepared for dealing with gender-based violence situations, and make reflect on their own opinions (36%)
- Any of the participant students has indicated to be disappointed or dissatisfied with the training...

Regarding the level of satisfaction, students state that topics of the training have been very interesting for them (69%). They point out that have learned with the training (70%). Students consider that trainers were well prepared (72%), but there is not agreement on the suitability of time in sessions and debate.

Regarding content, 71% of students consider that training has contributed to improve their knowledge and understanding of gender stereotypes and gender violence. They highlight that training has been useful for understanding what to do when facing abuses (65%).

5. The Peer Education Approach

5.1. Young people as Peer Educators

In all centres in which we have implemented the training, peer education engaged students (both educators and their peers). Peer educators were actively involved and layed a leading role in the session. It has to be taken into account that in most of the cases, all the students who had received the first sessions acted then as peer educators. That fact avoided a kind of “specialization” of educators and created a context of “whole-community” engagement with the prevention of gender-based violence.

Peer educators demonstrated to explain the discussed topics to their peers (usually from a lower course) from their own experience and with their own language. They were satisfied on doing that and it reinforced the learning achievement.

5.2. Empowerment through Peer Education

The session empowered all participant students. The peer educators had to make the effort of presenting the topics in a way that engage their peers. The fact of explaining and working on the topics for other people consolidate their learning and reinforces one’s self-confidence about the topics.

Being trainers of younger students, they feel valued and they realise that they are referents for them.

Peer Education promotes debate on the kind of relationships existing in the educational centre and the role of everyone as bystander and friends of those who suffer a kind of violence.

6. Conclusion and recommendations

The training was aimed at raising awareness about gender-based violence and making young students responsible in the prevention of GBV in their context. The topics have been:

- Social construction of gender roles
- GBV at school
- GBV in relationships

The sessions consisted of presentations, activities, debates. Among other, real cases, scientific evidences and international alternatives have been shared. After that, it has been promoted peer education between different groups of students. Both sessions and peer education have been positively evaluated by students. They have declared that it made them reflect on their own relationships, their role as friends and peers in the centre, and the gender roles that they develop. Despite the responses in the post-questionnaires do not reflect significant changes in the attitudes, the qualitative feed-backs in discussion groups and in the courses them self-reflect deep reflections and inspiring changes in the way of looking at the relationships around them.

Training has been adapted to the availability of the centres. However, one of the recommendations is that peer education should have more time devoted to it.

Concerning the role of teachers, it is important that they do not participate in the training workshops. Nevertheless, the training session for teachers has been highly evaluated and has demonstrated to provide necessary tools and reflections to the teachers.