



LOBBY EUROPEO DE
MUJERES EN ESPAÑA
LEM ESPAÑA



PROMOTING ORGANISATIONS' EMPOWERMENT
to guarantee WOMEN'S HUMAN RIGHTS & stop gender violence



Strengthening the prevention of gender-based cyberviolence: Participatory workshops for young people

Educational Manual for Training



COORDINATOR



BENEFICIARIES



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About the project

The document you are holding is the printed version of the educational handbook produced as part of the project '**Strengthening the Prevention of Gender-based Cyberviolence: Educational Workshops for Young People**', developed by the European Women's Lobby in Spain (LEM España), thanks to a cascade grant from the **POWER Project**, implemented in Spain by ABD (Asociación Bienestar y Desarrollo), and funded by the European Union's CERV call.



The overall aim of the programme is to **raise awareness amongst young people about gender-based cyberviolence (GBCV)**, through the joint development of an educational programme with young people and experts in the field, aimed at teenagers and focusing on equality education, risk prevention and safe use of the internet.

The specific objectives are:

- ↳ To promote **awareness and communication** among young people regarding cyberviolence, in order to provide safer access to the internet.
- ↳ To foster the development of **critical and ethical thinking** amongst young people, enabling them to navigate and contribute to debates and decisions regarding the responsible use of the internet.
- ↳ To educate young people about the **security risks associated with internet use**, and in particular, those unlawful practices that disproportionately affect women and girls.
- ↳ To develop an **educational programme for the prevention of GBCV**, based on a participatory methodology that incorporates young people's educational needs and actively involves them in its implementation.
- ↳ **To replicate** the awareness-raising initiative by disseminating the results amongst public authorities, associations and relevant NGOs.

Methodology and implementation



This educational handbook was developed using a **mixed-methods research approach**, incorporating an analysis of the relevant academic literature and enriched by the views of education experts.

A pilot programme was implemented with 23 young people aged between 12 and 14 from the IES Sierra del Valle secondary school in La Adrada, in the province of Ávila. The results of this pilot were analysed in focus groups with the pupils, with the aim of **identifying their educational needs and incorporating their methodological suggestions**.

The result is this handbook, which aims to be a practical tool for schools, families and local authorities in their efforts to prevent and raise awareness of gender-based cyberviolence, and which has already benefited more than 100 pupils at the same school.

Training recommendations

- ⇒ The training is based on a slide presentation with **images and videos*** that enable dynamic activities to be carried out with pupils. This handbook is a written adaptation of that material, with explanations and recommendations for the staff running the workshop.
- ⇒ Before running the workshop, we recommend administering the **PRE* questionnaire**, which will enable us to understand the pupils' online habits and measure the impact of the training.
- ⇒ **Duration:** a maximum of two 50-minute sessions.
- ⇒ **Trainer:** the workshop can be delivered by one or two people.
- ⇒ Although not essential, it may be useful to have **flipcharts or post-it notes** for the practical activities.
- ⇒ At the end, we recommend allowing 5 minutes to complete the **POST questionnaire**.



*All the resources required to deliver the training are available for download on the LEM Spain website:
<https://lobbyeuropeoespana.com/proyecto-power/>

Presentation

"Safe Networks" Workshop

Introduction of the trainer and the workshop content. We administer the PRE questionnaire.



Slide 1



Slide 2

⇒ **Initial reflection:** we begin in the slide 3 with a 2:47-minute video about online insults and their effects in the "real world". The aim is to raise students' awareness of the effects of digital violence, humanising the people behind the screens, before moving on to the presentation section of the workshop. (We recommend usign one on the national language)



Slide 4

Definition of gender-based cyberviolence: "Any act involving violence against women, perpetrated with the help of or aggravated in part or in whole by the use of ICT, such as mobile phones, smart devices, the use of the Internet, social networks or email, directed against women simply because they are women, or affecting women disproportionately in any way."

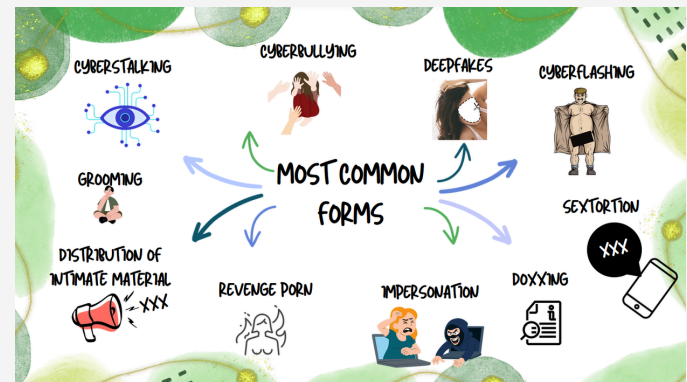


Forms and characteristics of gender-based cyberviolence (GBCV)



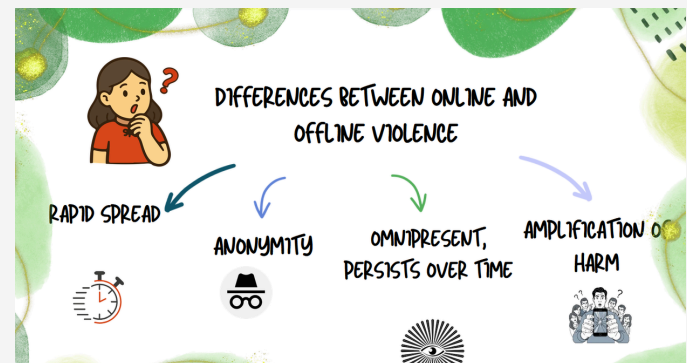
In this part of the workshop, we will analyse the most common forms of GBCV, using images and examples that facilitate class participation.

- **Cyberstalking:** monitoring or controlling someone through technological devices.
- **Cyberbullying:** intimidation, harassment or repeated psychological abuse directed at a person through digital technologies.
- **Deepfakes:** creation of hyper-realistic sexual content, usually using artificial intelligence.
- **Cyberflashing:** sending unsolicited images of genitals.
- **Grooming:** the process by which an adult gains a child's trust in order to commit sexual abuse.
- **Distribution of intimate material:** circulating intimate content without the victim's consent.
- **Revenge porn:** publishing intimate content on pornography websites in order to humiliate the victim.
- **Impersonation:** creating fake profiles to damage the victim's reputation.
- **Doxxing:** leaking personal or sensitive data.
- **Sextortion:** using messages or intimate material to blackmail or threaten the victim.



Slide 5

We also address the differences between online and offline violence, as it is often perceived as "less serious" because it is digital, raising awareness of its own risks and complexities.



Slide 6

Tip: guide the discussion towards cases familiar to the students, with questions such as: *Do you know of anyone who has experienced any of these forms of GBCV? Which form do you think is most common? Do you think any of these behaviours have become normalised?*

Gender Dimension

IS IT THE SAME FOR GIRLS AND BOYS?

GIRLS

←

BOYS

→

- Targets of sexualized cyberviolence
- Ask yourself: Is calling a girl "dirty" the same as calling a boy one?
- Report greater psychological impact
- Usually seek help from friends or peers

- Insults, hacking, physical threats
- Do not usually seek help
- Isolation and changes in behavior



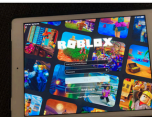
COMMON RISKS:
HARASSMENT, PREDATION,
GROOMING, INSULTS

REAL NEWS STORIES:

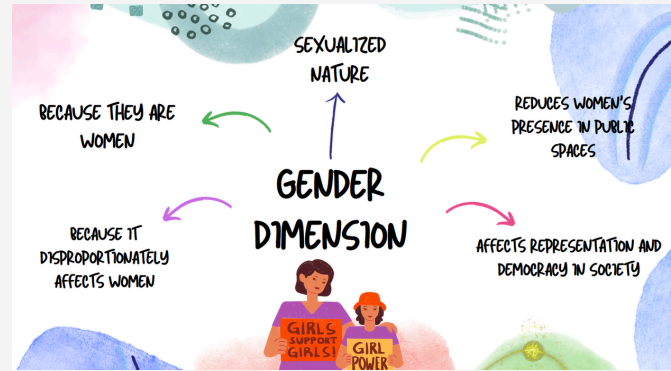
REUTERS / GREGG DEGUI

Roblox, ¿patio de juegos de depredadores sexuales?

La plataforma se enfrenta a varias denuncias que señalan que no protege a los jugadores menores de edad



Slide 7



Slide 8

Is it the same for boys and girls? The idea is to introduce a gender perspective through everyday examples, so that the difference is perceived as such, rather than in terms of “more”, “less”, “superior” or “inferior”. Invite students to reflect on the particular risks of being a woman in online spaces, for example, in the world of gaming. Regarding common risks, emphasise grooming, harassment and sexual violence against minors.

Gender dimension: the aim is to make clear that cyberviolence is not neutral and affects women disproportionately, with the clear purpose of maintaining a situation of control and domination by men over women in the digital space. In addition, gender-based violence is always sexualised, as it is generally expressed through sexist insults, threats of rape or similar behaviour.

Consequences: it affects women's participation in public spaces. As a result, talented women are excluded from certain spaces, leaving more room for less talented men, which affects the quality of any system. This applies to everything: democracy, education, games, and even this conversation space.

GENDER DIMENSION

BECAUSE SHE IS A WOMAN:



BECAUSE IT DISPROPORTIONATELY AFFECTS WOMEN:





Slide 9

Examples of both cases are included:

➤ **Because they are women:** many women report that, in online gaming spaces, as soon as they speak, insults begin simply because they are women. We share a video that demonstrates this and shows the player's reaction to the attacks.

➤ **Because women are affected disproportionately:** more than 90% of victims of deepfakes, revenge porn and the distribution of intimate material are women and girls, so we show news reports that confirm this.



A topic that often comes up...



Slide 10

Depending on how the discussion develops, we can explore where the fear of false accusations comes from, first **dismantling the arguments** with data and emphasising that this is a discourse aimed at a specific audience (young men) with the purpose of generating **engagement** through negative emotions, such as a sense of injustice, helplessness and anger. It is also necessary to address the **sexist discourse underlying the narrative of false accusations**, which seeks to discredit women who report violence and create distrust in institutions working on gender-based violence.

Activity: analysis of a news story and digital footprint



The aim is to identify cyberviolence as a social and gender-related problem, and to analyse its consequences in the “real world” through news stories (we recommend updating the news so that the topics reflect the public debate at the time of the workshop).

Two options are proposed: digital footprint and deepfakes. The idea is to present the news story to the students and begin a guided reflection on the chosen concept, for example: Do you know that what you do on the internet leaves a trace forever? Do you know who has access to your photographs and your image in general?

Emphasise that these are **real news stories** and that they represent cases that are much more common than they may seem.



Slide 11



Prevention

This is the most important section of the training, where we will establish the message that prevention is the most effective way to combat GBCV. We will begin by sharing a video about the risks of sharenting, that is, the practice of parents sharing their children's personal information on social networks. It can be replaced by another similar type of content.

Next, we will present the following practical activity to the class, which appears on slides 14, 15 and 16 of our presentation.



Activity

Ellie and Marcus had been a couple for several months. Although they lived in different cities, they communicated daily through social networks and video calls. One day, Marcus asked Ellie to send him an intimate video, assuring her that no one else would see it. Ellie hesitated, but he insisted, saying that if she really loved him, she had to trust him. Finally, she agreed and sent him the video.

Weeks later, they argued and ended the relationship. Shortly afterwards, someone leaked Ellie's video in a school WhatsApp group. Ellie felt devastated and did not know what to do.

Ellie sought help:

- ➔ First, she spoke to her friend Sophie, who told her she did not get involved in relationship problems.
- ➔ Then she went to her parents, but they scolded her, saying it was her fault for recording the video.
- ➔ Desperate, Ellie wrote to Marcus, asking him to delete it and tell the truth about the video leak, but he blocked her.
- ➔ Finally, two classmates, Martha and Silvia, were outraged when they saw what was happening and reported the distribution of the video to the school, exposing themselves to criticism and ridicule from others. Little by little, other classmates supported this decision.

Once the story has been told, divide the students into groups of 4 to 5 and ask them to answer the questions below. One member of each group should present the results of their discussion to the rest of the class. (Suggested time: 15–20 minutes)

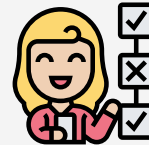
Who do you think is responsible for this situation?



What values have been affected in this situation?



What options did Ellie have in this case?



Design an action protocol for this type of case.

Tip: the aim is to tell a story that could happen in everyday life and invite guided reflection. Care must be taken with **victim-blaming narratives**, and opinions should not be personalised; instead, the case should be approached from the perspective of a witness. This activity can even be done as a role-play.

When developing the protocol, it is advisable to provide clues about how to act in this type of case, for example: contact a trusted adult.

The main message of this activity should be: **“Even if we trust someone, we should avoid sharing intimate content, because once it circulates online, it is very difficult to control. Although the only person responsible is the one who distributes the material, we can prevent these situations if we are aware of the risks associated with these behaviours.”**

How we combat gender-based cyberviolence



HOW DO WE COMBAT GB-CV? A PREVENTIVE APPROACH

We have already seen three examples of online risk situations: your digital footprint, posting too much information without thinking it through (sharenting), and sharing intimate or sensitive material (the case of Lucía and the video).

Now we will learn how to prevent cyberviolence:

- 1) **Security:** long, unique passwords; two-step verification; private accounts.
- 2) **Manage your social media:** block and report without guilt, filter comments, and decide who can contact you through messages or comments.
- 3) **Think before you post:** Am I sharing sensitive information (location, addresses, personal data, images of minors)?
- 4) **Identify bots and suspicious profiles.**
- 5) **Disconnect:** there is a world beyond the Internet!



Slide 17

In this final section of the workshop, we will share a series of basic tips on prevention and digital safety, as well as the resources available when acts of cyberviolence have been committed.

We will share the following tips:

- ⇒ Do not respond to offensive messages.
- ⇒ Save evidence, such as screenshots.
- ⇒ Report to the platforms and block accounts if necessary.
- ⇒ Seek out a trusted adult.

An essential message for this section is to stop seeing GBCV as an individual problem and **understand its social dimension**, as part of the *continuum* of gender-based violence, with serious consequences in the off line world.

We will share news stories about real cases of gender-based cyberviolence, highlighting the consequences for both the victim and the perpetrator(s).

Important: if a situation involving GBCV is disclosed during the workshop, we must have an action protocol. Contacting the guidance or psychology department at the school can be very useful.

WHEN PREVENTION FAILS, WE MUST ACT:

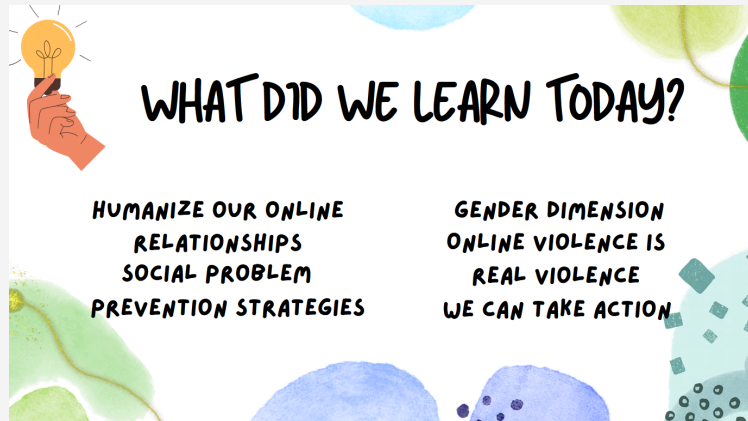
- REPORT TO THE PLATFORMS THEMSELVES.
- SAVE EVIDENCE: SCREENSHOTS, PHOTOS, VIDEOS.
- NEVER RESPOND IN THE HEAT OF THE MOMENT.
- SEEK SUPPORT.
- REQUEST REMOVAL OF THE CONTENT: THE SPANISH DATA PROTECTION AGENCY'S PRIORITY CHANNEL.
- REPORT IT TO THE RELEVANT AUTHORITIES.



IT IS NOT A PERSONAL PROBLEM; IT IS A SOCIAL PROBLEM.

Slide 18

To conclude...



Slide 19

As this is an extensive training programme, the group's participation often influences which topics are explored in greater depth and which go unnoticed, depending on what captures their attention. Therefore, the learning each group takes away will depend on how the workshop itself develops.

However, **we will ensure that the central message of the training, summarised on this slide**, is conveyed.

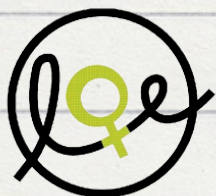
Tip: take notes of the main ideas that emerge throughout the workshop and read them at the end as conclusions.

If there is time, the space can be used to share testimonies or review the content.

At this point, we will administer the **POST questionnaire** in order to measure the impact of the training.



Slide 20



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Strengthening the Prevention of Gender-based Cyberviolence

Educational Manual for Training

The development of this educational handbook was made possible thanks to the **POWER Project**: *"Empowering NGOs to guarantee women's rights and eradicate gender-based violence"*, whose objective is to contribute to, support and develop the capacity of civil society organisations active in this field. The POWER project is implemented in Spain by Asociación Bienestar y Desarrollo and funded by the European Union through the CERV 2023 Daphne Programme – 101134940.

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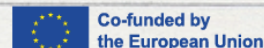
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