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GAP WORK

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GAP WORK PROJECT REPORT

Training for Youth Practitioners on Tackling Gender-Related Violence

CO-FUNDED BY THE
DAPHNE III PROGRAMME OF THE EU

2015

Lewisham · Demetra · Rights of Women · IOE London Leading education and social research Institute of Education University of London · Tamaia viure sense violència · cirde

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EXECUTIVE SUMMARY

GAP WORK Project Initial Findings Report

GAP WORK: Improving Gender-Related Violence Intervention and Referral Through Youth Practitioner Training

PROJECT OUTLINE

This project sought to challenge gender-related violence against (and by) children and young people by developing training for practitioners who have everyday contact with general populations of children and young people ('youth practitioners'). Through improved knowledge and understanding practitioners can better **identify and challenge sexist, sexualising, homophobic or controlling language and behaviour**, and know when and how to **refer children and young people to the most appropriate support services**. This summary outlines the Project and our initial findings about the success of the four training programmes developed and piloted.

PARTNERS

Brunel University London (UK) coordinated partners in Italy - CIRSDe at University of Torino; Ireland - at the National University of Ireland in Maynooth; in Catalunya, Spain – Universitat Rovira i Virgili; and at Brunel University London (for the UK action) to develop training. This Action Project was co-funded by the European Union's DAPHNE III Programme (project code: JUST2012/DAP/AG/3176) and with all Partners contributing 20% co-funding. The training partners involved were:

In Italy – *DEMETRA and the Maurice LGBTQ Centre*

In Spain – *Candela and Tamaia*

In the UK – *About Young People and Rights of Women*

Please see the project website for information about the work of these organisations: **http://sites.brunel.ac.uk/gap/**

The project was designed by Dr Pam Alldred (at Brunel University London) to meet the DAPHNE III priority of the preparation and delivery of training for professionals in contact with victims of violence. It was designed to make a lasting impact by improving not only practitioners' knowledge and skills, but also their ability to share their skills with colleagues, and through the creation of new resources for practitioners.

PROJECT RATIONALE

The project sought to bridge gaps between:

- support services for adults and for children
- victim-support services and everyday professional contact
- supporting those affected and intervening to challenge/pre-empt violence
- interventions tackling dating violence or on homophobia.

This fourth ‘gap’ is the reason that a broad definition of ‘gender-related violence’ (GRV) was adopted. The rationale was that placing a critique of gender normativity at the centre might undermine violence against women and girls, homophobic, lesbophobia *and* transphobic or gender-norm related violence.

Gaps were bridged by the mutual education of training partners, who were victim-support services (NGOs), and trainees (youth practitioners). The aims of our training of practitioners were to improve their:

1. knowledge of support organisations and legislation and hence their effective referring and
2. ability to challenge violent or discriminatory language and behaviour, thereby contributing to the development of a protective environment for children, young people and women.

In return, youth practitioners were a new audience for whom the NGOs could develop training. The Action of this Action Grant was the writing and piloting of four sister training programmes for practitioners who work with children or young people aged 8-18. Each training programme was therefore developed in its specific national context and was tailored to particular professional groups. Two of the training programmes took the form of three one-day courses for particular professional groups; one was delivered over six shorter sessions and used the online assessment of learning; and one Action enhanced the equalities provision of a pre-existing youth worker training during initial practitioner education. These different training programmes and trainee groups will be described in the main report, but a summary of findings follows.

PROJECT OUTCOMES

Immediate outcomes of the project already include:

- Four training programmes have been designed, written and piloted (one each in Italy, Ireland, Spain and the UK).
- About 750 practitioners have received training and certification for attendance (across four countries).
- These trainees have received a (‘Cascade’) resource to share their learning with their colleagues.
- New information leaflets specifically for youth practitioners are now available on NGO and university websites in six countries.
- We have shared learning from the pilot training programme with practitioners in each partner language (and in six languages in total).
- We have reported project learning about successful practitioner training on GRV and its evaluation (and this is being translated into four more languages).

Future impact of the project will include:

- Impact on the practice of those trained and their close colleagues
- Ongoing impact in the organisations they work in
- Better identification, support and referral for the children and young people these practitioners work with
- More interventions to challenge violence and values that sustain it among the peer group
- Better recognition and problematisation of violence among those children and young people indirectly reached by the project

- The development of expertise among the training organisations
- The lasting training resources that are and will remain freely available to practitioners in six countries
- Future academic articles that share learning about training on GRV.

SUMMARY OF FINDINGS

Learning about training from the four Local Actions includes:

Approach to training

- The importance of locating gender-related violence in gender inequality
- The need to recognize the structural inequalities and cultural exclusions that intersect, particularly race, ethnicity, age and class
- The distinction between training and educational approaches
- The contrasting aims of a) intending a particular value change as outcome from training and of b) enabling personal and professional development
- The potential to develop training around the concept of gender-related violence or gender based violence, but the need for theoretical coherence within a training programme
- The value of enabling reflection on work-place dynamics and staff experiences as well as clients' experiences of violence/inequality
- The value of questioning what is identified as violence and what goes unproblematised – both in young people's experiences and in workplace dynamics
- The need for support and confidentiality when reflecting critically on practice
- The importance of agreeing ground-rules among a training group at the outset (confidentiality)
- The importance of trainers being prepared to respond to individual disclosures, and the value of co-facilitators to manage group dynamics
- The need for trainers to have information for individuals seeking support regarding the issues raised by attending the training and to acknowledge the potential personal impact of the training to prepare trainees
- The potential to employ diverse training approaches to managing the personal connections to topics such as this. One team employed personalisation techniques (in male or female only discussion groups).
- The importance of getting a good balance between 'hope' and 'despair' when training on violence or abuse, especially when increasing awareness is an objective.

Recruitment and marketing

- The value of prior needs assessment that also plots what training is already available and prioritized for staff
- The importance of marketing to professionals using the terms that have purchase for them and their managers
- The need for several months' lead-in time for successful recruitment
- The advantage of offering date flexibility for busy professionals to be able to select from a range

- The potential significance of gatekeepers in shaping commitment to the training (and attendance)
- The necessity of managerial level support and active interest in training to enable implementation of learning in practice afterwards
- The value of a relatively flexible training schedule that allows the focus of a late activity to remain open so that practitioners can identity (new) priorities or reflect on their application to practice
- The use of preparatory work with gatekeepers including regarding objectives, values and context-specific issues and concerns

Organisational issues

- The challenges of collaborations between organisations to produce a joint training programme – and time such a process requires.
- The need for clarity about decisions, responsibility and final sign off.
- The value of allowing trainees to 'catch up' a missed session
- The value of certification and its incentive for practitioners
- The dilemma of whether to establish groups for a mix of professional which allow professionals to learn from each other or the potential for more specialist training for particular professional groups
- The ideal we suggest is groups of diverse professionals from allied fields where they have a similar degree of professional autonomy or status
- The tension between maximising impact on a service or workplace by training all staff and the risks this poses for disclosure or personal or professional experiences.
- The importance of trainees knowing in detail what topics they will cover in training
- The value in maintaining consistency of trainers over the training days for content coherence and to understand the learning journey

Learning about the evaluation of training from the four Local Actions includes:

- The importance of keeping Trainer and Researcher roles distinct during training
- The potential for research practices and training objectives to conflict
- The value of longer-term follow-ups in order to assess impact on workplace practices
- The value of external measures of learning, in addition to self report
- The value of incorporating trainers' reflections on a group's dynamics, experience levels and expectations
- The sensitivity needed by coordinators to deliver constructive criticism and feedback to trainers
- The need for trainers to embrace a developmental approach for themselves and in this case, the pilot-nature of the training
- The possibility of combining research interests with feedback in activities about applying knowledge to practice in the final training session (subject to participant consent to research involvement)

- The need to explain clearly the relationship between committing to the training and opting into the evaluation of the training or research thereon (this varied with local research ethics practices).

Learning about projects of 11 partners:

- The tension in cross-national work between having a centralised or pluralistic design
- Subsequent compromise between producing comparable data and site-specific interventions. This project prioritised the latter (the Actions were locally designed).
- The political and conceptual dynamics created by centring a project in a country and language.
- The deeper recognition that concepts do not necessarily translate directly.
- The likely disproportionate involvement of the coordinating partner in the action in its own country.
- The value of a division of labour and of staff regarding management between on the one hand, financial, administrative and reporting aspects and on the other hand, academic and research design functions
- The need for coordination/management hours to reflect the number of partners
- The identification from the start of what large organisations such as universities require in terms of decision-making and accountability.
- The tension between collaborative values and intended work practices and university contracts specifying voting and vetoing rights.
- The challenges of staff turnover in small teams.
- The difficulties of ensuring organizational compliance with funder reporting requirements.

1. INTRODUCTION: THE GAP WORK PROJECT

1.1 Overview of the Project and Report

This is the third and final report from the EU Daphne-III co-funded GAP WORK Project on improving gender-related violence (GRV) intervention and referral through 'youth practitioner' training (project code: JUST2012/DAP/AG/3176) that has been designed and coordinated by Dr Pam Alldred at Brunel University London (UK) between 2013-2015. This report describes the four training programmes developed and piloted as the 'Actions' in Ireland, Italy, Spain and the UK, and presents initial evaluations of the training courses. Research continues among the academic partners and later evaluations may reveal more about the application of learning by trainees in their places of work and over a longer period, but this report gives an account of evaluations conducted within the project period.

1.2 What is the Project?

The GAP WORK Project was a European Union Action Project of 11 partners brought together by Pam Alldred in order to challenge gender-related violence against (and by) children and young people by developing training for practitioners who have everyday contact with general populations of children and young people (we refer to as 'youth practitioners'). Each partner country designed and delivered new training for practitioners (their Action) and the training aims are both ***responsive*** and ***preventative***: that is, through improved knowledge and understanding youth practitioners will be better able

- to support children and young people (CYP) and know when and how to refer to the most appropriate support services, and
- to identify and challenge sexist, sexualising, homophobic or controlling language and behaviour.

Professionals outside legal/welfare services typically have little training on gender violence. This project surveyed what was reported about the success of training for professionals on GRV (Report 1) and then innovative new training and materials for this group, because, given their contact with large numbers of CYP, they urgently need to be better informed. Targeting this general group of practitioners and allocating a portion of project funds to support them in sharing their learning with colleagues, it was specifically designed to to address the DAPHNE-III priority of *the preparation and delivery of*

training to professionals in contact with victims, and made an ongoing intervention in practitioners' knowledge and skills. It leaves a legacy of lasting resources for practitioners, and trained and skills-sharing practitioners in four countries.

The GAP WORK Project sought to bridge the gaps in practice between:

- support services for adults and for children
- specialist victim-support services and everyday professional contact with children or young people
- supporting those affected and intervening to prevent violence
- actions focused on dating violence or on homophobia.

The final point explains why a broad definition of **'gender-related violence'** (GRV) is adopted which problematises **sexist, sexualising or norm-driven bullying and harassment whichever children and young people are targeted**. The rationale was that placing a critique of gender norms and normativity at the centre might simultaneously undermine violence against women and girls, and homophobic, lesbophobia *and* transphobic or gender-norm related violence.

To bridge these gaps the project planned the mutual education of victim-support services (NGOs) and youth practitioners. NGOs, by providing training to improve practitioners' knowledge of support organisations and legislation, would have developed new training materials based on understanding youth practitioners' information needs and so met the needs of a new audience for their information.

1.3 Project Aims and Objectives

The goal of this project was to improve the way professionals who have general contact with children and young people recognise gender-related violence, intervene to challenge it (and the values that underpin it), and refer individuals affected. The specific objectives to achieve this goal were:

1) Training

- To design innovative, tailored training to help practitioners recognise and challenge a broad range of GRV among children and young people (CYP), and increase their knowledge of the position of CYP regarding the law and support services, and so refer them appropriately.
- To deliver this as additional training to 200 various youth practitioners in each country.

2) Research

- To evaluate the training provided at Local Action level.
- To collate information from NGOs etc. on GRV training and evaluation, so that Local Actions build on European experience and international knowledge.
- To compare the policy situation for young people regarding GRV across Europe.
- To conduct a joint evaluation of the Local Actions to identify success factors and obstacles to effective GRV training.

3) Legacy

- To develop and pilot a new information leaflet specifically aimed at youth practitioners in each site.
- To make this resource widely available to practitioners via the website of training organisations or professional bodies.
- To support trainees in sharing their learning with colleagues ('cascade') by delivering training and a new resource in each site.

4) Dissemination

- To publish findings to youth practitioners in each local site (in home languages).
- To share project learning on successful training and its evaluation with academics, providers of professional education and training, policy makers and lobbyists.

1.4 Partners

The whole GAP WORK Project team comprised over 20 partners/associate partners in six countries in Europe. The Actions were undertaken in the four Partner countries. In each Partner country, a University was the Academic Partner and employed the Local Action Coordinator (LAC). The LACs worked with two Training Partners each (for Italy, Spain and the UK) to design and deliver the training, and usually one or more Associate Partner to recruit to the training. In addition, two Associate Partnerships, with Dr Judit Takacs and Prof Vesna Nikolic Ristanovic enabled their academic research and training experience to inform the project. More Associate Partners joined the team during the course of the project.

PARTNER	ROLE	STAFF
Centre for Youth Work Studies, Brunel University London (London, UK)	Research Manager/PI Co-I Project Manager/ Research Assistant Local Action Coordinator Project Researchers	Dr. Pam Alldred Prof. Ian Rivers Gigi Guizzo Neil Levitan/Dr Fiona Cullen Malin Stenstrom/Neil Levitan Jokin Azpiazu-Carballo Anna Velasco
Institute of Education (London, UK)	Co-I	Prof. Miriam David
About Young People (UK)	Trainer	Dr. Michael Whelan Dr. Laura Green
Rights of Women (UK)	Trainer	Cate Briddick Hannah Camplin
CIRSDe, University of Torino (Turin, Italy)	Local Action Coordinator	Dr. Chiara Inaudi
Demetra (Italy)	Trainer	Micaela Arcari Alessandra Cibelli Barbara Cimini Chiara Fini Giovanna Manzoli Maria Carmela Pipicella Patrizio Schinco Rosangela Vendrame
Maurice LGBTQ Centre (Italy)	Trainer	Stefania Actis Filippo Alossa Monica Bacciolo Maurizio Nicolazzo
Universitat Rovira i Virgili (URV) (Tarragona, Spain)	Local Action Coordinator Project Researchers Assistant researcher Research consultant (UB)	Dr. Barbara Biglia Maria Olivella-Quintana Edurne Jiminez-Perez Sara Cagliero Dr. Pilar Folgueiras
Candela (Spain)	Trainer	Miriam Aleman Sara Barrientos Xavier Cela
Tamaia (Spain)	Trainer	Rakel Escurriol Leticia Sanchez Moy
NUIM (Maynooth, Ireland)	Local Action Coordinator	Bernadette McMahon Anastasia Crickley Oonagh McArdle

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Serbia Associate Partner

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  Prof. dr Vesna Nikolic-Ristanovic

Spain Associate Partners

- Agència Catalana de Joventut (Catalan Youth Agency)
- Federació d'Associacions de Veïns de Barcelona (Federation of Neighbours' Associations of Barcelona)
- Departament d'Ensenyament (Catalan Education Department)
- University of Barcelona (UB)

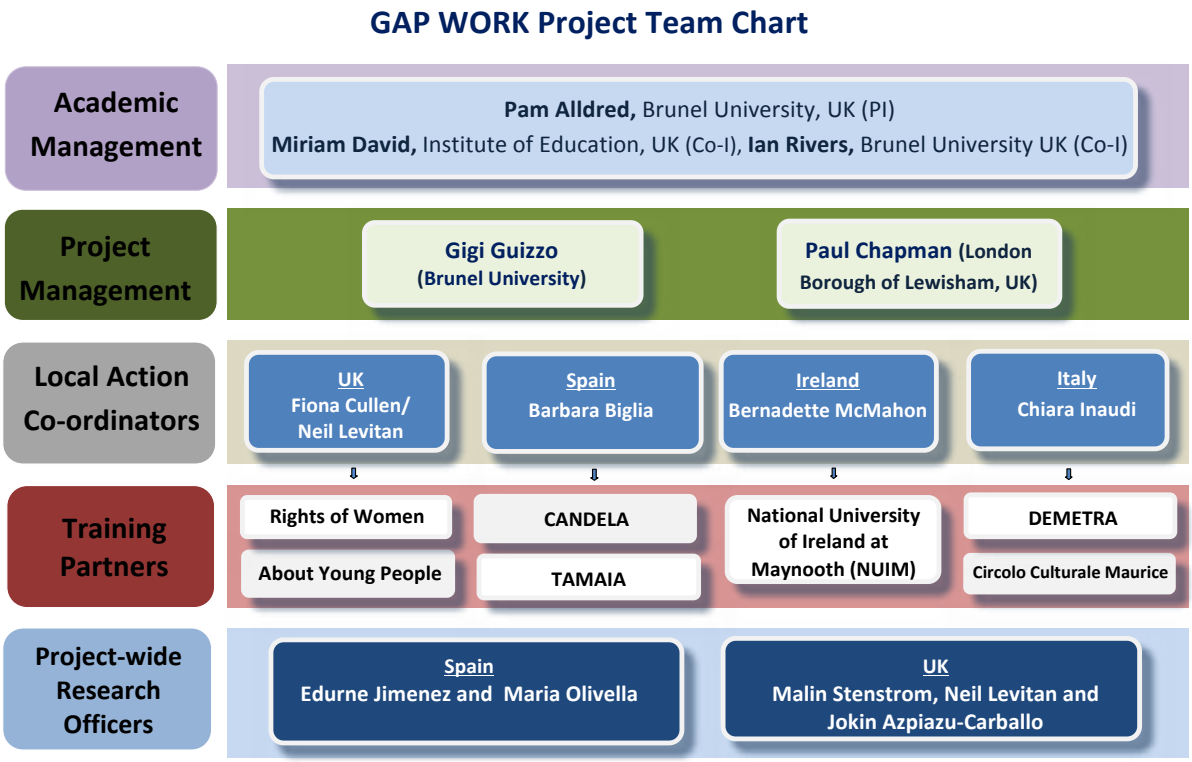
UK Associate Partner

- London Borough of Lewisham (European Projects Manager, Paul Chapman. Strategic Crime Reduction Services Manager, Gary Connors, Serious Crime/Community Safety (Youth) Team Janet Rolt)

This 'Action Project' was co-funded by the European Union's DAPHNE-III Programme and all Partners contributed 20% co-funding. Please see the project website for information about the work of the training organisations: **http://sites.brunel.ac.uk/gap/**

Each Local Action designed its own training programme in order for it to be tailored to the particular professional groups identified as needing training and to the context of each country. Thus this project really represents four independent projects within one. The following chart shows the overall structure of the GAP WORK Project team and the roles within it and names of workers.

Figure 1: GAP WORK Project Team Structure.



Alldred and Biglia met through critical psychology and feminist activism in psychology and so share a commitment to not individualizing social problems. Alldred, Cullen and Levitan, as youth worker trainers are informed by Freirean pedagogy and feminist uses thereof (e.g. Cullen 2013) and Alldred's background in sex and relationship education meant that norm critical pedagogies were influences on the project design (e.g. Bromseth 2010). The project explicitly builds on two influential previous projects that members have been involved in: the EU-FRC co-funded AHEAD (Against Homophobia: European local administration devices) project which mapped good practice in EU countries in tackling homo/transphobia and evaluated a City of Torino Pride Office training course (see Coll-Planas et al 2011), and the UK-based, ESRC 2006-09 funded No Outsiders project that made a range of educational interventions to challenge heteronormativity in primary schools (see Atkinson et al 2009).

1.5 Theoretical approach/es

The WHO definition of violence omits to recognize structural and cultural forms and we find its understanding too individualized and volitional (WHO 2002). As feminist educators/researchers, we wanted an approach that helps to demonstrate the links between different forms of violence and between violence and power relations, and that foregrounds the political analysis of and response to violence.

In 1993, El-Bushra and Pisa Lopez defined gender-related violence as: 'violence which embodies the power imbalances inherent in a patriarchal society' and explain that this is overwhelmingly, though not necessarily, carried out by men against women. Over the intervening years, terminology has altered, but what we wish to retain in this definition is its plurality and socio-cultural analysis. The plurality we need in order to fully recognize intersectionality and the differential impact power structures have on multiply, socio-historically positioned individuals, and the social level of analysis is necessary to

problematize the social norms, tolerance and silences around violence and around gender more broadly, rather than define violence narrowly and locate it in the behaviour of problem individuals.

By 2012, the term 'gender-based violence' was far more frequently used in the Anglophone world than 'gender-related violence', for instance, in the work of the European Institute for Gender Equality (EIGE): '**Gender-based violence** (**GBV**) is violence that is directed against a person on the basis of gender'. So if gender *based* violence is violence that is fundamentally created or allowed by gender inequality, gender-*related* violence might be defined more broadly to incorporate and acknowledge other forms of inequality. A tentative definition Alldred offered the project was:

> *Violence that relates to the concept of gender, but is not only structured by the primary axis of gender inequality and might include violence (actual, threatened or symbolic) that is enabled by the very concept of gender and so recognises gender normativity, the insistence of a gender binary, homophobia, transphobia, as well as injuries of women's inequality to men – sexism, misogyny, sexual violence and sexual harassment or coercion.*

Therefore it is used to include gender-based violence but to define a wider terrain. This breadth of definition allows us to put **gender norms and normativity** at the centre. It enables us to draw together two strands of activism in Western Europe that for the most part have been separate in recent history, efforts to challenge violence against women and girls and efforts to tackle homophobia. This tests the thesis that by problematizing gender norms, the values and norms underpinning both these forms of oppression are challenged. Feminist activism around domestic violence usually focused on men's violence against women and so has tended to work with a concept of gender-based violence. Gay Liberation movements, and certainly in the UK from where this Project was conceived, were arguably patchy in their problematisation of gender and support for women's struggles in the early 1970s, although there were always some who made the links. The struggle over the representation and care demanded by HIV/AIDS around 15-20 years later is usually viewed as a key mobiliser and in UK cultural politics, resistance to the Criminal Justice Act (1986) helped undermine a politics based on identity categories in practice, not only in academic seminars. No doubt each country and region has its own story of the relationship between these two movements, and no doubt stories within stories.

A broad concept of GRV is compatible with feminist approaches that problematize all inequalities and attend to power differentials across all forms of social difference (race, ethnicity, class, gender, sexual orientation among them) and with recent social theory that emphasizes the intersectionality of gender with class, and these with ethnicity etc. (Anthias and Yuval-Davis 1993; Brah 1992 etc.). Indeed problematizing the gender binary and gender and sexual normativities can be seen to reflect the broader deconstructive move of third wave or postmodern feminism and queer theory in particular. Butler's articulation of the heterosexual matrix's mutual constitution through the gender binary is a key influence in the Project's challenge to heteronormativity.

Researchers drawing on intersectionality have found a 'silencing of groups positioned at the point of intersection of two or more inequalities and invisibility of multiple inequalities in policy need to be re-thought' (Strid, Walby and Armstrong 2013: p1). But recent criticisms from Strid et al (ibid: p1) argue that this is based on 'too narrow' an understanding of the concept of intersectionality 'and has not taken sufficiently into account the implications of the politico-discursive process of degendering.' A theoretical question for our study is whether is it possible to broaden the focus without undermining an effective intervention on violence against women.

As an overall approach, we might favour 'post-identity' frameworks to ensure that essentialisms are not reinscribed or binaries assumed or the relations between them sustained. In the UK, recent legal moves acknowledge that inequality and discrimination cannot only be recognizable on the basis of someone's identity: the Equalities Act (2010) allows that not only being a member of a group who

have one of the six 'protected characteristics' but being *perceived or presumed to be* a member of this group, and clearly this has been key sticking point in the challenging of homophobic violence and abuse. The approach each Local Action adopts enables this, although unsurprisingly there are differences in the precise terms preferred. As the Irish team explain in the third chapter, their preference is for the term **'gender-based violence'**, and although the other Local Actions adopt the term gender-related violence, in practice each Action problematizes homophobia as well as violence against women and girls. Furthermore, employing the same term *in English* might not mean that the situated Actions in local contexts and languages have precisely the same definitions and meanings. Indeed the Spanish team's preference for the plural (**'violences')** is hard to make visible in English and this distinguishes this intervention from other local approaches that use the singular in Spanish.

Of course there are limitations to inter-country comparative studies, and caution must be exercised over comparative conclusions. A key issue with this study was its inception from a UK perspective and articulation in English which meant that the specific terms used may not have been as relevant for the other countries, and the comfortable translation of the plural 'violencias' into English eludes me. The lose structure of the project was intended to allow the training concept to be rethought in each context.

1:6 Structure of this Report

The next chapter presents a summary of the legal context in each partner country and at EU level, on the basis of a sociological (rather than legal) analysis conducted by Maria Olivella-Quintana and Dr Barbara Biglia. Chapter 3 outlines the training that was delivered in each of the four contexts. Chapter 4 presents some of the initial findings about the value of these four training programmes from their qualitative datasets, and Chapter 5 presents an analysis of them together from the quantitative data on improvement in self-reported knowledge and abilities. Chapter 6 presents lessons from each of the Actions, and then Chapter 7 draws conclusions from across the project as a whole. Chapter 8 describes the legacy of the project in terms of resources that remain at the end of the funding period (1.2.2013 – 31.1.2015). Chapter 9 lists our References and Chapter 10 our Thanks.

2

2. THE SOCIO-LEGAL CONTEXT OF THE GAP WORK PROJECT

2.1 Introduction

Youth practitioners' ability to navigate the murky legislative waters have often been limited by lack of knowledge and understanding of relevant pieces of legislation and their practical applications. One aim of the GAP WORK Project was therefore to analyse the relevant legal frameworks and political discourses of the countries participating in the project and their relation to European Union legislation. Specific objectives were to understand:

- the meaning and importance accorded GRV in different partner-country legal frameworks;
- the gender and subject of legal concepts that underpin each country's GRV legislation;
- how legal frameworks are performed via policy; and
- if and how young people are specifically addressed in GRV legal frameworks.

This chapter outlines the socio-legal context within the European Union (EU) and each participating project nation in relation to our conceptualisation of Gender-Related Violence (GRV). It provides an account of the evolution of the EU's supranational powers and how this relates to each national context, and describes current legislation on GRV, including on gender or sex discrimination. It considers in turn the legal framework pertaining in each project partner's country.

This summary of socio-legal contexts in the GAP WORK Project is derived from a review of the laws relating to GRV, and from interviews with the following, conducted between June and December 2013, whom we wish to thank:

European Union:

Dr. Lise Rolandsen. Professor at the Centre for Equality, Diversity and Equality (EDGE), Department of Culture and Global Studies, University of Aalborg, Denmark.

Republic of Ireland:

Ms. Oonagh McArdle, Lecturer at Department of Applied Social Studies, University of Ireland Maynooth (NUIM).

Spain:

Dr. Emanuela Lombardo, Professor of Political Science, Department of Political Science and Public Administration, Universidad Complutense de Madrid, Spain.

Italy:

Dr. Alisa del Re, Professor in the Department of Political and Historical studies, University of Padova, Italy.

UK:

Professor Christine Piper, Brunel Law School, Brunel University London, UK.

Ms. Carlene Firmin. columnist, researcher and founder of MsUnderstood.

Ms. Hannah Camplin, practicing solicitor and teacher at the Law School at Westminster University, UK.

Ms. Catherine Briddick, Researcher at University of Oxford, UK, and barrister on refugee and human rights law.

2:2 The General Context: EU Treaties and Directives

EU legal interventions on GRV have evolved over time as progressively EU international treaties have moved the Union's powers from the economic sphere towards the social. Originally, the European Economic Community (EEC) focused upon narrow economic objectives in relation to gender equalities. Thus Article 119 of the 1957 Treaty of Rome specifically addressed wage parity between men and women. In the 1980s, and as the direct result of campaigning by women's groups, the EU developed *applied* measures (through Directive 76/207/EEC), and equal opportunities programmes and a board to introduce positive action were created (Vara & Carrasco, 2003).

The expansion of the EU in the 1990s to include countries that championed gender issues such as Austria, Sweden and Finland resulted in a more gender sensitive approach to EU policy making (Hafner-Burton & Pollak 2000). However, it was not until the 1997 Treaty of Amsterdam that the EU acquired the power to actively intervene in relation to workplace sex/gender discrimination. With the 2007 Treaty of Lisbon there was a further expansion of EU powers to include 'security' in its broadest sense. This involved the inclusion of security in policy-making and several EU Directives that addressed GRV through a security lens, such as Directive 2011/92/EU of the European Parliament and of the Council of 13 December 2011 on combating the sexual abuse and sexual exploitation of children and child pornography.

There are no EU directives directly focused upon GRV, but aspects such as the sexual abuse or sexual exploitation of children, fundamental rights and the protection of victims of crime, are addressed in conjunction with other non-GRV topics. In addition the 2011 Council of EuropeConvention on preventing and combating violence against women and domesticviolence isalso a very relevant

binding agreement because it offers a comprehensiveapproach to violence against women. However, it is important to note that although Italy, Spain and the UK are signatories, Ireland is not, and the Convention has not yet entered into force in the UK (http://conventions.coe.int/Treaty/Commun/ChercheSig.asp?NT=210&CM=8&DF=10/11/2014&CL=ENG Accessed 1 August 2014).

The increase in the EU's capabilities, and the shift beyond its original gender focus upon employment issues towards crime and security approaches associated with GRV, has brought tensions within EU documents between framing GRV in terms of discrimination, and a more specific concern with violence against women or violence based on sexual preference or gender identity. Much EU legislation uses gender-neutral language, while a 'multi-layered' discrimination approach is adopted in relation to children experiencing violence, urging member-states to develop broad measures to prevent discrimination and monitor implementation. Directive 2012/29, although only addressing GRV briefly, includes a definition of Gender Based Violence that is very similar to the GAP WORK Project's understanding of GRV. It states that such violence occurs 'because of a person's gender, gender identity or gender expression or that affects persons of a particular gender disproportionately' (Article 17).

2:3 Italy

In 1922, the Italian parliament passed a law granting female suffrage. However, during the period of the fascist dictatorship (1922-1943) this was not implemented, and women ware relegated to the private space of the home (Silvestrini, 2007). Abortion and birth control were forbidden at this time, sexual violence and rape were considered crimes against public morality and decency, husbands had the legal power to control the movement of their wives, and homosexuality was punished as a public scandal.

Women were able to vote from 1945 within the context of the rise of democracy. As part of this, the Constitution of the new Republic sanctioned equality between the sexes (Carlassare, 2010). During the 1970s, a decade in which street politics had a huge social impact on society, the Italian feminist movement was strong and demanded reproductive rights and the right to divorce (Bertilotti and Scattigno, 2005). Many discriminative laws were repealed and new rights granted. However, the power of the Catholic church meant that new laws against gender violence and the recognition of LGTB rights were not implemented (Rossi Barilli, 2010). It was in 1996, during the second Republic, that the first law against sexual violence was passed, while in 2001 a law against violence in families was passed (Creazzo, 2008).

Currently, there is no law solely and directly addressing GRV in its full complexity. During the right-wing governments of Berlusconi, gender violence was mostly treated as a problem of public order and as a public safety issue, although other relevant legislation followed EU directives and was concerned with gender equality in the workplace. When GRV legislation has been passed, it has often been in response to high-profile and extreme cases of sexual violence perpetrated by foreign nationals, and consequent legal remedies have been underpinned by a narrative of institutional racism that uses gender violence as a reason to increase controls on migrants. As a result of this, the law has few operational measures, and an absence of preventive or educational initiatives.

Recent legislation includes *gender violence* in its name, but the attention given to GRV is limited. Most legislation in the area of gender violence is penal and address specific aspects of GRV such as sexual abuse, familial violence, and trafficking. In these laws, agency is attributed only to security forces and magistrates, while other social actors are described using gender-neutral expressions. This

paternalistic attitude is also reproduced in the way in-which young people are described as 'minors'. In line with this, LGTB people are never directly mentioned and GRV is considered as an issue only within heterosexual relationships.

It may be concluded that Italian legislation is perhaps the most conservative and regressive, while the voices of Italian feminist movements have been ignored.

2:4 The Republic of Ireland

It was the pressure of the feminist movement, the entry of Ireland into the EEC in 1973, and the economic growth of the 1980s that together allowed some subversion of traditional gender roles and opened space for more progressive equality agendas (Equality Authority, 2012; Nash, 2013). The election in 1990 of Mary Robinson as the Republic's President symbolised the reshaping of the Irish political imagination in the area of gender and sexuality (Meaney, 1991), with concepts of violence against women and domestic violence appearing for the first time in the political arena (Kearns, Coen & Canavan, 2008), and leading to enactment of the 1996 Domestic Violence Act.

One year later the report of the Task Force on Violence against Women was published and the National Steering Committee on Violence Against Women was created. Years of LGTB activism led to the decriminalisation of same-sex sexual activity in 1993, while the Employment Equality Act of 1998 made discrimination based on sexual orientation illegal. Subsequent legislation addresses violence amongst married or cohabiting couples, female genital mutilation, rape and sexual assault, and child sexual abuse. In the Equality Act, institutional gender violence is approached as a form of discrimination, but confusion exists in the language between sex and gender.

Overall, there is not a comprehensive approach to GRV, but a focus on some manifestations of the problem, within a predominantly penal framework. GRV is approached as a private problem with no particular emphasis on preventive measures or structural causes. Furthermore, only individuals (as opposed to entire institutions or boards of governors) can be held accountable or responsible for offences.

Despite anti-discrimination legislation concerning sexual orientation, the special GRV needs of young and LGTB people are not addressed in Ireland's legal framework. Youth appears as gender-neutral, and depicted as vulnerable, lacking in agency, and as potential victims of several offences, mostly related to sexuality. The assumption that gender and age language-neutrality in legislation will allow equal treatment hides a heterosexual and adult-centric approach that tends to dismiss differences. In general the legislation fails in assuming any kind of intersectional or even multiple layered discrimination approach. In the few cases in which there are institutional mechanisms to safeguard against GRV, these are not supported by any specific measures such as educational interventions.

2:5 Spain

Spanish women achieved the right to vote during the time of the Second Republic and the Civil war (1931-1939), and during this time, several laws that empowered women were approved, including the right to divorce, and reproductive rights (Nuñez, 1996). Nonetheless, Franco's dictatorship (1939-1977) imposed serious restrictions regarding sexuality and reproduction: women were imprisoned for abortion, adultery, or prostitution (Larumbe, 2004), and homosexuality was considered a crime (Osborne, 2006).

The return to liberal democracy in 1977 helped the rapid adaptation to European norms on human rights (Dema, 2008), while the implementation of the Constitution included the abolition of fascist laws that had criminalized LGTB activity. However, conservative governments between 1996 and 2004 introduced regressive policies (Bonet, 2007), and a comprehensive law against GRV and various bills to legalize same sex marriage were rejected, despite a strong feminist movement.

The Socialist government of Spain between 2004 and 2011 set the scene for a progressive turn in legislation, with a number of laws enacted that addressed feminist, gender and LGBT concerns (Zabala, 2009). These addressed GRV, same-sex marriage, gender reassignment, equality between women and men, and further rights over sexual and reproductive health. While these laws were underpinned by a discourse that identified gender inequality as the cause of GRV, the efforts of the present conservative government (sometimes using the economic crisis as an excuse) to restrict sexual and reproductive rights and gender equality (Biglia & Olivella, 2014) has resulted in a return to a 'domestic violence' framework for understanding GRV (Bustelo & Lombardo, 2012).

Of the countries studied in this review, Spain has the highest numbers of laws that explicitly and/or entirely address GRV, and the legal approach is not just penal, but includes social measures that address equality, the civil code, social services, health, immigration, education and universities, employment etc. The language within which laws are framed varies, being sometimes gender-neutral and in other cases gender-differentiated.

However, the Spanish legislative landscape is complicated by the high level of regional autonomy, with territorial jurisdiction in matters such as education, health, social services, and the implementation and control of their application of laws is largely delegated to these autonomies (for instance the Catalan autonomy, where our team is based). Thus, whereas in national Spanish legislation, GRV is articulated as perpetrated by men on women within a couple relationship; devolved Catalan law adopts a more feminist-informed approach that recognises broader gender power inequalities, with GRV recognised as also occurring in non-couple settings, although (cis or trans) women are the only recognised targets. Catalan law also recognises a range of perpetrators that can include institutions and their board members, although in practice, these are never explicitly named as offenders. Other relevant differences can be found between Spanish and Catalan legislation, the latter explicitly recognising the importance of civil society in addressing GRV and acknowledging young people as agents with specific needs, while a Bill against LGTB discrimination not yet enacted by the Catalan legislature acknowledges intersectionality, noting the interactions between homosexuality, bisexuality and trans-sexuality and other inequalities that produce discrimination.

2:6 UK (England and Wales)

As the GAP WORK Project ran in England, English law, or the law affecting England and Wales is the focus here, since the laws for Scotland and Northern Ireland sometimes differ, (for example, Scotland is the only country in the UK to recognize a gender-based definition of domestic abuse (Lombard, 2014) for instance).

Industrialisation and colonial expansion in the 19th century were forces for social change, including legislation such as the 1882 Married Women's Property Act. The 'first wave feminist' National Union of Women's Suffrage Societies was formed in 1897, demanding, amongst other things, votes for women. The two World Wars also affected gender relations, as many women entered the labour market, though the immediate post-war period was not marked by progressive legislation on gender or sexuality matters. During this period, there had been widespread discrimination on gender and sexuality grounds. Penetrative homosexual male practices were punishable by death until 1861,

after which time those apprehended were subject to imprisonment (Brady, 2005). It was not until the Labour government of 1964-1970 that improvements to gender politics occurred, with the Abortion Act 1967 and the Sexual Offences Act 1967, which decriminalised 'homosexual acts' in private between adult men. This was followed by changes to gender equality rights, particularly in the area of employment and equal opportunities, when the UK joined the ECC in 1973 (Millns & Skeet, 2013). Although a distinct drive to recognise inequality and discrimination fuelled the Sex Discrimination Act (1975) and Race Relations Act (1976), the former of which was to 'render unlawful certain kinds of sex discrimination and discrimination on the ground of marriage, and establish a Commission with the function of working towards the elimination of such discrimination and promoting equality of opportunity between men and women'. However, in the two decades following, during Conservative governments, feminism became marginalized, associated with a weak Left, and women took up positions of power without feminist sensibilities prevailing.

The new century and New Labour government brought significant improvement in legislation regarding gender (Thiara, 2007) with the *Domestic Violence, Crime and Victim Act* 2004; the 2009 Violence against Women Group cross-departmental strategy and LGTB discrimination protections under the *Equality Act 2010;* the equalisation in 2003 of the age of consent regardless of sexual orientation; the recognition of gender reassignment rights and the Marriage Act 2013 which extended the status of marriage to same sex couples.

Within this body of law no one comprehensive act of parliament addresses GRV, although different Acts address GRV themes. Most English legislation is gender-neutral and the gendering of violence is generally not considered. For example, the same laws can be used to protect both the privacy of celebrities and against sexual harassment (Callender Smith, 2014). The paradigm in which GRV legislation is based is therefore an egalitarian one that ignores the effects of patriarchal power relations and hides sexism behind alleged neutrality. GRV is mainly recognised in its private dimension within the home, as 'domestic violence', and GRV is mostly viewed as an individual act. However the legislation is inclusive in that it considers violence (in any direction) between members of a family, household or partner relationship whether or not they live together. The Domestic Violence Crime and Victims' Act 2004 updated protective measures (preventative in the legal sense) of the Family Law Act 1996, such as occupation and non-molestation orders (molestation defined broadly as harassment, not sexually) that young people can apply for against specific other people (including under 18s). It brought stronger sanctions, and legal action by the state not an individual, and gave cohabiting same-sex couples the same options as heterosexual couples, making non-molestation orders available to couples who have not lived together or been married (Morris 2008).

There is a further body of legislation more focused on rights (instead of offences) that is linguistically less gender-neutral but, with the exception of the Gender Recognition Act (GRA) 2004 and in some respects the Equality Act, does not acknowledge a feminist or gender perspective. Nor does this body of legislation take into consideration intersectionality, although in a few cases, a multiple discrimination approach is used. Of concern, is the adult-centred nature of equalities law, seen for instance in the GRA 2004's protection for adults (as those who have undergone gender reassignment) and limited value in protecting either those who are undergoing transition or who remain gender non-conforming (arguably where young people often need protection). The Sexual Offences Act 2003 sought to protect children, young people, adults and vulnerable people and so complicates by age: as well as equalizing the age of consent for same-sex sexual activity, it distinguishes 'sexual activity with a child' from rape, in the case of a 13-16 year olds where lack of consent is not alleged, but for those of 12 or under, the offence is rape irrespective of a child's expressed wishes.

The fragmented and un-gendered form of the legislation is probably one of the reasons for the practical absence of preventive measures (except for injunctions mentioned above). Nonetheless, the GRV English legal framework is probably the one that, as a whole, takes LGTB people into greatest consideration, and several laws explicitly recognise same-sex relationships as a context in which

GRV may occur. At time of writing, under a Conservative-led Coalition government, the retention of human rights legislation is being questioned and education policy is regressive in its laissez faire stance on issues of social justice. However a current wave of new guidance gives health service staff responsibility for recognising and responding to domestic violence and abuse. From an equalities perspective this is a weak position, but one likely to shape the way GRV is treated by professionals and, therefore, youth practitioners in the UK.

2:7 Summary and Conclusions

The inclusion of gender (but not GRV) as a specific theme in EU policy-making means that tackling gender inequality has become one of the most important of its social objectives. However, achieving gender equality through EU means is problematic, as EU has very limited powers and many of its social objectives are met through the implementation of 'soft' policies that do not have the same legal status of directives but still impact upon member states. It remains for each individual state to interpret and implement them. The treaties are binding agreements between EU member countries, and are the basic documents whose goals are achieved by *regulations and decisions* (that are binding), *directives* (that set out goal to be achieved), *recommendations and opinions* (that are merely suggestions) **(http://europa.eu/eu-law/decision-making/legal-acts/index_en.htm)**. We can see conceptual tensions between member states regarding the way they address and frame GRV, which means that the EU has not been able to create common ground on which GRV is tackled. The shift noted earlier in the EU's approach to gender matters from a labour discrimination approach to a risk/security framing of GRV goes hand in hand with the design of penal GRV legislation that does not include preventive or educational measures in most partner countries.

It is not surprising therefore that national laws are mostly directed to specific expressions of GRV, rather than addressing its complexity. The different expressions of GRV are mostly considered in law as private problems, while social responsibility is not mentioned in most member-states' legislation. In the few laws in which the word gender is explicitly used, a sex differential approach is generally adopted and men are described as perpetrators and women as victims. GRV is still mainly described as occurring within adults' heterosexual relationships. Furthermore, the frequent use of gender-neutral language in laws produces inattention to gendered power relations. It is also worth noting that the terminology used in the legislation analysed for this chapter is frequently contradictory, using the same terms for different expressions of violence, and different terms for a particular form of violence.

The specific experiences of young people and LGBT communities are underplayed in most of the legislation reviewed, with English law the exception in now recognising GRV among same sex couples. Spanish and Catalan legislations acknowledge social responsibility for GRV, stipulate the importance of a wider range of preventive measures, and introduce some element of intersectionality, although many aspects of Spanish law are currently retrogressive.

We conclude from this review that legal action to combat GRV among the member nations that partner in this study is patchy and confusing, and often during the recent global economic crisis has been regressive. It is against this variable background of a plethora of complex legal tools and differing social contexts that youth professionals tackling GRV have to operate. Our analysis confirms Htun and Weldon's (2012: 548) conclusion that

'the autonomous mobilization of feminists in domestic and transnational contexts … is the critical factor accounting for policy change. … [and the] impact of global norms on domestic policy making is conditional on the presence of feminist movements in domestic contexts'.

We also conclude that where progress in developing legal frameworks to address GRV has been made, this has been mostly within a framework of multi-layered discrimination rather than from an intersectional perspective, and has largely failed to address the impact of social inequalities upon people's lives (Strid, Walby and Armstrong, 2013; Goñalons Pons and Marx Ferree, 2014). This, at the very least, establishes the case for specifically designed training courses developed by project partners in their national context.

3

3. LOCAL ACTIONS: TRAINING PROGRAMMES AND EVALUATION PLANS

3:1 Ireland

What Action was undertaken in Ireland for the GAP WORK project?

The Irish action was enhanced equalities modules for community work and youth work practitioners in-training and stand alone training workshops for practitioners in Ireland

PARTNERS

The Gender Based Violence (GBV) training was delivered primarily to graduate and post-graduate students on the community work and youth work programmes, in the Department of Applied Social Studies in Maynooth University. These are the initial practitioner formation courses for youth workers. In addition, a series of workshops were hosted, free of charge for practitioners, that is, those already qualified and working in the field of youth work. These included a workshop led by Dr Janet Batsleer (Manchester Metropolitan University, UK), exploring global and local thinking about feminism and its relevance for youth work; a workshop led by Dr Michael Whelan (Coventry University, UK) on identifying ways in which gender inequality and violence is talked about and addressed in youth work settings and organisations; and a practice based workshop delivered by Youth Action Northern Ireland (YANI) (**www.youthaction.org**) focussing on current discourses on gender among youth workers and young people and 'taster sessions' of materials YANI have developed for working with young people.

PARTICIPANTS AND TRAINEE NEEDS ASSESSMENT

Approximately 216 practitioner and trainee youth workers and community workers participated in training delivered as part of this project. Of these, 120 participants completed the on-line evaluation, of whom 44 identified themselves as practitioners. That is, they were mostly youth workers and community workers.

Before the training was delivered, we invited students and practitioners to participate in focus groups. This offered base-line information about their current experience of GBV and opportunity to consult

with them about what they would prioritise in terms of their training needs. From these focus groups we were alerted to the need for support and training for practitioners, all of whom expressed their interest in developing their knowledge and skills for intervening and interrupting gender oppression in the work.

The training delivered to students within the University was delivered as part of a larger professional programme of education in which issues relating to equality, diversity and social justice are central. As such it provided an opportunity to both re-assess the position of gender equality teaching in the current programme content, and to design and deliver new, focused sessions on GBV. The students with whom these focused sessions were delivered were required to contextualise this training in broader Equality Studies and Professional Practice modules during the year, including their professional practice placements in youth and community organisations. As such the focused modules were not designed to be delivered as 'stand-alone' training but rather as part of a larger formation programme for equality and social justice learners and practitioners. This is significant for the training methods it allows.

Training exercises provided learning about GBV in different ways:

- firstly at the personal level,
- secondly at practitioner level and
- thirdly learning as GBV trainers.

APPROACH

As students of graduate and postgraduate degree programmes it was important for the training to provide a conceptual framework for understanding GBV. As such we located the root causes of GBV within a continuum of sexism, with unconscious or casual stereotyping at one end of the continuum and overt, gender oppression and violence at the other end. Further we located GBV within the systemic 'vehicle' of patriarchal society that promotes sexist values and practices at personal, cultural and structural levels. We worked from an understanding that any form of sexism or gender stereotyping dehumanises both women and men and violates women. The Irish team preferred the term GBV over GRV to emphasis that this violence is *based* on gender and gender stereotyping, not simply *related* to it.

Figure 2 describes the Irish GAP WORK training provisions.

Figure 2: Irish GAP WORK Training Programme

Training Title & Aim	Objectives	Learning Outcomes	Delivered to:
Gender and Equality: To introduce students to some of the key concepts and issues relating to equality and particularly to GBV as an equality issue; raising awareness of students' values and practices in the realm of equality and social justice	a) To introduce students to key perspectives on and concepts of equality; b) To introduce students to different dimensions of equality; c) To introduce students to key policy and practice issues in the area of gender equality	a) Demonstrate an understanding of key perspectives on and concepts of equality; b) Demonstrate an understanding of different dimensions of equality; c) Show an understanding of key policy and practice issues in the area of equality.	Students: 16 sessions @ 3 hours (48hrs.) - Training Programme
Gender Conscious Work with Young People: To explore issues related to gender in youth work;	a) To raise awareness of youth workers about what it means to be a man/woman youth worker in working with young men and women; how gender roles impact on the lives and sexualities of young people; and how youth workers can play a role in supporting young people to accept difference, question norms and develop respectful relationships.	a) to be able to recognise the intersectionality of sexism, racism and homophobia; b) demonstrate a greater sensitivity to gender issues in practice; c) demonstrate a capacity to address gender issues in practice settings.	Students: ½ day x 3 class groups Preparation for professional placement

Training Title & Aim	Objectives	Learning Outcomes	Delivered to:
Youth Work with Girls and Young Women: To explore forms of practice which work in and/or against girls and young women in commercial culture and the sexual norm, assumptions and possibilities that arise there.	a)To explore what underlies 'gendered space' and 'mixed space' in the here and now; b) Explore discourses of masculinity and femininity and how masculinities femininities are experienced as sexualities; as 'racialised' and 'class-based'	a) Gained more confidence to speak about gender roles, identities and heteronormativity; b) Gathered new ideas on how to challenge the above; c) A greater awareness of how gender identities impact their own practice and on the lives of children and young people; d) Developed networks with other youth work practitioners	Students and Practitioners together: ½ day !15 hours) workshop with Dr Janet Batsleer.
Working with Young People on GBV: To introduce students to key concepts and issues in relation to GBV; raising awareness of students' values and practices in the realm of GBV	a) To introduce students to key perspectives on and concepts of GBV; b)To introduce students to different dimensions of GBV; c) To introduce students to key policy and practice issues in the area of GBV	a) Demonstrate an understanding of key perspectives on and concepts of GBV; b) Demonstrate an understanding of different dimensions of GBV; c) Show an understanding of key policy and practice issues in the area of GBV	Students: 2½ days (15hrs.) x 3 class groups

Training Title & Aim	Objectives	Learning Outcomes	Delivered to:
Unpacking GRV: To increase knowledge and skills of youth workers in identifying and challenging sexist, sexualizing, homophobic or controlling language and behaviour with young people.	a)To gain an understanding of the relevance of Gender-Related Violence (GRV) to practice; b) Consider the significance of language and (organisational) culture in reinforcing or challenging gender inequalities and GRV.	a) gained an understanding of the relevance of Gender-Related Violence (GRV) to your practice; b) considered the significance of language and (organisational) culture in reinforcing or challenging gender inequalities and GRV; c) identified ways in which gender inequalities and violence are talked about within your practice or work settings; d) identified areas of risk in relation to GRV within your practice or organisation; e) outlined some practical steps to minimise the risk of GRV occurring within your organisation	Practitioners: ½ day workshop with Michael Whelan Students: ½ day workshop with Michael Whelan
Roots to Routes: To provide youth workers with conceptual and practical tools that reclaim youth work as a vehicle for challenging oppression and inequalities rooted in Gender.	a) To understand the roots of gender oppression as experienced in the lives and needs of young men and young women in Ireland now: b) To experience some routes to working with young people on gender through taster workshops.	a) Increased awareness of how young people are impacted by gender stereotypes and oppressions; b) Increased awareness of how youth workers compound or can interrupt gender based oppression; c) Increased skills, ideas and resources	Practitioners: 1 day workshop with Youth Action Northern Ireland Students: 1 day workshop with Youth Action Northern Ireland

EVALUATION

The project sought to generate further learning for trainees and trainers/educators, building on all that has been done already. The evaluation identified the challenges to implementing learning in practice and gaps in knowledge, skills, tools and resources. Formative and summative evaluations were conducted, including focus groups to assess trainees' current knowledge and skills and the completion of an anonymous questionnaire (questions correspond directly to the agreed overall evaluation questions), verbal feedback/evaluation at end of each training session, formal trainer meetings to receive feedback and discuss training experience with participants, trainer reflections log and staff review/planning meetings. Of note is that because some participants were university learners, an exciting source of insight into their learning is in the written work submitted at end of training, as well as the individual and small group presentations to demonstrate understanding and learning.

3:2 Italy

What Action was undertaken in Italy for the GAP WORK Project?

The Italian Action, in Turin, was the development and piloting of a two and a half day training course called 'GAP WORK Italia Against Gender-Related Violence. Gender violence against (and by) children and young people: training for practitioners'.

PARTNERS

Two training partners collaborated with the Local Action Coordinator to create the training programme, content selection and classroom training activities: the GLBTQ (Gay, Lesbian, Bisexual, Transgender, Queer) Maurice Association and the Demetra Support and Listening to Victims of Violence Centre of the City of Health and Science Health Agency of Torino University Hospital.

The Maurice Association was established in 1985 and its aim "has always been to fight all types of discrimination and prejudice, with special regard to the right of freedom of expression for one's sexual orientation and gender identity. With Headquarters in Torino, it is a member of the GLBT Torino Pride Coordination, a network of associations operating in the Piemonte Region. In 2010, it participated in a project funded by the EU: AHEAD (Against Homophobia European local Administration Devices). It has collaborated with LGBT Service of the City of Torino and the Province of Torino since 2003, organising training activities to eliminate all forms of discrimination and prejudice. **http://www.mauriceglbt.org/drupal/**

The Demetra Centre was set up in 2003 and its functions include the provision of healthcare, counselling and support, safe housing and information on public and private sources of help for the victims of violence. The Centre works closely with the emergency department of the Hospital. It is a member of the city-wide Coordination against Violence towards Women, a network of associations that focus on preventing and combating violence against women and providing essential relief and support to victims. It participated in the EU-funded Daphne Programme 'LEXOP project: Lex Operators all together for women victims of intimate partner violence' and has organised training activities since 2004. **https://www.cittadellasalute.to.it/index.php?option=com_content&view=article&id=4040:centro-supporto-ed-ascolto-vittime-di-violenza-demetra&catid=140:strutture-sanitarie-sede-presidio-molinette&Itemid=412**

APPROACH

The training was open to professionals who work in contact with children and young people on a daily basis, so as to expand and improve their knowledge and their range of tools, and enable them:

- better to identify and challenge sexist, sexualising, homophobic, violent or controlling language and behaviours;
- to know when and how to refer children and young people to the most appropriate support services.

The new skills acquired by course participants sought to make their workplaces more welcoming and inclusive for children and young people.

Italian partners referred to the concept of "gender-related violence", based on the definition adopted by the project, of 'sexist, sexualising or norm-driven bullying and harassment behaviours', with a view to developing an innovative training experience, addressing issues not generally dealt with in training courses on violence and discrimination in Italy. Turin boasts long-standing experience in training on violence against women, and to a lesser extent on sexual orientation and gender identity, especially in schools. But these themes are rarely tackled under the same umbrella. In recent years, even the expressions 'violenza di genere' (gender violence) and 'violenza maschile' (male violence) have often been used in conjunction with the theme of 'violenza contro le donne' (violence against women), by feminist groups, by mass media, and in local public policies. There is confusion, however, in the way these concepts are used. In particular 'gender violence' is often used erroneously as a synonym of domestic violence or violence against women, clearly showing how 'gender-related issues' are still being reduced to 'the woman question', and how violence against women is perceived as a problem that pertains to women alone, which hampers the process of men taking responsibility and stands in the way of a broader understanding of the phenomenon. On the other hand, many feminists believe that promoting the concept of "gender violence" – or addressing the issues of discrimination against women and discrimination against LGBTQ people in the same debate risks concealing or playing down the impact of men's violence against women, shifting the attention of public opinion and policy makers away from the latter.

Fully aware of such concerns, the Torino team worked to combine the knowledge and expertise of trainers coming from two different realities (the Maurice Association with training experience in LGBTQ themes in the educational-social domain, the Demetra Centre with training experience in the area of violence against women particularly regarding healthcare) so as to work out a training programme which presents the different issues and creates a bridge between them.

TRAINING PLAN

Day 1: Accepting differences and questioning norms

The first day was managed by trainers from the GLBTQ Maurice Association. This initial session tackled the theme of sexual identity in its various components (biological sex, gender roles, gender identity, sexual orientation) calling into question, and prompting the participants to reflect on gender norms and heteronormativity in society. The discussion addressed various levels of discrimination and violence towards LGBT people, and the participants were asked to reflect on their professional experiences.

Day 2: Respectful Relationships

The second day was managed by trainers from the Demetra Centre. The cultural and social roots of violence, in its different forms and expressions were discussed, and tools were offered to identify and challenge violence. It covered the consequences of violence on people's health, legal instruments, referral services in the area, and the identification of communication in relationships based on mutual respect.

Day 3: Cascade Support and Evaluation of Training

The training programme ended with one last afternoon session that was managed by the Local Action Coordinator, two trainers from the LGBTQ Maurice Association and two from the Demetra Centre. It enabled a closer examination of issues touched on in the previous two days, as well as to identify specific issues and needs of participants' workplaces and the actions they might undertake. The session ended with an evaluation of the training.

Figure 3: The Italian GAP WORK training programme

Stage	Training Programme Outline
Day 1 **Accepting differences and questioning norms**	Welcome and presentation of the GAP WORK Project by local coordinator Chiara Inaudi. Sexual identity in its various components: biological sex and intersexuality, the formation of gender roles and gender identity, sexual orientation. Case studies: situations in the workplace concerning sexual identity issues. *LUNCH* Analysis of the cases emerged during the morning session. Homophobia and discrimination associated with gender identity and sexual orientation. The visibility of GLBT persons, the coming out.
Day 2 **Relationships based on mutual respect**	Basic knowledge of the phenomenon of domestic violence: cultural and sociological aspects. Violence witnessed. Film. Basic knowledge of the phenomenon of domestic and sexual violence: social and health aspects. Film Bullying in all its forms (e.g., cyberbullying, homo/lesbo/transphobic bullying, etc.) Eating disorders as a symptom of distress Legal responsibility *LUNCH* Information on the network of existing services. Referral to services, support provided by local service networks. Causes and modalities of the establishment of violent relationships: non respectful communication, controlling behaviour. Education to respectful communication. Identification elements. Observation: when and how to intervene. Modalities for listening to and welcoming the victims. Open discussion on questions left open.

Stage	Training Programme Outline
Day 3 **Cascade training and evaluation of the training course**	Classroom discussion with the trainers on the first and second training stages Definition of the needs and difficulties experienced by the participants in their workplaces in connection with gender-related violence Presentation, discussion, plans concerning the cascade and its use in the workplace (Part 1) *COFFEE* Presentation, discussion, plans concerning the cascade and its use in the workplace (Part 2) Final remarks, discussion Assessment of the training course and learning evaluation test

On Day 1 the project was described and the concept of gender-related violence introduced, thereby explaining to the participants the link between the contents of the different days. The aforementioned bridge between the different themes addressed during the training initiative therefore consisted of helping the participants - with the aid of a broader concept of violence – reflect on the common characteristics of the different types of violence and discrimination they would be discussing during the meetings, highlighting the role of gender norms and heteronormativity.

Focusing on the binary and heteronormative cultural and social conception of genders in society makes it possible to identify the deepest roots of phenomena, which, from a superficial reading, may appear separate, but in actual fact are profoundly connected, as they all arise from a single rigid paradigm, that not only allocates different roles to men and women in society, but also generates asymmetries based on word pairs such as female/male, within/outside the norm (which degenerate into normal/abnormal, natural/unnatural), and endorses an unequal allocation of power and resources.

Seeking the cultural and social causes of gender-related violence also helps overcome the narrow-minded, security-oriented approach adopted in all matters to do with violence by the Italian legislation, which only defines sanctions for violent behaviour and penalties for the perpetrator(s) (most laws on violence refer to the Criminal Code), and thus be able to think in terms of means of prevention, ways to promote relationships based on mutual respect, ways to promote a culture of difference. This took on decisive importance not only in connection with the adoption of the concept of gender-related violence, but also on account of the other innovative aspect of the training, which consisted of the specific nature of the end target: children and young people.

While all the training experiences on violence conducted locally we knew of had addressed the issue of ‘violenza assistita’ (violence witnessed) by children, tackling the theme of violence *by and against children and young people* in the form of bullying, and especially homo/lesbo/transphobic bullying and cyberbullying, is still something new, notwithstanding the attention paid to the phenomenon of bullying in school, if the treatment of this phenomena is part of a more comprehensive analysis. In a project whose ultimate purpose consists of combating violence by and against children and young people, in fact, examining the different type of violence by taking into consideration mutual links and common characteristics is indispensable: providing tools for critical reflection to professionals who work in contact with children and teens, especially those working in the educational sphere, enables them to take action, not only in an emergency, or to deal with individual cases, but also to create an inclusive climate and to affect the gender paradigm which is the root cause of violent phenomena.

The trainers used a number of expressions (gender violence, violence against children, bullying, homophobia) as related to specific topics addressed and supplied definitions of various forms of violence. One definition in particular was used to analyse the socio-cultural causes of violence, bell

hooks' definition of patriarchal violence which she suggests is more effective in capturing brutality than 'domestic violence' and encompasses all types of violence, whether by men or by women who are victims of sexist and patriarchal culture, with its stereotypes and mindset. In this way, the violence that even women sometimes commit against children, or more rarely, against men and other women is in the frame; and its recognition it a step on the road to ending patriarchal culture.

This definition was particularly effective, since it comes close to the concept of gender-related violence: it makes it possible to analyse different types of violence in a coordinated manner, fostering a critical reflection on the causes of violence in our society and the strategies that can be adopted to combat it.

The teaching method adopted in the classrooms was mostly interactive. The trainers used a wide range of materials and methods: PPT presentations, audio-visual materials, activities, action learning, case studies, group discussions.

PARTICIPANTS, RECRUITMENT AND TRAINEE GROUPS

There were nine training programmes run between March and June 2014: four providing for professionals from the educational-social sphere, and five for professionals from medical-healthcare area. Participants attended 20 hours of training: two full days of eight hours and a half day of four hours. The courses were held in the classrooms of Campus Luigi Einaudi of the University of Torino, which provided a 'neutral' space for all participants.

The training was open to professionals from social-educational and medical-healthcare areas. Initially, professionals working in the sports field were envisaged as trainees, but due to the limited time to organise the training (participant recruitment and training had to proceed in parallel) and the huge number of applications from the social-educational and medical-healthcare areas (exceeding the programme's capacity), the initiative eventually concentrated on these two areas only.

Recruitment was through publicising the training via email lists and on the partners' websites. The LGBT Service of the Municipality of Torino promoted the training at ad hoc meetings with service representatives in education, intercultural centres, police. Participants' word-of-mouth and trainers' promotion in their workplaces, associations, and other trainings and events spread the word and proved a successful recruitment strategy. Although conceived for practitioners in Torino and its province, the training attracted people from other provinces of the Piemonte Region. The main group of participants were teachers in kindergarten, primary and secondary school, educational services of the Municipality of Turin (e.g. toy libraries and youth centres), educators, youth workers, intercultural mediators, social workers and community helpers (municipal service employees, employees and volunteers in cooperatives and associations working in education and social sectors). They were joined by 'vigili di prossimità' (neighbourhood police) – the local, community-oriented police who deal with cases of stalking and domestic violence and give training in schools. They are regarded, at least in the way they are perceived in the city, as social operators not a coercive force.

The second wave of recruitment was of nurses, paediatric nurses, paediatricians, family doctors, hospital doctors, psychologists, psychiatrists and some female students from the degree course on paediatric nursing all of whom were employees of public organisations. Other participants included civil servants and politicians who did not work with children/young people directly but wanted to participate in order to implement anti-gender violence policies in their spheres, or to propose awareness-raising activities in their companies/organisations.

210 people enrolled in the GAP WORK training courses. 182 participated in at least one training day and 157 attended the entire course. Detailed information on the individual courses is given in the table below.

Figure 4: The number of trainers completing the Italian training course by group

Group number	Trainees enrolled	Participants	People who completed the course
I	16	15	14
II	27	20	17
III	20	20	16
IV	15	13	11
V	31	29	27
VI	29	28	20
VII	13	13	13
VIII	30	26	23
IX	29	18	16
	210	**182**	**157**

Only 14 participants were men (7.7%). The meagre representation of men illustrates one of the problems of tackling GRV, that when attendance at a course is voluntary, GRV attracts more interest/ commitment from women. 38.6% of the attendees had never participated in training programmes on GRV themes. 41.5 had had some training on a few of the concerns addressed by the GAP WORK training. 19.9% had previously undertaken courses relevant to all aspects.

The dropout percentage (based on people who had attended at least one session) was 13.7%. This low percentage was deemed satisfactory by the trainers, especially considering the fact that the highest proportion of dropouts was recorded during the sixth edition of the training course, which had a longer interval between the second day and the third, due to Easter and other national holidays.

The Italian research team comprised only the Local Action Coordinator. The evaluation uses the reflections of trainers and the LAC, alongside the Day 3 discussion groups and materials generated during training.

3:3 Spain

What Action was undertaken in Spain for the GAP WORK Project?

The Spanish training, in Catalunia, was called *Joves, Gènere i Violències. Fent nostra la prevenció* (Youth, Gender and Violence: Gaining agency in prevention) and consisted of five training sessions (of 5 hours each), a virtual tutorial (using an online platform of the URV virtual campus) and a 6th half-day feedback session.

APPROACH

Research suggests that there are high levels of all types of gender violence among young people in Spain (between couples, social violence, LGTB violence etc.) (see Biglia, Olivella and Jimenez, 2013) but that young people are poor at detecting gender discrimination (Alberdi, Escario y Matas, 2000; Biglia y Luna, 2012; Biglia, Velasco, 2012), and envisage primarily legal solutions (Carvajal y Vázquez, 2009). In the Catalan training a wider definition of gender related violence is adopted that the team express with the Spanish term of violencias de género (gender violences) (Biglia and San Marti 2007). This is to make clear that gender itself is a form of violence because it forces people to fit into a pre-defined, dichotomous construction of identity. Therefore *gender violences* are all the forms of violence that are exercised and/or reproduced in gender relations and for social roles. The sex or gender of the subject that exercises or receives the violence/s is therefore irrelevant as even an ungendered body or institution can exercise it. The interconnection between the construction of gender and the heterosexual imperative means that violence against people who are LGBT are also understood as an expression of gender violence. Thus the focus is on a wide understanding of violence that includes, amongst other things, power exercised in relationships, lesbo/homo/transphobia, and violence enacted through institutional, symbolic and community relations. However, if different forms of gender violence share their roots, they are not equivalent and they did not necessarily produce the same material and emotional effects. Hence it is important to know their cause, process and in particular, their effect. An intersectional approach is essential because gender violences have to be understood in the context of the embodied subject experiencing it in a specific socio-cultural context.

The idea was to design a course that was innovative in its aim to show that gender violences are not a personal problem between two subjects (often assumed to be a male and a female one) but have structural, heteropatriarchal roots. This should help professionals who work with young people to make interventions that are respectful of difference.

Following feminist perspectives, the training was not to focus only on theoretical concepts, but was to involve a personal questioning of the internalization and reproduction of gender stereotypes as trainees linked the curriculum to their own lives (Giraldo & Colyar 2012). It sought to produce a critical consciousness and promote awareness and commitment as active agents in social norms transformation (Rebollo-Catalán, García-Pérez, Piedra, & Vega 2011). Hence it was designed as a personal and collective journey for participants, and as a political intervention to produce social change (Mayberry 2001). Following Campbell (2002), the team's own political commitments lead to the development of a 'collective, experiential, egalitarian, interactive and empowering process that connects rational and irrational dimensions with the affective once facilitating cooperative learning' (Luxan & Biglia 2011: 156).

The training was informed by Tinsdell's (1998) postmodern feminist pedagogy to:

- Show that knowledge is socially constructed and there is no single reality
- Create spaces where participants can use their own voice and recognise that silence does not mean lack of agency.
- Recognise that power relations will rise up in each teaching-learning space and allow the questioning of sources of authority.
- Make intersectionality and situatedness explicit and work with participants' specific positionalities.
- Include emancipatory activities at participant and community level.

PARTNERS

The training was delivered by the two partner feminist associations, Candela and Tamaia. Candela is a non-profit organisation which since 2004 has worked to promote feminist social transformation from a community perspective, based on cooperation and mutual support. Candela works in the areas of the prevention of GRV by delivering comprehensive education on sexualities. Tamaia is a pioneer organisation working on violence against women since 1992. They developed a conceptual framework for understanding violence against women and a specialized intervention and recovery programme for women. Its team of professionals have expertise in violence intervention, prevention and training.

DESIGN OF THE TRAINING

For months the Spanish team exchanged opinions on *violencias de género* in order to develop the training focus and pedagogy. A concern was that training partners' different cultural backgrounds and perspectives might result in a training programme that was not coherent, allowing trainees to remain convinced that gender violence in couple relationships and violence against LGTB people are two completely different problems. However, as section 4.3 describes, there were positive findings on this. Figure 5 summarises the contents and learning outcomes for each session.

Figure 5: The Catalan training programme (Biglia (coordinator) Jimenez, Candela and Tamaia)

Session and title	Contents	Learning Outcomes
A: Introduction to the roots of gender-related violences	Understand that the roots of gender-related violences (GRV) are socially constructed and reproduced and that we internalize them especially during childhood and adolescence.	Develop a personal sensitivity to normativity and GRV that allows self-review of professional activities.
B: Abuse, control & violence in 'sex-affective' relationships among young people	Understand the complexity of *macho* violence in sexual or romantic relationships between young people and their links with romantic love.	Be able to produce a safe environment that allows early detection of abusive and controlling dynamics.
C: Violence related to gender identity and sexual diversity in young people	Understand the complexity of the discrimination dynamics and the violence against non-heterosexual people and its effects for a comprehensive development of young people	Be able to generate a respectful environment towards sexual and gender diversity that favours the detection of abusive dynamics.
D: Prevention of GRV as a key tool for its eradication	Be aware of the influence of different socializing agents for both maintaining and eradicating different expressions of GRV.	Develop a creative and motivating attitude to the prevention of different forms of GRV among young people.
E: Let's put it into practice!	Learn how to implement and to evaluate the knowledge acquired.	Enhance the transforming capacity of the professionals who work with youth.

Sessions A and C (see figure 5) were delivered by Candela, and B and D by Tamaia. The last session (E) was delivered by one or other of these partners. In the evaluation (session F), trainees presented to researchers (from URV and UB) their interventions and participated in a focus group.

There have been two sets of training, the first one for four groups (from October 2013 to January 2014) and the second for five (from January to May 2014) plus a final special group (G10) (in March-April 2014). For the first series, sessions were organised on a weekly basis while for the second, they were every two weeks. The tenth training group was delivered over two weeks (meeting twice a week). In order to provide time for design and implementing an intervention, section E and F were 8-10 weeks apart. The differences in the schedule were due to the calendar of public holidays, and were agreed with the associate partner that did the recruitment.

PARTICIPANTS, RECRUITMENT AND TRAINEE GROUPS

The **Department of Education** (DE) of the Catalonia Government, responsible for education policy in the region, recruited the trainee to the first courses. The **Catalan Youth Agency (ACJ)**, a public body linked to the Department of Youth of Catalan government that provides services for young people, recruited trainees for the second round. The plan was to deliver all training in Barcelona, but the ACJ explained the greater need for training in smaller Catalan cities because there are less GRV training opportunities. Trainers made up to two-hour journeys to deliver four training courses in Girona, Lleida,

Manresa and Cambrills. The tenth group was a response to requests from collaborators and resulted in a more heterogeneous group of people who, given their familiarity with the topics, could provide interesting feedback.

The training was free of charge and enrolment voluntary. Participation in at least 80% of the training (including in the evaluation) earned a certificate. The Department of Education recognised the training as professional development, so teachers and other professionals have the course recognized for national employment applications. Nonetheless only two participants (1.4%) reported that the certificate was their primary reason for enrolment.

Two hundred people were recruited for the trainings, 189 came at least to one session and 164 persons attended at least 80%. Most participants were women (84%), most were born in Catalonia and with high levels of education (56% undergraduate, 35% Masters or PhD levels); the average age was 40.5 years. Participants were quite homogeneous (female, well educated and non-migrant) and fairly representative of professionals in this region. Many of them (61%) have already attended some training on GRV and a small group (6%) had completed a Masters course or specialist training on GRV. Figure 6 shows the profile of participants and the Associate Partner that enrolled them

Figure 6: Participant by profession and recruitment

ACJ	Youth Officers	22%
DE	Teachers of (*Formacio profesional superior*) Higher Education/Vocational Education & Training. Sociocultural Animator, Social Integrator & Infant educator.	19%
DE	School nurses (based in "*Salut i Escola*" (School Health) with information and preventive tasks)	18%
ACJ	Informal educators	9%
All	Others (including students, unemployed etc.)	8%
DE	Social inclusion professionals based in secondary schools (TIS)	8%
ACJ	Youth information service providers and other youth professionals	7%
ACJ	Women's services professionals and health service providers	7%

It is important to note that, in the initial survey, 62% of participants stated that their main motivation for enrolling was *to develop tools and skills to apply at work*. This percentage is 75% for teachers and increases to 83% in the case of TIS. Consistently 40% of all participants stated that the main expectation of the course was *to acquire tools useful for the work*, and 30% in *developing strategies to address the problem of gender-related violences*.

The training was revised after the first set so that the second set was improved by the following:

- greater links and trespass of information between the sections;
- explaining to participants the importance of punctuality and deterring them from leaving at a particularly emotional moment
- introducing more physical activities in order to improve group cohesion and release tension
- giving trainers more freedom to skip activities if others required more time.

- simplifying section E to help participants organise their interventions and make them feasible and realistic in size.
- increasing support for the use of the online learning platform
- providing a first day folder that included a calendar of sessions and 'homework'; information about the online platform (moodle); glossary of terms relating to *violencias de género*; an academic article (Biglia, Olivella-Quintana, Jimenez-Pérez 2013) and a table summarising Spanish and Catalan legislation on GRV.

There were some minor problems with the registration process initially which hindered communication with some of the groups of the first set, so the first workshops elicited lower satisfaction with the enrolment process with educators more positive than others. This is coherent with the general tendency for lower satisfaction with organizational issues of the training that with other aspects (e.g. for the space or for timing). This information highlights the contribution of all the elements in this kind of experience.

EVALUATION

The Spanish law against gender-related violence (Organic Law 1/2004) includes 11 articles of preventative measures, several of which are educational. Catalan law regarding *machista* violence (Law 5/2008) also includes preventative measures, including educational ones, but there appear no plans to evaluate their effectiveness. The evaluation of a sensitive topic such as this needs be extremely careful and assume a feminist perspective, such as in a Feminist Activist Research process (Biglia, 2007) that is committed to social transformation and sensitive to the different participant views and diffractive (Haraway, 1997). Accordingly, we believe that many elements have to be considered to evaluate the strength and limitations of pedagogical design. In this sense, the learning of the participants is an important element but other factors, like their satisfaction with the project or the coherence with a feminist pedagogical perspective, are also extremely relevant. For this reason we have a mixed method research design giving importance to the personal experiences and meaning of participants (both trainees and trainers) but also including the external evaluators (the researchers) points of view. The following table (Figure 7) describes the data collection tools for each of the topics/ research questions.

Figure 7: Data collection tools and their relation to the research question

Code	Instrument [n]	Research Questions
P_Spre	Survey (Pre) [171]	General satisfaction with the training (content, methodology, material, pedagogical approach, learning process and relations during the course) Meeting expectations Relationship between satisfaction, motivation, expectation and personal/working profile (What) has the participant learned about GRV? (self-report and assessed learning)
P_Spost	Survey (post) [169]	
P_Rv	An Evaluation Go-round in 'Session E' [10]	Satisfaction with the training Learning Personal change How to improve the training

Code	Instrument [n]	Research Questions
P_Gd	Group discussion from 'Session F' [8]	Has the participant consolidated and internalized a different approach to GRV? Are they able to face personal/professional GRV situations better? Are they able (role/autonomy) to implement interventions on GRV? Do they feel that training have equipped them enough to intervene? How can we evaluate the impact of the training?
P_I1	Form of intervention design [35]	Can the participant define an intervention against GRV? Are they using the correct terminology? Do they understand the structurality of violence? Are they able to design an action that might meet their objectives? Has the training enabled trainees to put learning directly into practice?
P_I2	Report of implementation [124]	How does the participant feel they have been able to implement what was learned? Do they feel they are able to produce change in others? (Has the Cascade worked?) Has the training prepared them appropriately for practice?
P_M	Resources selected and participant presentations	Did the training prepare them for practice? Cascade and dissemination.
TR_Em	Evaluation meetings between trainers and researchers [many]	How successful has the training been? Are there any changes to be implemented? Are there any differences between target groups? How to use ITC (Information and Communication Technologies) for GRV education? How can we improve communication and work between local partners? How could training be improved? What do you think participants really learned?
T_D	Daily short diary reports of trainers [49 reports]	How do the characteristics of the group affect the session? Did the trainer feel comfortable during the session? Has the process impacted on the participant's attitude towards GRV? Have the specific activities met their expected aim? Was it easy to conduct and how did participants react?
R_Ob	Observations diary [4 group observed (all sessions) by 3 different researchers]	How does the training work? Do participants seem to get engaged in the work? What are the dynamics of collaboration and resistance of participants? Differences between groups and target groups

Between brakets [] is the sample for each instrument. The first letter of the code indicates the subject (P=participants, T= Trainers, R= researcher).

3:4 UK

What Action was undertaken in the UK for the GAP WORK project?

The UK's Action was a two and a half day training course on Gender-Related Violence, delivered in England, with a different trainer and focus each day, that deconstructed 'gender', identified inequality and violence within the workplace as well as otherwise in the lives of young people, explained the law and legal remedies and how to discuss positive relationships with young people, and directed the focus of trainees onto the actions that they planned to undertake.

OVERVIEW OF THE UK PARTNERSHIP

The UK GAP WORK Training was delivered as a partnership between training delivery leads and training hosts. The overall coordination of the programme was the responsibility of the Local Action Coordinator at the Centre for Youth Work Studies at Brunel University London.

Training Delivery Leads	Centre for Youth Work Studies (CYWS) at Brunel University London
	Rights of Women (ROW)
	About Young People (AYP)
Training Hosts	The London Borough of Lewisham (LBL)
	Brunel University London Initial Teacher Education (BITE)
	The Institute of Education (IOE)
	Coventry University

TRAINING STRUCTURE

At the planning phase, it was agreed that the training would be delivered at the LBL offices and at Brunel University London. It was envisaged that we would train ten cohorts of 20 – 30 participants. However, due to challenges in participant recruitment, a decision was made to diversify delivery sites, which brought in IOE and Coventry University. The table below demonstrates the changes in the delivery of the programme.

Table 8: Cohorts by delivery sites

Training site	Planned numbers of cohorts	Actual numbers of cohorts	Reasons for changes
Brunel (open recruitment)	1	1	No changes

Training site	Planned numbers of cohorts	Actual numbers of cohorts	Reasons for changes
BITE (Primary)	2	1	Low numbers signed up
BITE (Secondary)	2	0	Only 1 person signed up, who we transferred to the BITE (primary)
LBL	5	4	One cohort cancelled due to low numbers
IOE	0	1	Replaces 1 BITE cohort
Coventry	0	2	Replaces 1 Lewisham cohort and one BITE cohort

It was agreed that the training be delivered over 2.5 days with a gap between the 2nd and 3rd day. This was done with the intention of allowing time for learning to be embedded in the practice of the participants. The overall structure of the programme is detailed in the table below:

TRAINING AIMS, OBJECTIVES, OUTPUTS AND OUTCOMES

During phase 1 of the project (planning and participant recruitment), it was decided that the programme would focus on the achieving the following overall aims and outcomes, which were, based on the overall project aims. The Training Programme was designed by Pam Alldred, Hannah Caplin, Fiona Cullen, Neil Levitan, Malin Stenstrom, Michael Whelan.

Figure 9: Aims, objectives, outputs and outcomes

Overall aims	Objectives	Outputs	Outcomes
To enable youth practitioners to: a) **recognise** Gender related violence in their settings b) confidently **intervene** and take action to combat GRV c) **refer** to appropriate agencies d) **pass on their learning** to colleagues	To educate participants on the nature of Gender-Related Violence To train participants to recognise GRV and refer to appropriate agencies To train participants to 'cascade' their learning to others	3 x training workshops per cohort 3 x Action plans per participant 1 x Resource pack with hand-outs and relevant information for each training day 1x Cascading' resource pack 2 x 'legacy' documents	Ability to reflect on, and challenge personal values, attitudes, and experiences. Gained knowledge, skills and resources to recognise and identify GRV. Gained motivation and confidence to take proactive action and react to GRV.

TRAINING CONTENT

Day 1 Content: 'Unpicking Gender related violence'

'Unpicking Gender related violence' was developed and facilitated by Dr Michael Whelan and Dr Laura Green, both experienced youth practitioners and academics. The aim of day one was to explore the nature of Gender-Related Violence and its impact on young people. It covered both the theory

underpinning GRV and some practical strategies for minimising the risks associated with Gender-Related Violence within practitioners' work settings.

Day 2: Young People, Respectful relationships and the Law

Catherine Briddick, Head of Law at Rights of Women, and Malin Stenstrom, researcher in the Centre for Youth Work Studies (CYWS) at Brunel University London, developed and facilitated Day 2. Building on the learning in day 1, this day took a closer look at the meaning of respectful relationships and the legal, professional and ethical duties on youth professionals to address GRV in their work.

Day 3: Bringing it all together

Neil Levitan and Malin Stenstrom (both in CYWS) developed and facilitated day 3. During this final day, participants completed their 'action plans', considered the application of their learning to their practice, took a file of worksheet resource back to their work settings and received a certificate of attendance.

APPROACH

Defining GRV: What were the main issues within the category of gender-related violence? How did the UK legal and social context influence this?

The UK team adopted a broad definition of GRV in line with the definition set by the wider project, and identified three themes within it:

1. Violence against women and children
2. Violence based on homophobia and transphobia
3. Violence based on 'machismo' (which might include violence from men with hegemonic masculinities towards other men).

The approach to the topic and training agreed among the research and training team was that:

- Violence was understood in the context of and produced by inequality
- Intersectionality was important to all such that racial and age-based inequalities in particular were kept in view
- Structural and cultural level of analysis was brought to understanding of problematic behaviour, rather than individualising (psychological/criminological) approaches
- Applying a critical gaze to workplace relationships, as well as to relationships among young people
- Depersonalising techniques would be used and trainees would not be asked to reflect on own experience because it was a one-off event so lacked ongoing support, and because some cohorts had colleagues training alongside each other or student peers and so disclosure was actively discouraged
- Including positive approaches to working with young people – constructive ways of helping young people identify their relationship hopes and preferences
- Informed by youth work pedagogies that privileged supporting young people to reach their own conclusions, yet also by health promotion that sought to convince of pre-determined messages

- We recognized that different parties might be informed by differing approaches to GRV
- Theoretical approaches would be used to help trainees problematize dynamics that they had taken for granted previously. However there was difference of opinion among the UK team about how theoretical to be, with one trainer wanting to refer to deconstruction/social construction and others fearing theoretical overload/distraction.

It was agreed by all trainers that we would narrow or expand the themes within GRV depending on what was identified as an individual, institutional, community or professional need and depending on the needs of each cohort (training group) of participants. This approach allowed for the training team to respond to the issues raised in the sessions and at recruitment stage by gate-keepers (e.g. service or training managers). Additionally, we asked a question at the registration stage about themes practitioners were interested in exploring, which the table below presents.

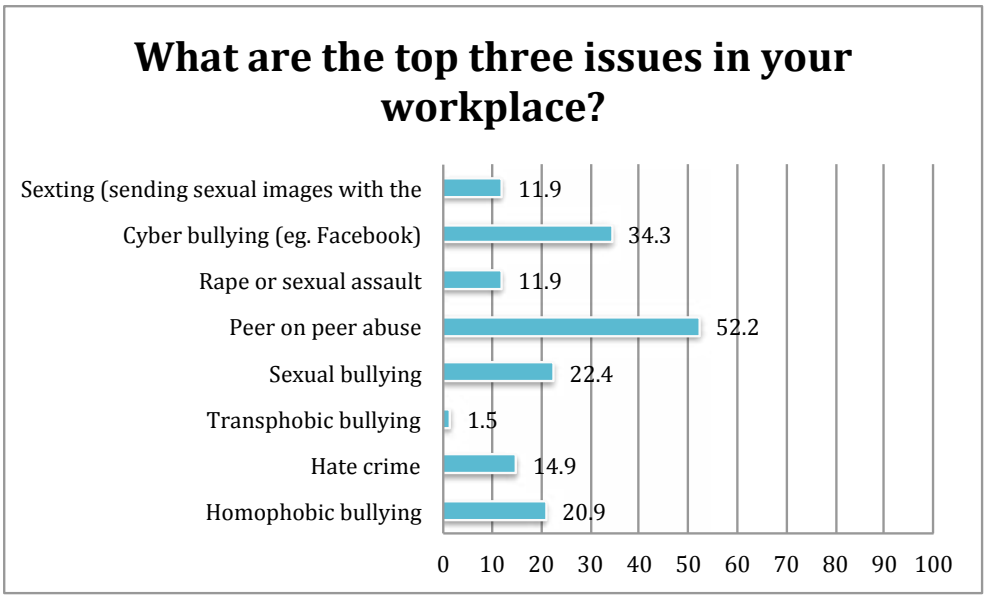
Figure 10: Main themes raised by gate keepers

Gate-keeper	Social issue identified	Legal/ policy issue identified	Other important notes
LBL	Sexual exploitation FGM Forced marriage Domestic Violence Hate Crime	Ending violence against women and girls in the UK	Less concerned with LGBTQ issues as 'already had training on that' Exploration of LGBTQ issues under the guise of Hate Crime prevention.
BUITE	Working with pupils and in faith school contexts Anti-bullying in schools	Safeguarding children and young people Equality and diversity	

The gate-keeper at LBL identified sexual exploitation and female genital mutilation (FGM) as key themes for training and highlighted the importance of including these in order to gain credibility for the training amongst senior managers who allowed teams to attend training. Originally envisaged as within initial teacher training, BUITE only allowed this training to take part off curriculum although they linked it to the key issue of safeguarding for teachers.

Interestingly, the perceived need as defined by gatekeepers, did not always correspond to the needs as defined by the individual participants at registration or during sessions. The main issues identified at registration are detailed below. Additionally, two themes that came up repeatedly were sexual violence targeted by gang members against young girls associated with other gangs, and sexual violence being used to control gang identities. Another key theme was the issue of working with faith communities. Some of the critique from participants was that the training was 'too white and too secular', in other words not intersectional enough.

Figure 11: Issues identified at registration.



THEORETICAL TENSIONS IN TRAINING DELIVERY

In addition to the needs of the trainees, the 'needs' of the trainers were a factor in selecting the themes that were addressed under the GRV definition. For example, the research and practice expertise (or comfort zones) of AYP dictated day 1's more in-depth focus on violence and less detailed analysis of gender. Observations by researchers on the team noted that gender was not situated explicitly in patriarchal relations which wasn't helped by using Giddens' power-neutral definition of gender rather than say, feminist Ann Oakley's.

Moreover, ROW, as a feminist organisation based on the principles of second wave feminism, reiterated their need to focus primarily on the legal aspects of violence against women. This sometimes led to a 'hierarchy of themes' with violence against women and girls at the top and general machismo at the bottom. In order to counter this, a trainer from a health promotion background built in a series of activities to day to that addressed 'promoting healthy relationships' with young people. For ROW, there was the added difficulty of heteronormativity being built into the British legal system, which made it seem that the trainers were being heteronormative and uncritical. They remedied this by developing some new case studies of same-sex relationships.

All of this meant that there was sometimes a theoretical difference and potential incongruence between the language individual trainers used to contextualize GRV, and this was highly political. However, this did not have a negative impact on the training; in fact the statistical findings seem to show that there was a significant change in all but one construct. Therefore, further research might explore the need for theoretical congruence in training or whether it is manageable to learn from sessions embodying different perspectives.

OUTCOMES: FINAL NUMBERS OF PRACTITIONERS TRAINED

At the planning phase, it was decided that trainees needed attend all three training dates in order to get their certificate of attendance and the final Cascade resource. This proved problematic for many participants due to the limited numbers of available workshops and accounts for the drop out between days. We note that our expectation of significant drop-out between days 2 and 3 did not transpire. The reasons for this appear two-fold:

1. There was not always a gap between days 2 and 3. Logistically this proved impossible for the site partners. Interestingly, where there was a significant gap between days, the drop-out rate remained negligible (1 person).
2. One reoccurring theme was leaving day 2 with “more questions than answers” so the more open and contextual nature of day 3 appealed to participants.

The final numbers of participants is represented in the table below:

Figure 12: UK training final numbers and drop-out rate

Total numbers of attendees per day			
Total numbers	**Total attendees**	**Drop out rates**	
Registered	180		
Day 1	156	Registration – Day 1 drop out	24
Day 2	129	Day 1- Day 2 drop out	24
Day 3	128	Day 2- Day 3	1

PRACTITIONER GROUPS: NEEDS, MARKETING AND FUTURE DEVELOPMENT

The professional roles and settings of the UK trainees is shown in the charts below.

Figure 13: Professional roles

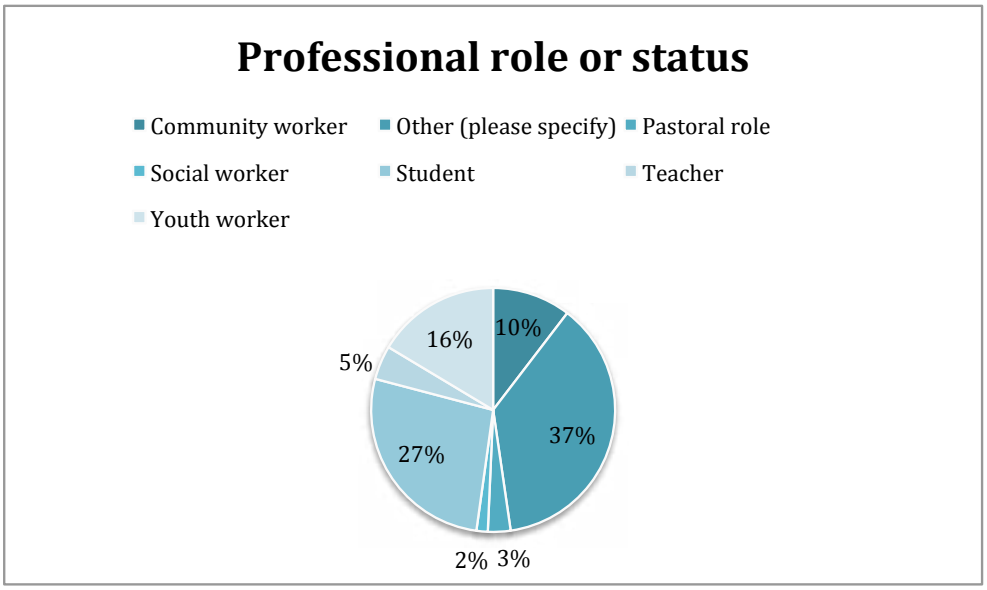
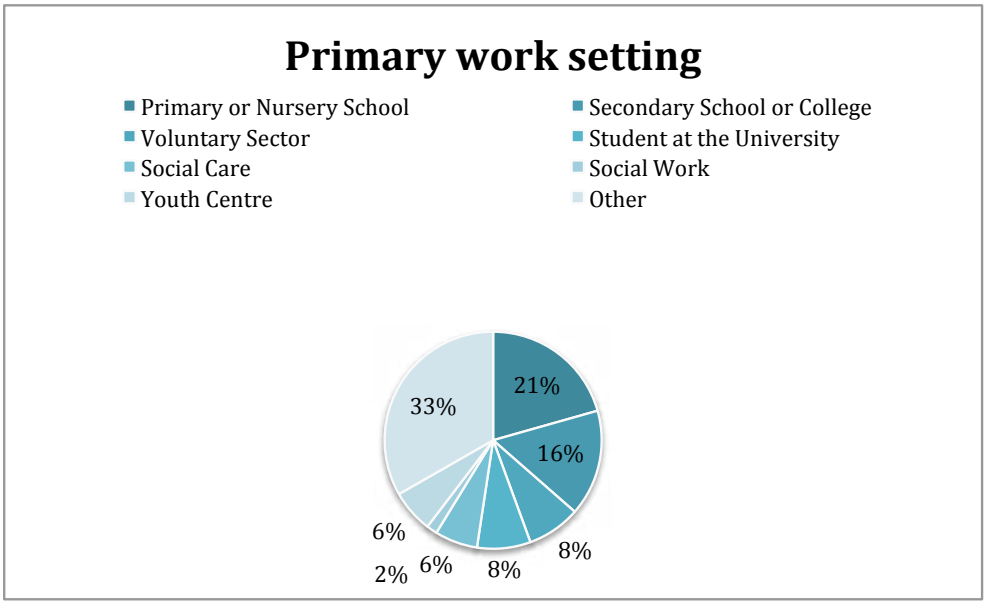


Figure 14: Roles



The initial target audiences for the training were teachers in training and youth workers already in practice (although not necessarily established practitioners), alongside a small amount of allied professionals. These graphs show that recruitment targets were broadly met, although we did need to look further a field for participants, as initial take up amongst the target group (particularly trainee teachers) was low. Recruitment from the target group was only made possible after we made the decision to switch from initial teacher training at Brunel to youth worker training at Coventry and from Lewisham to Coventry. Interestingly, the biggest cohorts of participants were from Coventry that leads the training team to conclude that the 'need' was more pressing outside of London where practitioners suffer from 'opportunity fatigue'.

LEVEL OF EXPERIENCE AND PRE EXISTING KNOWLEDGE

Figure 15: Time in current role

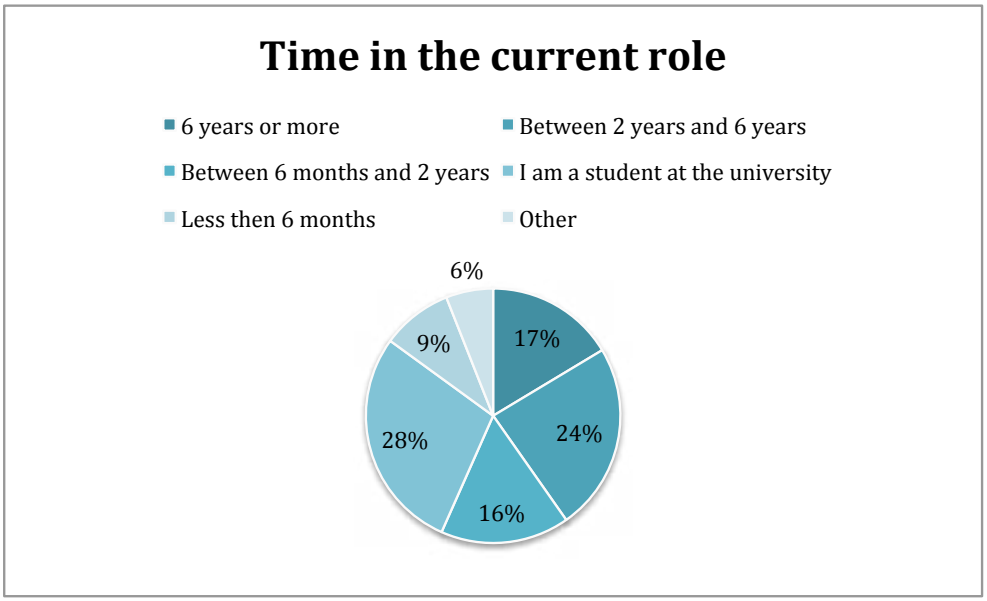


Figure 16: Any GRV training before

The programme was created as a basic introduction for those who would be dealing with homophobic/ sexist bullying in the playground or youth club, however, as these graphs demonstrate, those who signed up already had a good basic knowledge and had been on previous training, which included university-based professional education. Moreover, participants were already quite established in their professional roles.

The broader intake of professionals also meant that we made a conscious decision to leave the training as open to change as possible. From the point of view of the trainers, this seemed to work well. A trainer from AYP commented that:

> *The overall programme appears to have been very well received by the majority of practitioners. Although mixed professional groups can present challenges, on the whole it appears to make for more productive discussions, as practitioners are required to explore their own practice settings with others who may be less familiar with these settings.*

Participants also highlighted the benefits of learning in an inter-professional environment. Many noted in their evaluations that they enjoyed learning from the variety of expertise and professions. It is the view of the training and research team that this unintended outcome added real value to the UK programme and the impact interviews planned for later in the year will further explore this.

PRACTITIONER CONCERNS AND NEEDS

Figure 17: Reasons to attend the training

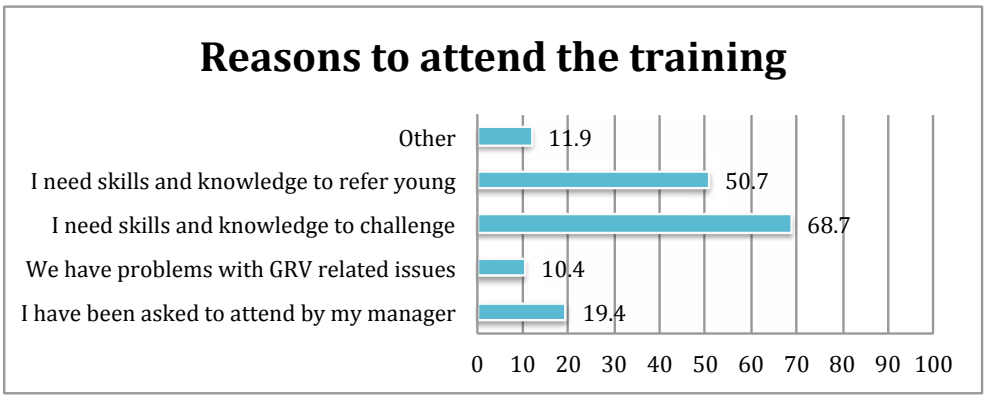
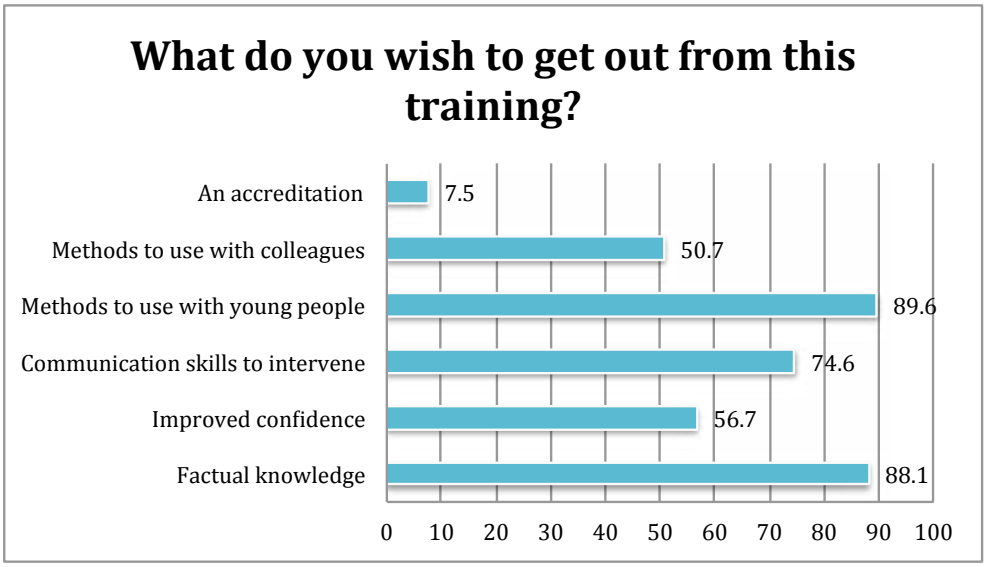


Figure 18: Wishes about training



These two graphs demonstrate the learning needs of the trainees as a whole. Further analysis needs to be done to ascertain the correlation between specific needs and professional groups.

4

4. EVALUATION OF THE FOUR LOCAL ACTIONS

QUALITATIVE ANALYSIS FROM THE LOCAL EVALUATIONS OF EACH ACTION

The question of whether the training courses succeeded in improving practitioners' (i) ability to intervene in the language or peer cultures of children/young people, and (ii) knowledge of appropriate support and legal services in order to better support and refer children/young people is the focus of the following chapter (chapter 5), which considers this through the quantitative data available about changes in self-reported confidence.

This chapter invites Local Action Coordinators (LACs) or teams to report their findings about the value of and learning from their action by presenting some of the qualitative data that illustrates the possible impact of their training in its rich diversity. They were asked what outcomes the training programmes had, and what they felt they learned about the provision of training on gender-related violence in general, and about for specific 'youth practitioner' groups in particular. The types of qualitative and descriptive data reflect the different training programmes and delivery contexts, as well as the differing team sizes.

4:1 Ireland

The Ireland LAC and NUIM team's findings regarding the success of their training are described under the three main areas of learning that their training addressed: Personal, professional and trainer.

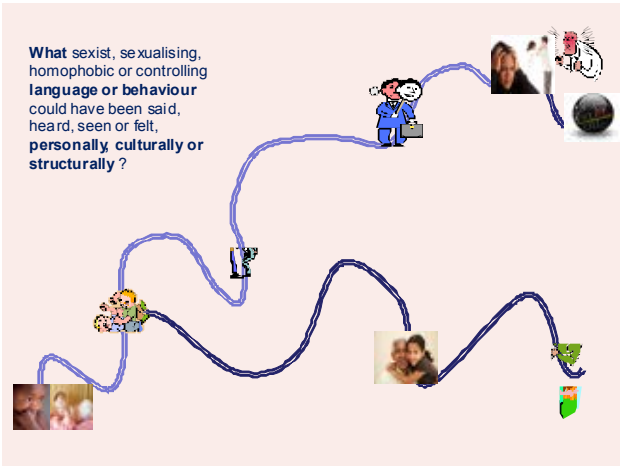
PERSONAL EXPERIENCES

Through this training process our perceptions, regarding the pervasiveness and normalisation of gender based violence is in Irish society, were reinforced. For example, one of the exercises asked students to "take a step forward" if they answered yes to a series of questions. Questions included:

> *"You or someone you know has ever feared an ex boyfriend/girlfriend" and "You or someone you know has ever been abused in a dating relationship".*

Participants and trainer were surprised that approximately 90% answered ‘Yes’ to these.

We also learned that the sexism being promoted through social media, which is targeted particularly at young people, is considerably more intense than what is currently available through public broadcasting media (targeted primarily at adults). Participants provided examples of ‘children’s’ games where, in order to progress to the next level of the game, ‘players’ are invited in one example, to kill prostitutes and to kill babies in another example. Participants constantly expressed concern about the power social media has in the socialization of young people in so far as the values conveyed are ‘communicated’ personally and often privately, relatively unmediated by adults who can, in other arenas, monitor, advise or raise questions with young people about these influential sources of information.



At the start of the training, the majority of participants said they found it difficult to challenge gender based violence manifested through sexualizing language and/or controlling behaviour. During the training they were offered a diagram to identify opportunities they would have as youth workers to intervene in the socialization of young people with whom they would be in contact. However, by the end of the training participants began to consider the enormity of the issues at stake but they also recognized many things they could and would do to intervene.

They discussed how they found this, particularly with young people, on social media who play as the fictional characters involved in ‘games’ or interactions with ‘friends’. There was a sense that challenging sexualized images of women or sexualizing and controlling language and behaviour of men, displayed a sort of ‘prudishness’ that would ‘put young people off’. Participants often noticed their discomfort with young women’s explicitly sexualised self-expression, and confusion about whether this is a liberation or oppression. While it seems sexism - the stereotyped expectations of women’s work, domestic and social roles and responsibilities - has shifted, and the roles previously held as cultural norms appear to have been somewhat dismantled, the sexualisation of women has exponentially expanded under the guise of ‘liberation’ (Thomas 2003).

It was expected that male participants may experience some resistance to the information about violence against women; sometimes saying that they felt they were being blamed. Similarly, for women who conform strongly to gender stereotypes, seeing that their behaviour could be seen as colluding with and supporting the oppression of women was difficult to accept. Consequently there have also been defensive reactions to the information from some women participants, insisting that their gender stereotyped behaviour is chosen freely and that they do not find it oppressive.

PROFESSIONAL EXPERIENCES

Participants reflected on how opportunities could be available to them to act to challenge sexism in youth work. This move from reflection and analysis to considered action was welcomed most by those participants who had engaged in the whole training process, moving through awareness and sharing of their subjective experience and applying an objective and systemic analysis to this knowledge.

Again the pervasiveness of sexism came to participants' attention, and this time within their own youth work context. They noted that they had not considered this as gender stereotyping before: for example, *"We automatically offer of sports activities to boys and cooking to girls, and the young people automatically accept that."* Participants noted that even requests for these gendered activities could not be considered a 'free choice' but rather a result of the lack of encouragement to take on non-stereotypical activities.

At several points during the training, participants were asked to reflect on what opportunities they had to influence young people's gender consciousness. In the middle of the training, responses were somewhat negative, including

"This is huge. It's everywhere in society",

"We can't be expected to change it" and

"I think it is up to parents"

After the last workshop participants listed the following:

"We need to challenge assumptions about young people's choices"

"We need to stop reinforcing stereotypes, in our activities and assumptions"

"We can watch and change our own body language and verbal language"

"what about our relations between youth workers?"

"And our hetero-normativity assumptions"

There was also a dawning awareness of gendered stereotyping in the allocation of youth workers' roles and responsibilities (whether or not the manager was male or female). For example, women were assigned more often than men to work with younger young people and men more often assigned to work with youth justice projects suggesting the unconscious adoption of 'disciplinarian' or 'comforter' roles. It seems that in many instances youth workers were failing to recognize the sexism and inherent oppression in their workplace. After the training, youth workers wanted to reclaim their contribution to dismantling gender based violence and youth works' responsibility to challenge it.

TRAINING METHODS

- The experiential methods work best as mentioned above. Participants learn according to their own agenda and therefore learning has greater impact. One exercise that proved powerful

in this regard was setting questions for discussions in 'confidential' single sex groups but, importantly, followed by a 'fishbowl' discussion when each group was listened to or witnessed by the other.

Participants were invited to form single sex groups to discuss their experience of sexism and gender based violence.

Following this each group was invited to discuss the following while being witnessed by the other group (men witnessed women's discussion and vice versa). – a 'fishbowl' experience - Trainers notes of the men's reflections, having listened to the women's 'fishbowl', included:

What was it like to get into gendered groups?

"As a gay man I wanted to be in the women's group. I relate a lot to what they say or talk about when it comes to this stuff. I felt quite an emotional empathy with them"

"I was very comfortable. I felt open and able to talk about what has happened to me without having to explain how it feels. I can feel the [pressure of the] stereotype as an African."

"I think we are all socialized into feeling it. My emotional and physical being a man is that experience is the norm"

What was it like listening to the women's experience?

"That was a real contrast to what I experience with men"

"We talked about privilege blindness: we can't understand what women are going through. This is seeing the academic in reality"

"I'm asking myself did I ever see that and do nothing? Did I ever do that?

"Really we never fully understand. Small things go completely overlooked"

"Sometimes there's an outcry over big things, but small things add up and affect people, through manipulation and isolation"

Following this session participants were asked to comment on their experience and offer feedback on the exercise. Comments included:

"It was good to be separate first but so long as we stay in separate sex groups, we'll never understand each other and women won't feel safe with men. There's a lot of work to be done"

"We need to talk more, express more. We need to challenge it more openly"

"Even as women we have never had a serious conversation about this before. I think it really brought us closer.

There was also an interesting reflection on whether the men or women should go first in the fishbowl. Generally it was concluded that if the men had gone first – with the women listening – the women would most likely have spent their time reacting to what the men had said, rather than speaking about their own experiences. It was noted that this is a common experience of gendered spaces: men act first and then women simply react to men. Therefore it is important that the women go first in this type of exercise.

However, the women expressed some frustration when the training exercise did not provide an opportunity for them to respond to what they had heard the men discuss. Therefore, in future training it would be useful to provide an extended opportunity for the women to respond after the men had spoken.

Finally participants stated how important it was for them that they were facilitated to discuss ways to address the issue. They reported that their initial awareness of the enormity and pervasiveness of GRV had left them feeling somewhat overwhelmed and powerless. Consequently, their opportunity to reflect that, since it is so pervasive there are therefore, many opportunities to intervene. And as quoted above, many opportunities were then identified. This created a positive energy towards to end of the training.

PARTICIPANTS REPORTED TWO ONGOING NEEDS:

a) Their need for materials to use with young people. Their response to the Youth Action Northern Ireland (YANI) workshop was a testimony to this. They stated the workshop was “Very useful” and “the best workshop we’ve had” and one of the reasons was because YANI brought the materials they use with young people, and participants got to use some of them in the workshop. When leaving one of the participants said “we will be using all these materials”.

b) Participants noted the need for peer-to-peer support. Consequently, following this workshop, two participants who work for a young women’s project, set up a new Facebook page specifically to support youth workers doing gender work with young people. We are looking forward to providing the resource catalogue developed through this project and will upload it to this page.

CONCLUSION

Participants noted the need for organizational and sectoral policy to name sexism and gender as a core theme for youth work practice. It was noted that the final action of the National Strategy on Domestic, Sexual and Gender Based Violence (2010-2014) is targeted at children and young people and aims to “promote… among young people, an intolerance of domestic, sexual and gender-based violence” (COSC 2001) and that is the work of youth workers. To address this, recommendations and plans to examine youth work structures, policies and activities emerged.

Overall, it was recognised that designing and evaluating youth work…… and informing their choices. It was noted that the new National Policy Framework for children and young people, 2014 - 2020 “Better Outcomes Better Futures” provides an opportunity to address this. The Framework is aimed at policy makers and service providers of all policy related to children and young people, to support co-ordination and monitoring of policies. The aims of this framework that will support a more gender focussed approach in youth work include: “Children and young people are or have a positive and respectful approach to relationships and sexual health; have a sense of own identity and are free from discrimination; are safe from abuse neglect and exploitation and protected from bullying and discrimination”.

4:2 Italy

A highly positive assessment can be made of the way the training was conducted and received, given the high number of applications received, the low dropout rate, and the satisfaction expressed by participants on day 3 (with many attendees saying they would have liked the course to continue, or be repeated for fellow workers wishing to enrol, or be delivered in their workplace).

From day 3's reflections and the open-ended question responses participants reported that they had gained from their participation in the training:

- a broader, more complex understanding of the phenomenon of violence;
- a need to continue studying and reflecting on the issues addressed;
- the network of public and private social services

Many participants stressed the fact that they had found the training interesting and stimulating and they felt enriched by it, especially because it tackled aspects that were new even to people who had participated in other training on GRV themes, such as the LGBT community, and links between violence and health consequences, such as eating disorders; the attention paid to verbal and psychological violence. Symbolic violence and verbal abuse was recognised as normalised and hence more insidious and more difficult to counter, and this is precisely the reason why it is important to scrutinise these types of violence.

In terms of increasing knowledge, participants' acquisition of knowledge about the network of services available in the region was valued highly as and important tool to know where, how, to whom cases of violence should be referred to and whom to consult for doubts and questions when coming across a situation of violence or suspected violence. It reminded participants that they were part of a network and system, not going it alone to tackle violence, and so was psychologically/emotionally, as well as practically significant.

A training course on a theme as broad and complex as GRV, in fact, cannot be exhaustive, it cannot, and should not, supply ready-made answers or solutions. The aim is to provide knowledge, skills, thoughts for reflection and useful tools, and recognition that all cases are different and should be treated as such. So, when a participant stated: "In the sense that if confusion was one of the aims of the training, well then, we succeeded". This seemingly negative statement, actually expressed precisely the need described above, and fulfilled one of the objectives of the trainers: that participants left the training with more questions, more doubts.

GAP WORK training could not leave trainees feeling *fully* prepared, but perhaps more importantly left participants expressing a desire to go on studying these issues, attend other courses, and bring these themes to their workplaces in order to share resources and repeat similar training activities.

One indication of the value of the training to participants is in the plans they generate to implement their learning. Analysis of the open-ended question responses provides insight into the actions participants would like to, or plan to undertake in their workplaces, although follow-up research is needed to study which actions are actually implemented and which aspirations fulfilled.

Figure 19: Types of intervention participants believe they can take or plan to take in their workplaces based on the training received

Intervention level/ actions	%	Examples
Strategic	5.4	Raising the awareness of top management to implement anti-GRV projects and/or put in place dedicated services. Signing anti-GRV memoranda of understanding.
Co-workers	62.8	Sharing the training material/Cascade training. Disseminating the information, raising-awareness of the service network and its utilisation. Shared reflection on welcoming modalities and anti-GRV initiatives, and on the language/modalities of relationships established, also between co-workers.
Youth and children – people the participants work with.	31.8	Implementing more attentive and more inclusive welcoming and listening modalities. Training for children and young people on the themes addressed in Gap Work courses. Utilisation of the network for GRV case referrals.

The following materials were collected for evaluation purposes:

- Questionnaires for the pre and post Cross National Survey
- Training outputs: flip charts, hand-outs
- Recordings of the training session (audio recordings of all the nine editions, two of them transcribed)
- Group discussions during Day 3 (audio-recorded)
- LAC's notes
- Trainers' evaluation sheets
- Final focus group with trainers (audio-recorded)

All these sources together contribute to the analytic points that follow:

1. The importance of speaking about sexuality and sexual identity

A majority of participants, including those who had already taken courses on violence related themes, had never addressed the issue of sexual identity or specific issues to do with LGBT persons. From the discussions emerged a need to know how to discuss these issues with children and young people. Confronted with a reluctance to talk about sexuality in general, or about sexual identity, and upon perceiving professsional unease or embarrassment, children and young people will not turn to them to seek help in a situation of distress or suffering caused by sexist or homo/lesbo/transphobic language or behaviour, or in a situation of prolonged bullying and violence. Staff feeling at ease in discussing issues to do with sexuality and sexual identity, as well as having the necessary knowledge and tools is a necessary starting point to create a safe and welcoming climate for children and young people and be able to support them in cases of gender-related violence.

Even when professionals are willing and able to broach issues of sexuality and sexual identity, the methods and tools at hand are sometimes woefully stereotypical or heteronormative, as participants such as one secondary sex education teacher was lead to reflect. Only after the training, and after her reflection on how she might manage to raise awareness of same-sex attraction but fail to shift young people's conviction that homosexuality 'is not natural', did this trainee come to recognise how she was simultaneously upholding heterosexuality as the norm by having no single sex couples depicted in the teaching resources. **This highlighted the need for open approach but also new modalities and criticalities in teaching and new teaching materials.**

2. Dealing with unease and frustration experienced by professionals confronted with issues to do with sexual identity and gender-related violence

Participants were asked to analyse or share incidents relating to sexual identity and GRV they had experienced at work during the training period. The emotions that emerged most frequently from these narratives were unease, embarrassment and frustration. Such negative emotions were linked to: lack of knowledge, lack of resources and a sense of loneliness and isolation. Lack of knowledge is explained in terms of a lack of individual training or lack of attention on the part of one's service/ organisation towards these themes or groups of service-users. Lack of resources could be a lack of time, appropriate materials, specific skills or dedicated offices within the organisation. The sense of loneliness comes from the feeling of having to address a difficult situation unaided, being unable to share the problem with one's fellow workers, who are equally ill-equipped or unwilling to deal with it. Such negativity was exacerbated by the feeling of having failed to help a person in distress.

GAP WORK began to provide some answers - to the extent possible within a 20-hour course - to the lack of resources and sense of loneliness. Information about the network of services in the Piemonte Region/Torino was well received and trainees were eager for the tools within the Cascade resource and to share learning with colleagues.

3. The importance of facing up to GRV and discrimination in the workplace

Many participants told of cases of discrimination or violence in their workplace, between colleagues and their stories underscored the importance of dealing with violence within our own organisations. The discussion prompted some participants to ask: how can we expect to support and help service users in situations of violence, if our own organisation is not intolerant of discrimination and violence taking place internally? Professionals working in large organisations saw managers as ignorant or hypocritical and regarded 'wellbeing' and equality opportunity policies as empty gestures. **This highlighted the need for organisational change, for clear commitment from senior managers and for general education for mutual respect.**

4. Reflecting on the consequences of service cuts

Cuts to public services are resulting in extensive reorganisation and job losses, with volunteers sometimes taking on social welfare and care services roles and participants expressed frustration with their work situations and identified how this limited their ability to take effective action to counter gender-related violence within their organisations. Allowing participants ample time to voice their opinions on such matters and compare experiences was instrumental in enabling them to process the causes of their frustration, but also to determine the appropriate action to take within their organisations and/or the identification of potential solutions with the support of the service network. Education professionals identified the importance of being able to establish relationships of trust with children and young people, even when confronted with difficulties and limitations due to cuts.

5. Findings regarding training methods

The methods used by the trainers (individual and group exercises, classroom discussions, and exchange of opinions with the trainers) had significant positive effects in:

- ***Generating reflexivity*** – allowing workplace incidents from the past to be reconsidered and viewing personal experiences in a new light, for instance, recognising that they or fellow workers assumed the heterosexuality of clients
- ***Providing time and a supportive place to share and confront workplace difficulties*** – trainees shared affirmation of feelings of unease and the difficulties encountered in certain professional or personal predicaments
- ***Positive and productive relationships between trainers and trainees*.**

Both participants and trainers felt that the training needed more time. In particular, the morning of the second day, during which trainers took turns, left little room for discussion. Some of this was managed within day 3, but unfortunately not all the trainers attended day 3. Although it became apparent early on that day 2's content was too ambitious, it was impossible to make changes to the programme because the accreditation (by the regional system for the recognition of training credits for medical-healthcare personnel) required programme contents to be submitted prior to the beginning of a course and to remain consistent for all cohorts. **While accreditation worked as an incentive to attend among health/care workers, it constrained this type of project that tried to innovate and pilot an unprecedented training programme.**

The table below summarises the contents of the evaluation sheets completed by trainers (one from the Maurice Association and one from Demetra Centre who participated in the third and last day of training) with regard to three aspects of the course: the interaction between trainers and participants, the methods used in the classroom, the setting (time, space, instruments available). The trainers' assessment confirms the results of the overall evaluation described above: a very positive assessment where interaction with the participants and methods used were concerned, and a partly negative assessment of the setting

Figure 20: Summary table of the trainers' evaluations

Interaction with participants	Methods used	Setting
Positive assessment: The participants related their personal and professional experiences The participants stimulated reflection in the trainers Requests for contact data, information, further studies, access to the network	Positive assessment: Use of appropriate materials for the explanations (slides) The use of audio-visual materials, eye-witness accounts, autobiographical materials facilitated the establishment of good relations and active participation in the courses	Partly negative assessment (some sessions): Time was too tight A different classroom every time Technical problems causing delays

The trainers' passion for their work and willingness to discuss even outside the classroom facilitated the establishment of fruitful relationships. During the breaks, the trainers continued to discuss with participants, providing information about the network, giving their contact details with a view to exploring issues in greater depth, offering solutions to difficult cases, exchanging ideas on how to get a project underway. The trainers reported being contacted by many participants after the course. They viewed this as evidence of the success of the training.

4:3 Spain

The URV team's sources of data are presented in the figure 7 on page 40 and in this chapter the source of support for a point is indicated by the code in brackets. For the following statistical analysis only those completing both the pre- and post- survey are included, so our effective sample (for the questionnaire) is 146, from the population of 189, and the Confidence Level of 95% and Confidence Interval of 4%. Answers were invited on a Likert scale from 1 to 5.

At the end of the course, 99% of trainees were satisfied with it, and more than 90% wanted to participate in further training. The innovative topic, the coherence of, and order of, the sections were all rated well. A concern was that the innovative vision of GRV would be difficult to maintain coherently between sessions. However it is concluded that the collaborative design work between training partners and researchers was successful. One trainee said

> *'One of the best [trainings] I've ever done for coherence between sessions, methodology, materials and the relations between professionals'*

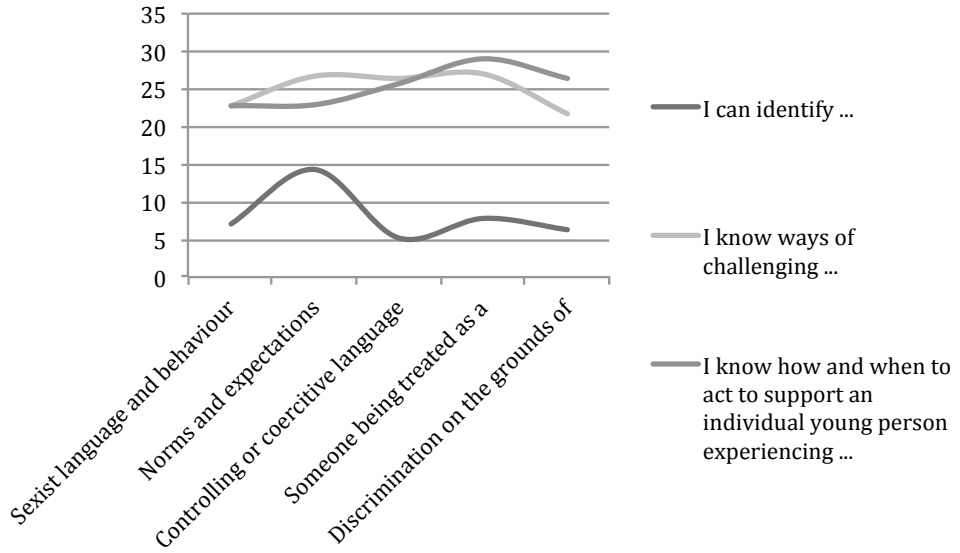
The reflexive methodology and activities that prompted participants to start from their own feelings/ experience probably contributed to high scores for the internalization of topics, self-empowerment and knowledge retention. Many participants spoke positively about personal changes produced by the course, for example:

'The course makes me conscious about many topics related to gender and violence previously unnoticed. I think the best thing about this course is exactly that: if we, professionals in contact with young people, are clear about these situations, we can develop strategies to face them or at least, ways of sending equalities messages to more marginalized groups'

> *'I think that it allows me to see machismo as a deep scar in society, and how even people like me, who are sensitized to the topic and have tried to change it, have hidden points'*

However, trainees do not only feel influenced by the training at a personal level, they believe that their ability to identify, challenge and act in relation to the broader spectrum of GRV has been improved. The graph below presents the relative improvement (%) of self-reported knowledge after the training on different aspects of GRV. Trainees experienced a great improvement (15%) in their capacity to identify gender norms and expectations, which probably relates to the innovative focus on the significance of heteronormativity in the construction of gender. 25% reported increased awareness of how to challenge sexual objectification.

Figure 21: Relative improvement in perceived ability to identify, challenge and intervene in GRV



Among the main learning described by participants is: *knowing strategies to detect GRV problems, learning the correct and caring use of specific terminologies, recognising the social transmission of GRV* and *being aware of the lack of resources and information professionals face*. Nonetheless some trainees still confused gender identity, gender expression and sexual preference; others confuses intersexuality with intersectionality and, last but not least, the meanings of the terms describing forms of GRV ('violence against women', 'domestic violence', 'macho violence', 'gender violence(s)') are not clear for everybody, or at least according to the trainers some participants were unclear about these terms (**T_D)**.

Perceived ability to intervene on GRV in the professional arena increased, as shown in these comments:

> *'Before the course I did not feel able to talk with parents on this topic, now I feel confident to use the materials and I feel able to do it' (**P_Gd)***
>
> *'At a professional level you are more careful with children […] you are more sensitive to violent histories or to children that have problems with their sexual identity' (P_Gd)*

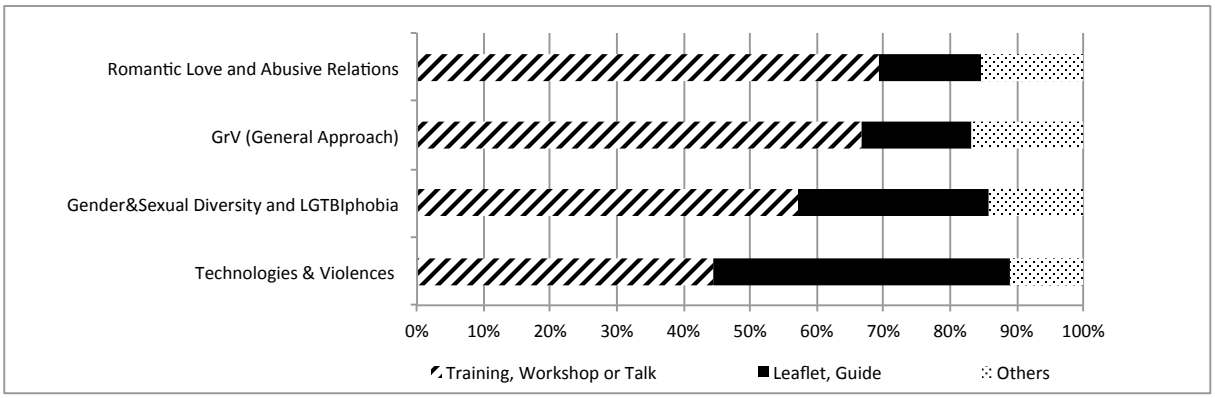
Some participants felt more able to anticipate young people's needs and felt confident to adapt the training presentations for their own sessions. Others felt a bit lost *'I think that we are missing some content. We need more examples in order to work specifically, and more references'.* In this sense in the **Tr_Em** trainees and observer shared the impression that, as found in other training courses, some participants expect 'recipes' in a context where diversity and complexity make recipes ill-advised.

However, another indication of trainees' ability to take action is the design of their own planned interventions **(P_I1)**. As one of the trainers noted: '*We have not been able to impact in the same way […] in the fluid use of the GRV and LGTB terminology. In some groups we realize near at the end of the training and in some cases we see it in the design of the actions'* **(T_D)**.

In section E the plan was to have groups of 3-6 people, working on a topic together to plan an intervention they could do in common. In Chart 4 we see that most participants chose to conduct a training session, workshop or talk. However when the topics of intervention were more specific and

less ‘classic’, the types of intervention were more differentiated. Participants feel that information and guidelines are most needed in the area of *violence and new technologies* and regarding *hetero/ gender-normativity*.

Figure 22: Topic and Type of intervention Designed



After the design stage, participants implemented the action individually or in groups, and 63% had managed to complete the intervention by the training deadline **(P_I2)** (most of the others saying that the definitely would shortly **(P_I2, P_Dg)**).

After implementing their chosen action/ intervention, the desire to repeat it was high **(P_I2)**. Positively evaluated are also the learning and knowledge acquired in the training in order to intervene. Less highly rated was the tutoring and the use of the online learning platform (moodle), which achieved the only poor score. Some participants expressed discomfort in relation to this: *‘I did not feel supported in the tutorial process’* (**P_Dg)** while others felt well supported but did not understand exactly what to do. Nonetheless the overall evaluation of *all processes from the design to the realization of the interventions* were rated more highly and participants felt that their intervention mostly accomplished their objectives.

Analysis of the **P_M** reveals that while some interventions may need to be reformulated or corrected, many are very good, and we have published some on the Local Action web-page (**www.gapwork.cat**) with the presentations for the sessions and other materials for professionals. In conclusion *‘In relation to the ability to take action, we believe that [trainees] expanded their awareness, but will need more training to establish their knowledge […]. Some that had previous training, are perfectly able to put in practice what they learned. Most participants still need to work on it to be fluent in their intervention’* **(T_D)**

DIFFERENCES BETWEEN PROFESSIONAL GROUPS

In the Catalan case it is not possible to detect a clear trend of specific professional group training needs. However there are some small differences in survey responses.

If the primary motivation for enrolling for all groups was to ‘*Develop tools and useful skills for my work’,* the second one was ‘*To learn specific theoretical knowledge’* for Youth worker; *‘receiving training in which theory and practice go together’* for nurses and TIS; ‘r*eceiving training that combines professional and experiential aspects’* for teachers.

Satisfaction with specific aspects of the training is not always homogeneous, for example, teachers and youth workers rated *trainers' knowledge* more highly than did other professionals (especially nurses). This is coherent with the higher satisfaction of teachers about the respect of the personal rhythms of work and for the networking in the training (both aspects less valued by nurses). Trainers viewed teachers as most able to share their professional experiences, doubts, difficulties and fears **(T_D)**. This could be because they were more comfortable with the training pedagogy and more used to working from their own experience. However the more critical nurse responses could relate to the immense motivation that, according to trainers **(Tr_Em)** they showed at the start or to the fact that in one of the nurse groups there was a small confrontation between a trainee and a trainer. With datasets of this size, small issues such as particular critical moments can sometimes be visible.

Teachers and Youth Officers appreciated the ability of trainers to make sessions dynamic, more than TIS and other educators (themselves are less experienced in group-work). Youth workers, information officers and leisure instructors gave a low score to the capacity of the training to offer useful tools for working with young people, and from analysing the **P-dG** this could be because they were expecting more practical tools and more defined routines or recipes to apply. They also gave a lower score to the balance between theory and practice. However the view of the trainers (**Tr-Em)** and researchers and from analysing the actions implemented (**P_M)** the theoretical parts were crucial elements in the training. Trainers noted that TIS and Nurses tended to have more essentialist perspectives on gender that had implications for the identification of GRV **(Tr_Em).**

In general trainers noted that in sessions and in the **P_Rv** of the first set of training (with teachers, nurses and TIS), participants were more emotional and report more on personal changes resulting from training while in the second set, trainees (mainly youth workers) focused more on evaluating the training than on reporting the affects produced in themselves.

Differences in the type and quality of the intervention designed are interesting. Teachers, nurses and TIS mostly proposed training sessions or talks for colleagues, adapting the power points or activities from the GAP training. In contrast, youth workers were more creative regarding the formats used. The contents were also generally poorer in the first groups and more precise in the second (Tr_Em). As one trainer suggested, this probably happened for two reasons: '*as a result of the improvements made over time in the training programme, and as a result of the professional profile - youth workers are more used to make activities and employing a range of different techniques and task etc...*' (T_D).

Overall differences related less to professional groupings and more to the cohort or group (1 to 10), for organizational reasons or personal characteristics **(Tr_Em, T_D)**. For example, people without any prior training on GRV were more likely to see the training as not providing '*tools for their work'* but as '*widening their knowledge on GRV'* and '*growth at a personal level'.* Also, generating reflexivity about professional practice or designing the interventions was more difficult in the groups in which more participants were not working face-to-face with young people (for example, teachers delivering online courses or youth workers on the policy side) **(Tr_Em)**.

The groups that seemed to work best were those with participants with higher prior training on GRV and for these the dynamic was fast and fluid and debates were more in-depth (Tr_Em). Also the smallest groups seemed to enable productive debates and allow people more time to share their experience. Mixed groups of professionals made it hard for trainers to work on interventions in detail, but some degree of heterogeneity was valued, for example, the presence of 'out' LGTB participants helped the depth to engagement with LGTB topics. The different levels of trainee knowledge was occasionally a cause for concern among trainers that felt torn between needing to give basic information when other participants would have liked more depth. What was constantly identified as unhelpful was people being late or leaving early (T_D, TR_Em, R_Ob). This created a distraction and made it harder to create a good climate for discussion in the group. It was particularly the case for

the trainings in Barcelona and trainers and observers agreed that in smaller cities, where people had fewer opportunities for specific training, the commitment was generally higher.

4:4 UK Findings from the Local Action Evaluation

Different trainers delivered each of the three training days and their reflections at the end of the training days are one source of data about the success of the training. Another impression of the overall impact of each day comes from testimonials about the training. The following comments come from the final evaluations at the end of each day and were collected via online questionnaire between training days.

IMPACT ON INDIVIDUALS: SOME TESTIMONIALS

Day 1 Content: 'Unpicking Gender related violence'

"I felt that more/all staff need this training to make sure that children have an opportunity to talk to someone openly. Today deepened and refreshed my existing knowledge of issue of GRV."

"I know have a better understanding of GRV, and how it can take place no matter where you are."

"I have a better understanding of where GRV is relevant to my practice and common areas to be aware of."

"I now understand the difference between gender and sex and how we constantly reinforce ideologies/stereotypes unconsciously as we do it to a certain extent with YP to build relationships."

"I learnt how to break down gender-related violence into what we [are] tolerating and not tolerating. I can now pro actively challenge this framework."

Day 2: Young People, Respectful relationships and the Law

"I will share the information from today with my staff (training) and Help YP think about good/ healthy/happy relationships and sex"

"What a healthy relationship should be like, how to recognise inappropriate behaviour, laws/ legislation regarding sexual acts/consent"

"I learnt about organisations which I can refer colleagues, students, parents to and resources to refer colleagues, students, and parents to"

Day 3: Bringing it all together

"This is a fantastic resource/course. Great group, fantastic talking about children 0-18 rather than just focussing on primary."

"Overall this training has been very useful and resourceful"

"All on PGCE courses should have at least 2 lectures on this"

"I found this training really good for the profession I want to go into and really enjoyed having experience from other professionals and higher students really helpful"

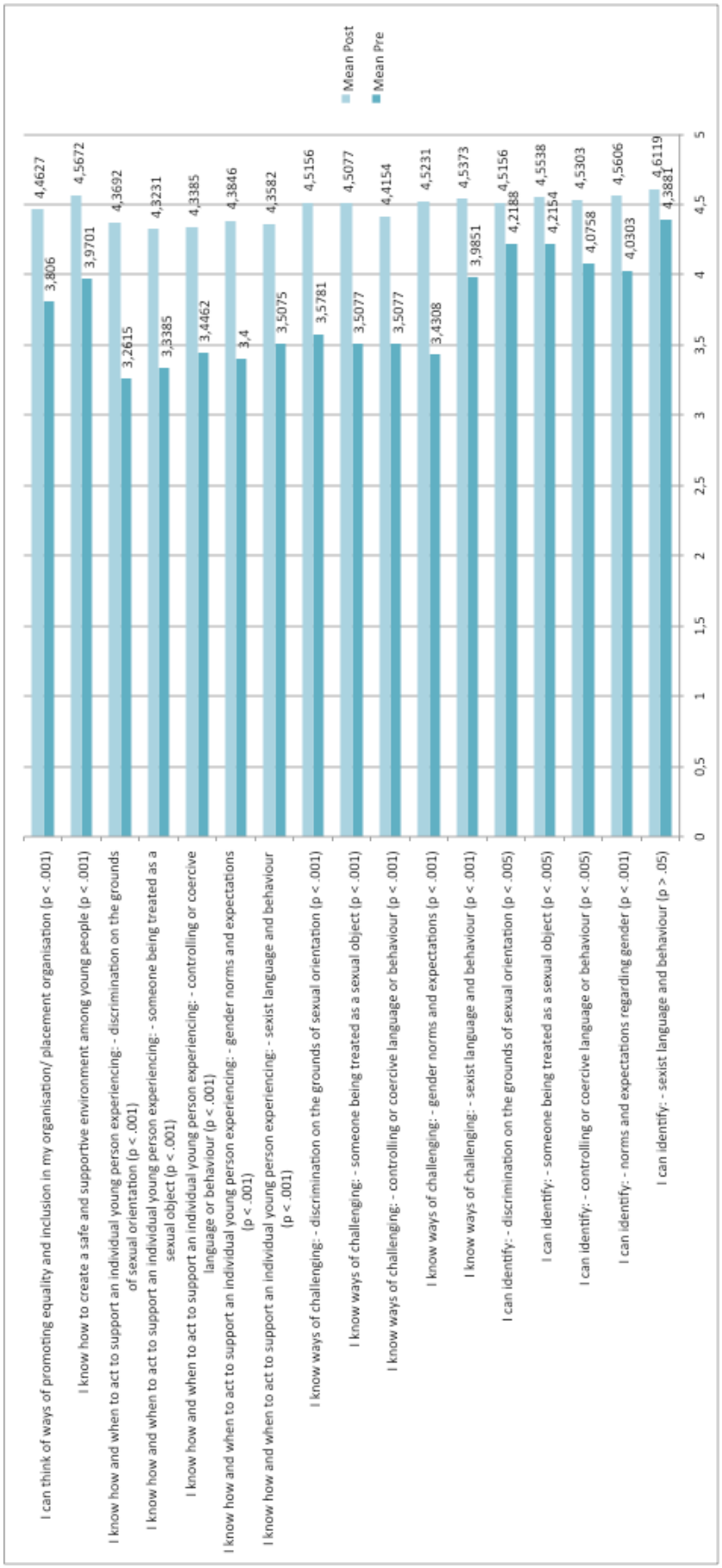
"I feel there was a confusion throughout the training between our experience in or of our workplace (i.e. amongst colleagues), and our experiences with our client group. This made some of the evaluation and exercises difficult to complete consistently and accurately"

"The training was very good with highlighting hidden GRV and highlighting the abuse of power as the root cause of GRV. Great training, which would be of relevance to my colleagues especially for those leading on social exploitation"

"It has been a lot more relevant to teaching than I expected and I am now more aware on aspects of school life which relate to gender-related violence which makes it even more relevant. Really good resources made clear to us. Good training techniques. Maybe could give an activity revolving around enabling and oppression instead of giving answers straight away. Really enjoyable and engaging"

The following chart (Figure 23) shows how the same participants rated their knowledge, understanding and application of learning to practice before and after the UK training programme.

Figure 23: Trainees' self-reported learning from the training



'I STATEMENTS THAT DEMONSTRATE OUTCOMES':

Ability to recognise GRV in work settings

"I have a better understanding of GRV, and how it can take place no matter where you are" (Coventry University participant)

"I can now define violence, gender and GRV and consider what types of GRV issues within occur within the workplace" (Voluntary Sector worker Lewisham)

"I learnt how to break down GRV into what we [are] tolerated and actively reinforced in the workplace. I now feel more confident to pro-actively challenging this" (YOT Worker Lewisham)

"I now understand the definitions of GRV, how men and women define themselves and how these definitions relate to young people in today's society."

Motivation and ability to intervene and take action to combat GRV in practice settings

"I feel more confident about the legislation around GRV and I understand how difficult it can be to secure criminal convictions involving particular age groups."

"I feel that the oppression and enabling and resources will help me tackle GRV"

Knowledge and confidence to refer to appropriate agencies

"I know how to deal with a child who is being sexually harassed or abused"

"I know how to prevent violence, I am aware of violence taken place and what actions to take when there's violence"

Confidence and ability to cascade/pass on their learning to colleagues in their work place

"The different resources will help me for further my work"

"Learning about the work of other organisations will help me take action" (Voluntary sector worker, Lewisham, London)

"The discussions, resources, and our practice since [the first training day] will help me take this into my work setting" (Youth Worker Hackney, London)

LOCAL ACTION QUALITATIVE DATA

There was an initial analysis of the 110 'Action Plans' created by trainees (on day 1, 2 and 3) about how they planned to make use of the training. The aim was to see how learning might be turned into action, and what types of actions participants identified and whether these were tangible, realistic and reflected what trainers understood by GRV. The thematic map included two major themes and to minor themes.

The first and largest theme was 'Interventions'. This was the largest theme on the action plans. Examples included:

"Build more on healthy relationships into my assemblies and group work".

"Ensure my class have an understanding of appropriate behaviour"

"Deliver session to young people to help them know their rights."

"Look at using story telling techniques to illustrate healthy relationship"

"Help young people to recognise oppression, what it is and how it is perpetrated"

"Working outreach in socially deprived areas, as gang culture is prevalent in these estates"

"Build GRV into behavioral agreements"

"Referral to counseling services"

The next major theme centered on action to drive organisational change. Examples included:

"Encourage staff to challenge sexist/homophobic behavior when it occurs"

"Give training to staff using some of these resources"

"Review policies in work place and youth movement policies "

"Provide structured programmes on these issues and assist other youth workers in training so that it can become a part of all youth programmes within youth clubs "

The first minor theme is that of sharing best practice. Examples include:

"Encourage my organisation to build external relationships for supporting young people"

"Develop more multi agency work" (SW Manager Youth)

"Advise colleagues from other professions of what support is now out there and where to find it"

"Making a good practice booklet to use with different local authorities"

The final theme was 'reflexive practice' Examples include:

"Personally think more about gender stereotypes in my lesson planning"

"Act as a role model for young people"

"Use enabling techniques to solve problems"

One interesting point to note is that there was a general feeling from the participants and researchers that days 2 and 3 were more influential than day 1 perhaps explained by the fact that these days included more factual knowledge and methods to use with young people than day 1.

Moreover, the trainers and researchers noted that different cohorts had different concerns dependent on the setting and the specific needs of their practice. Public sector workers, regardless of their profession, highlighted that the austerity agenda within public services meant that ability to deal with GRV was limited. The main professional groups that highlighted this were Social Workers (normally YOT workers), youth workers and teachers. Their main concern was how they would take this information back to their practice given the audit cultures they operate in.

On the other hand, voluntary sector workers were most enthusiastic about the taking action on GRV but worried about lack of resources, in particular instability of funding streams.

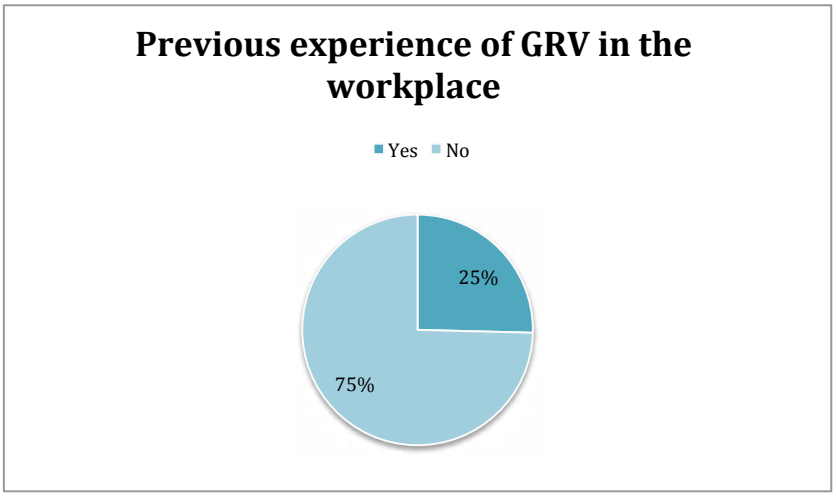
Looking more closely at professionals and setting, participants working in the criminal justice system in Lewisham were less interested in material on healthy sexual relationships and much more focussed on Domestic Violence and Sexual Violence as these were the issues they were experiencing in their day to day practice.

The trainer from ROW noted that:

> *"These practitioners only wanted to engage on a limited number of issues and did not see themselves as people who could/would provide a more positive vision of a young person's engagement in relationships."*

On the other hand, the Brunel and Coventry participants, made up of mostly youth workers and teachers, interacted better with the materials as they were designed with them in mind.

Figure 24: Previous experience of GRV in workplace



This graph demonstrates that a key motive for attending training on GRV was the fact that the majority of participants had experienced GRV in their workplace. Many trainees had experienced some sort of GRV in their private lives. The trainer from ROW observed that:

> *"In pretty much every course I trained a participant disclosed (either privately to me or publicly to the group) an experience of domestic or sexual violence."*

Researchers noted that interaction in one cohort was much more 'resistant' than others. One explanation for this was that participants were very conscious of how GRV was playing out in their teams and lacked confidence to explore this as they the training was located at their work setting.

LEARNING

How can training be improved to meet these needs in future? What should shape future training for each group?

Researchers and trainers noted that the diversity of participants and the diversity of trainers were both strength and a weakness for this. Day 2 is good example of how 'mixing up' the training offer meant

that all trainees got something out of the day. This is articulated well by the trainer from ROW who said that:

> *"I learnt a lot from the health promotion trainer about the importance of providing positive messages in relation to sex and relationships, there is no point just providing training on violence and the law, we need to articulate a vision of what should be there instead."*

Saying this, it was felt that the broad range of participants and experience made it difficult to go into some of the issues in much depth. This was particularly true for the more theoretical content found in days 1 and 3. Interestingly, one trainer noted that:

> *"There have been a number of participants who have talked about the way in which the training opened up a new perspective on gender (and GRV) that they previously had been blind to. For these practitioners, the ability to see the problem in a way that they had not seen it before appears to have been as important as any new strategy or tool that they might use to tackle it."*

There was disagreement between various trainers and researchers about how to target this type of training in the future. On one hand, it was felt that keeping the current broad mix added to learning experience. On the other hand some advocated a more 'specific' approach that targeted specific information for groups, levels and settings.

One issue for future development is that of sustainability. It was generally felt that the broad and basic approach was adequate for pilot training but not for a broader roll out. Specifically it was felt that:

1. There was a need to ensure sustainability by setting up an organisational structure that can roll out the training further with the aim of specifically targeting levels of practice/knowledge and professional identities. In this way we could retain the ability to 'evolve' the training in response to training experiences, and tailor more specifically to practitioner groups.
2. Ensuring that attendance is voluntary was vital. As one trainer out it: "The issue of forced attendance appears to keep coming up through the training day, impacting not just on the reluctant attendee but also the rest of the attendees."

5

5. RESULTS OF THE CROSS NATIONAL SURVEY

A QUANTITATIVE ANALYSIS EXAMINING THE SUCCESS OF THE FOUR GAP WORK PROJECT ACTIONS (TRAINING COURSES) TAKEN AS A GROUP.

5:1 Self-reported Learning

The training courses were developed and piloted in their four different national contexts, and although specific learning objectives were set locally, all worked to the overall project aims, and to the common objectives that were agreed among the Action Partners. Training participants in each Action were asked to complete a questionnaire before and after the training. Thus it is possible to establish a measure of the success of the training, notably only according to self-report, across the project as a whole, combining four sets of data on a common (though translated) survey. The caveats to the findings in this chapter include this acknowledgement that self-reported learning is not the same as actual learning, that the concepts may not have translated equally well into Italian and Catalan and that the professions are not identical across national location and so the grouping into five overall professional groups is to be qualified. There is also the question of whether different cultures and contexts might result in differences in response style when using rating scales (Oishia et al 2005) but for now we will assume differences between European near neighbours are not too problematic for this general level of evaluation.

5:2 Comparative Measures: the Cross-National Survey

Not all training participants agreed to take part in the evaluation research, and not all of those agreeing to research completed the cross national survey. However over 450 participants across four countries (Ireland, Italy, Spain and the UK) completed the survey which asked them to estimate their ability to identify various aspects of gender-related violence, rate their knowledge of the issues, and provide an assessment of their ability to implement support (using a 1-5 scale; 1 = strong disagree, 5 = strongly agree). Self-reported estimates of ability/knowledge/skill were taken before training commenced (pre-training) and after it was completed (post-training). In order to assess the effectiveness of the training pan-nationally, participants' current occupations were classified into five job descriptors: 1 = student at university; 2 = education worker (this includes teachers, teaching assistants, advisors, social inclusion workers in schools, trainee teachers, trainers of teachers and those with responsibility for education at a local government level); 3 = youth and community worker (this includes students on Youth and Community degree programmes, as well as practitioners and those working in the voluntary sector);

4 = health care worker (this includes doctors, nurses, allied health professionals, and psychologists); 5 = other profession (this included lawyers and police officers). Attendees at the training courses who did not specify the nature of their work or left the section of the survey blank were not included in this analysis.

5:3 Specific Training Objectives

ABILITY TO IDENTIFY

Figure 25 illustrates that there were improvements in participants' self-reported ability to identify sexist language and behaviour (all $p < .01$). The most significant change in self-evaluations was found among health care workers ($F_{(1,223)} = 15.71$, $p < .001$; M pre-training = 3.91, M post-training = 4.27) and those who identified as students ($F_{(1, 64)} = 10.695$, $p < .002$; M pre-training 4.03, M post-training = 4.53).

FIGURE 25: Able to identify Sexist Language and Behaviour

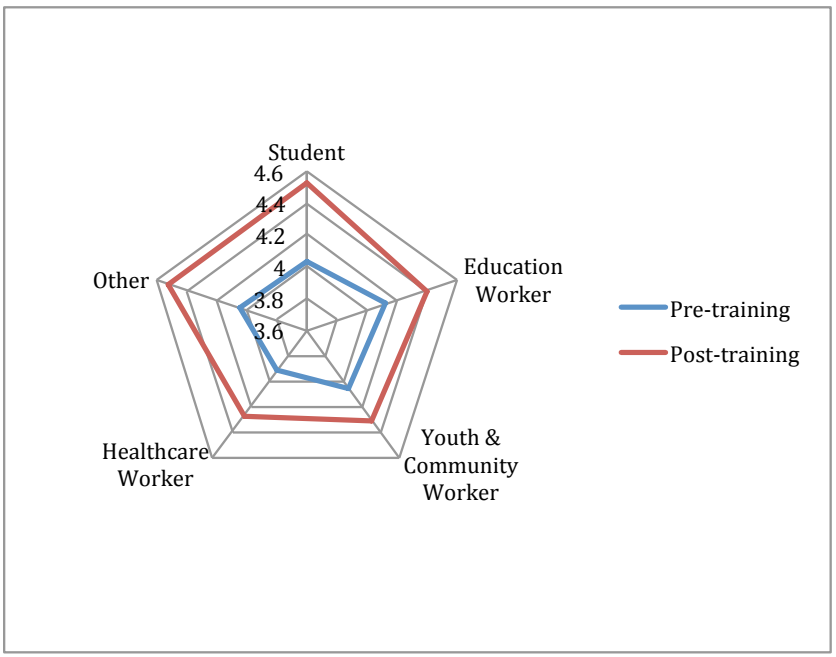


Figure 26 illustrates that there were improvements in participants' self-reported ability to identify gender norms and expectations (all $p < .02$). The most significant change in self-evaluations was found among health care workers ($F_{(1,231)} = 36.23$, $p < .0001$; M pre-training = 3.46, M post-training = 4.09).

FIGURE 26: Able to identify gender norms and expectations

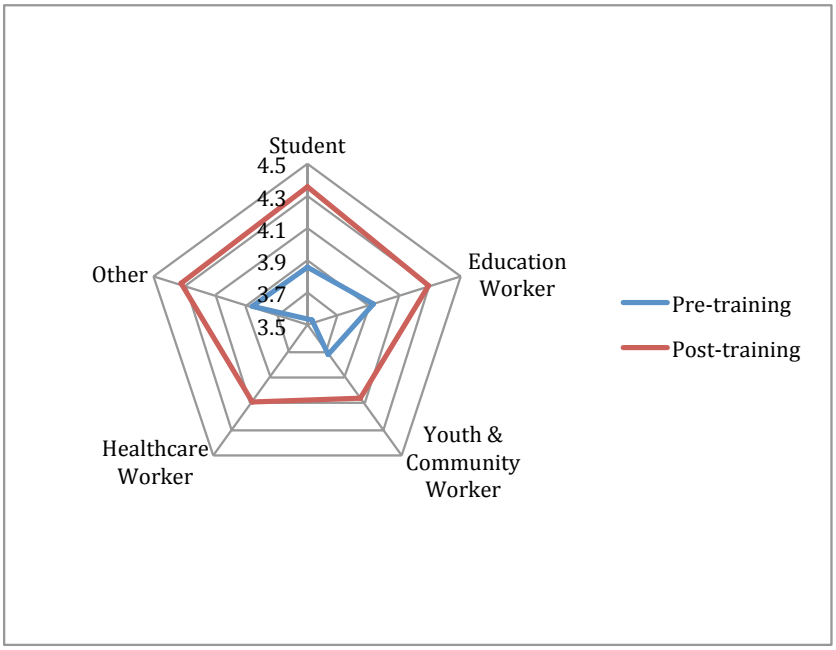


Figure 27 illustrates that there were improvements in participants' self-reported ability to identify controlling, coercive, and abusive language and behaviour in intimate partnerships or similar (all $p <$ .01). The most significant change in self-evaluations was found among students ($F_{(1,72)} = 11.18$, $p <$ .001; *M* pre-training = 3.84, *M* post-training = 4.39) and health care workers ($F_{(1, 231)} = 9.82$, $p < .002$; *M* pre-training 3.87, *M* post-training = 4.19).

FIGURE 27: Able to identify controlling, coercive, and abusive language and behaviour in intimate partnerships or similar.

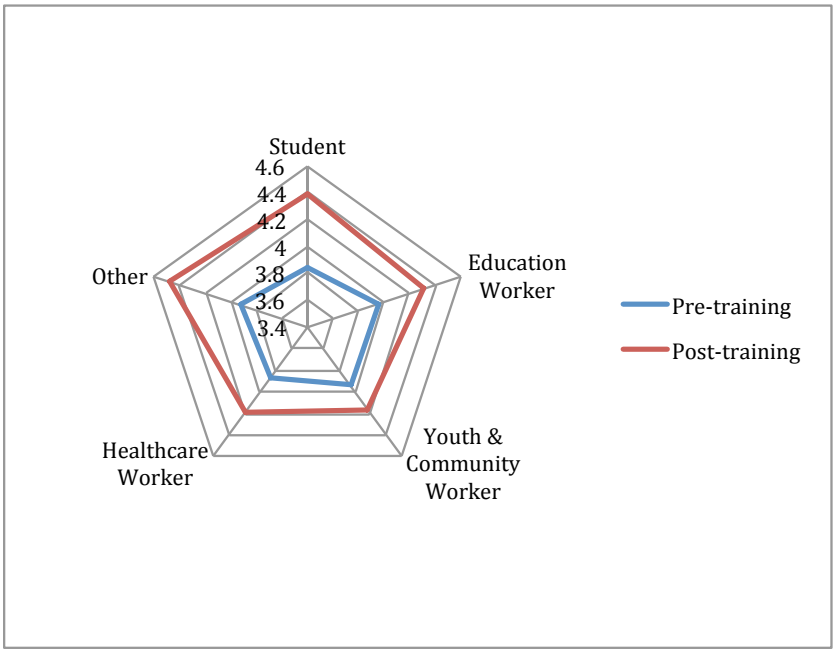


Figure 28 illustrates that there were improvements in participants' self-reported ability to identify sexualising behaviour and language (all $p < .03$). The most significant change in self-evaluations was found among students ($F_{(1,71)} = 13.08$, $p < .001$; *M* pre-training = 3.81, *M* post-training = 4.36), youth and community workers ($F_{(1, 403)} = 16.54$, $p < .0001$; *M* pre-training 3.94, *M* post-training = 4.28), and health care workers ($F_{(1, 235)} = 17.50$, $p < .0001$; *M* pre-training 3.84, *M* post-training = 4.27). One explanation for this is that Youth and Community Workers felt and so rated themselves as more able to identify it beforehand. Certainly for the UK, this is already usually within expectations of the role.

FIGURE 28: Able to identify sexualising behaviour and language

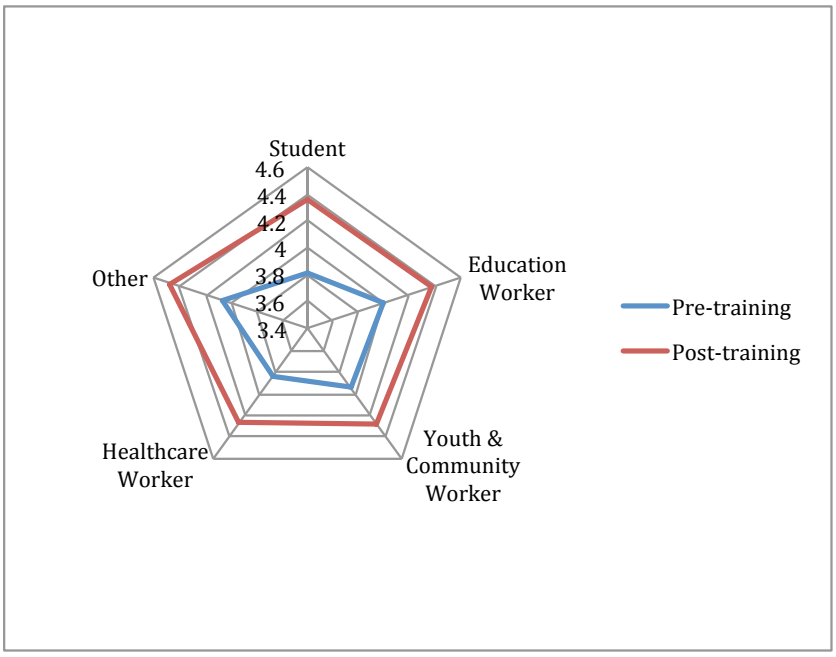
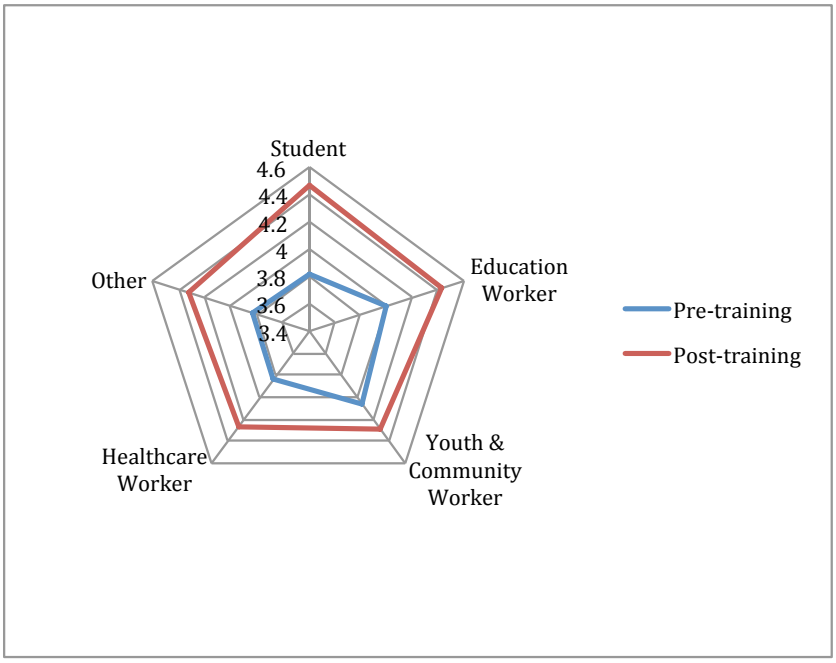


Figure 29 illustrates that there were improvements in participants' self-reported ability to identify discrimination based upon sexual preference (all $p < .01$). The most significant change in self-evaluations was found among students ($F_{(1,72)} = 17.55$, $p < .0001$; *M* pre-training = 3.82, *M* post-training = 4.47), health care workers ($F_{(1, 236)} = 25.87$, $p < .0001$; *M* pre-training 3.83, *M* post-training = 4.32), and education workers ($F_{(1, 94)} = 8.50$, $p < .005$; *M* pre-training 4.00, *M* post-training = 4.43).

FIGURE 29: Able to identify discrimination based upon sexual preference



KNOWLEDGE

Figure 29 illustrates that there were significant improvements in all participants' self- reports of their knowledge when dealing with sexist language and behaviour (all $p < .001$).

FIGURE 30: Knowledge to deal with sexist language and behaviour

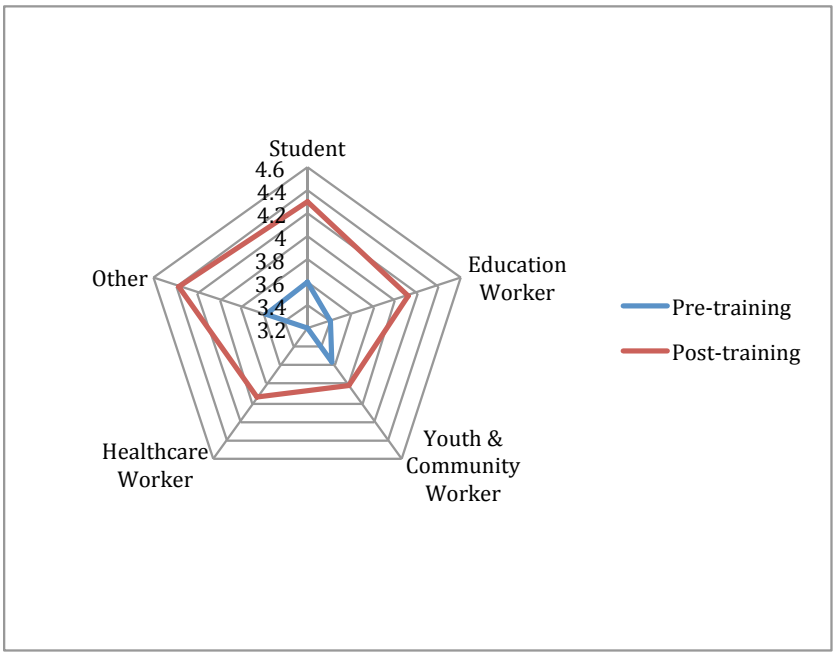


Figure 31 illustrates that there were highly significant improvements in all participants' self- reports of their knowledge when dealing with gender norms and expectations (all $p < .0001$).

FIGURE 31: Knowledge to deal with gender norms and expectations

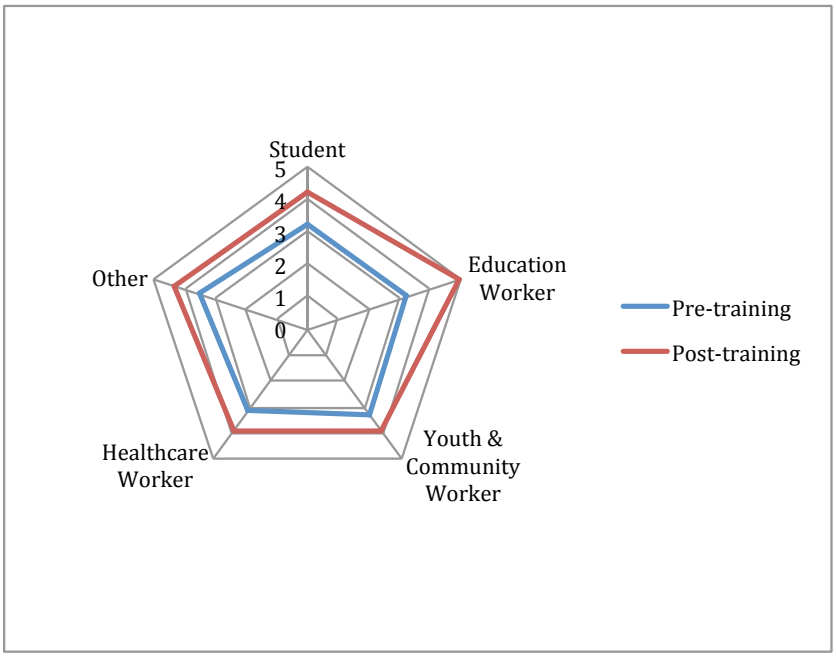


Figure 32 illustrates that there were highly significant improvements in all participants' self- reports of their knowledge when dealing with controlling, coercive, and abusive language and behaviour in intimate partnerships or similar (all $p < .0001$).

FIGURE 32: Knowledge to deal with controlling, coercive, and abusive language and behaviour in intimate partnerships or similar.

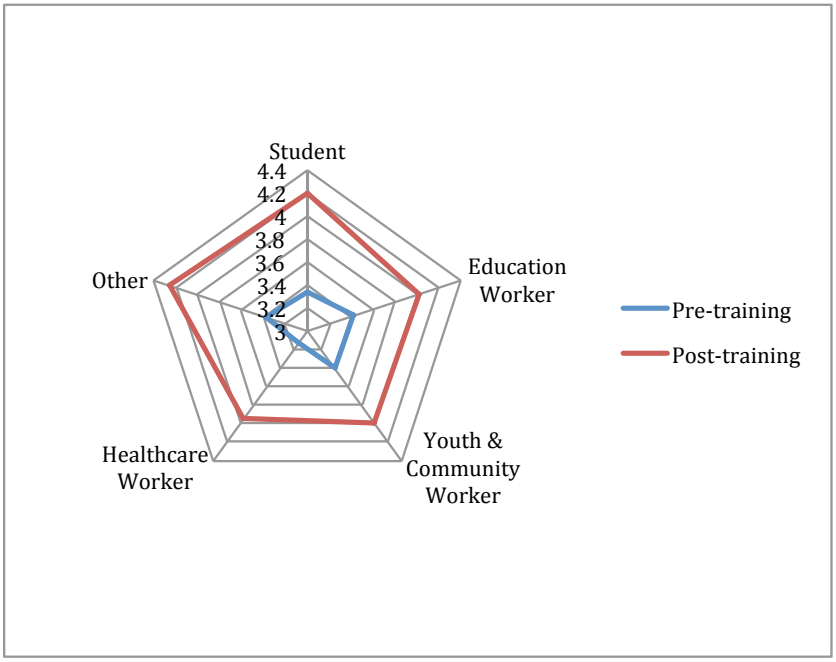


Figure 33 illustrates that there were highly significant improvements in all participants' self- reports of their knowledge when dealing with sexualising behaviour and language (all $p < .003$).

FIGURE 33: Knowledge to deal with sexualising behaviour and language

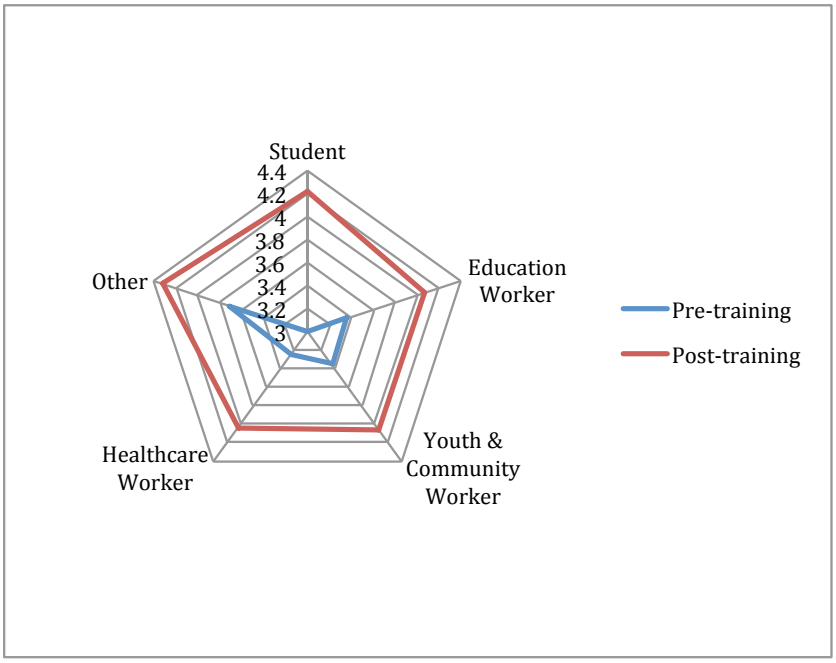
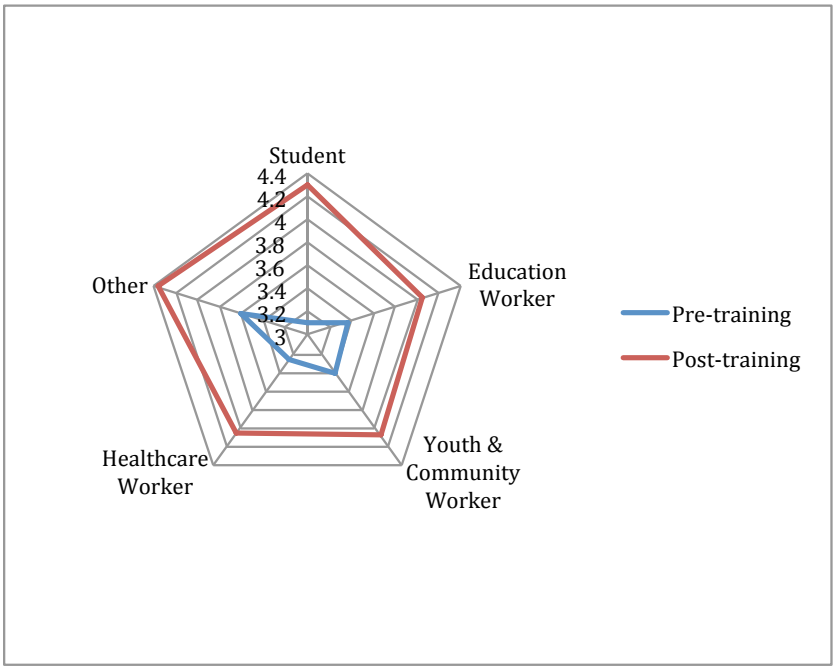


Figure 34 illustrates that there were highly significant improvements in all participants' self- reports of their knowledge when dealing with discrimination based upon sexual preference (all $p < .001$).

FIGURE 34: Knowledge to deal with discrimination based upon sexual preference



PROVIDING SUPPORT

Figure 35 illustrates that there were highly significant improvements in all participants' self- reports of their knowledge and ability provide support regarding sexist language and behaviour (all $p < .001$).

FIGURE 35: Know when and how to provide support regarding sexist language and behaviour

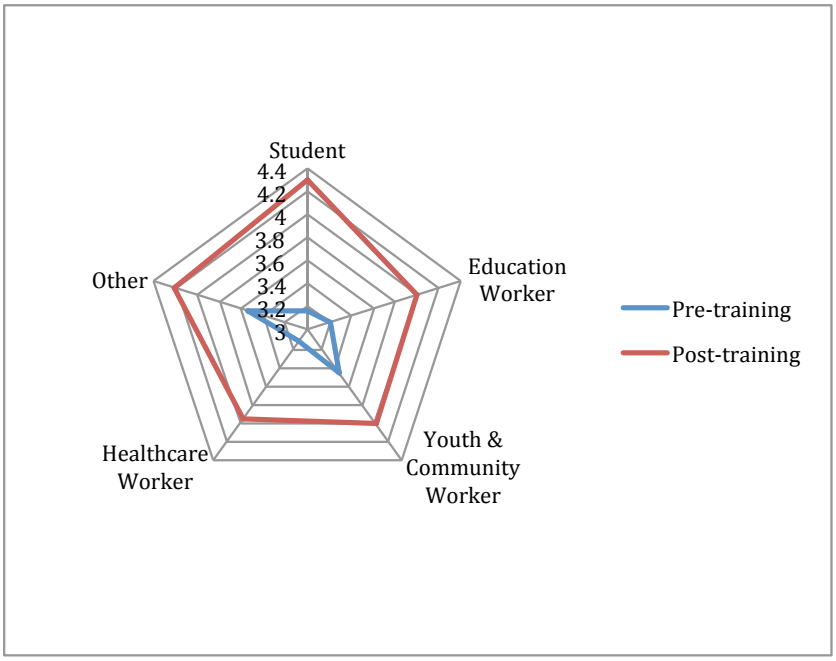


Figure 36 illustrates that there were highly significant improvements in all participants' self- reports of their knowledge and ability to provide support regarding gender norms and expectations (all $p < .001$).

FIGURE 36: Know when and how to provide support regarding gender norms and expectations

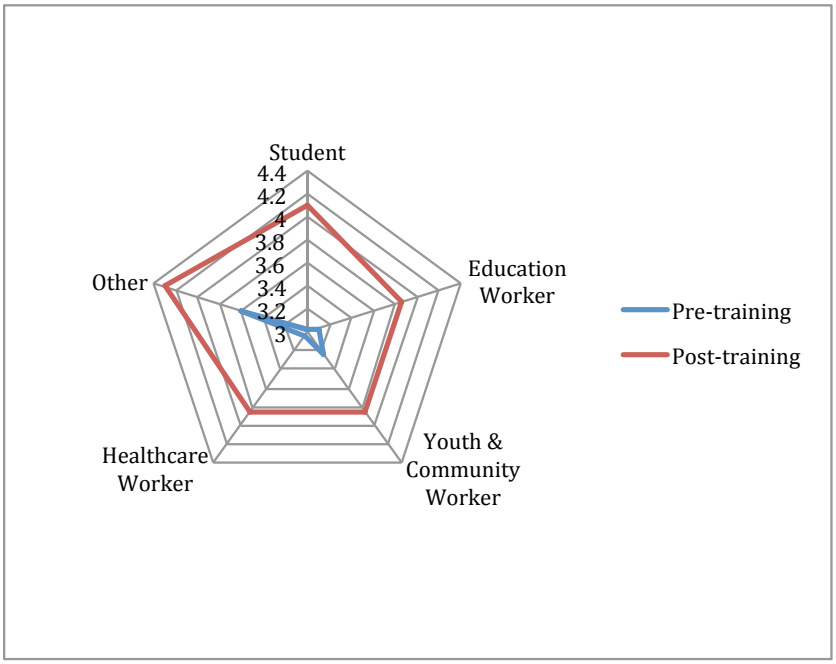


Figure 37 illustrates that there were highly significant improvements in all participants' self- reports of their knowledg and ability to provide support regarding controlling, coercive, and abusive language and behaviour in intimate partnerships or similar(all $p < .003$).

FIGURE 37: Know when and how to provide support regarding controlling, coercive, and abusive language and behaviour in intimate partnerships or similar

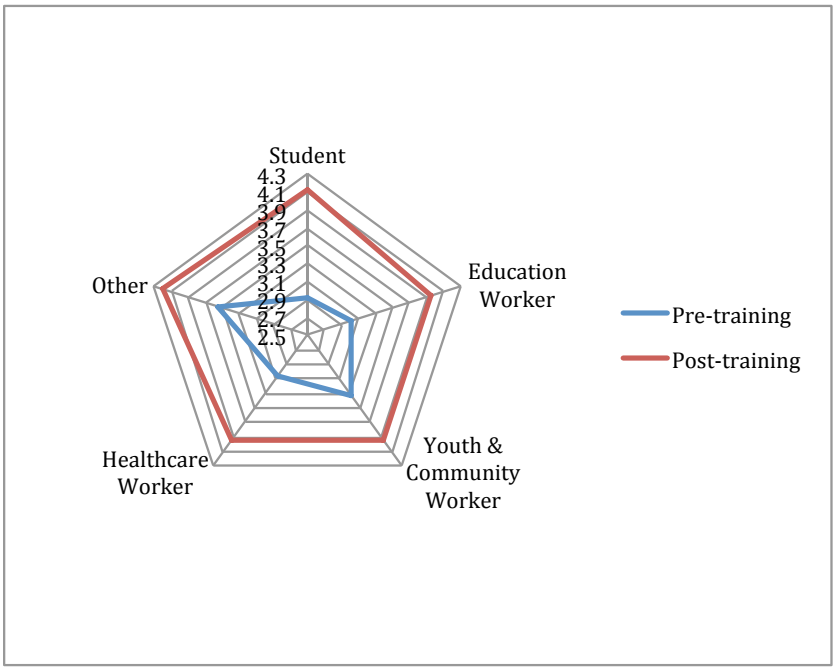


Figure 38 illustrates that there were highly significant improvements in all participants' self- reports of their knowledge and ability to provide support regarding sexualising behaviour and language (all $p <$ .001).

Figure 38: Know when and how to provide support regarding sexualising behaviour and language

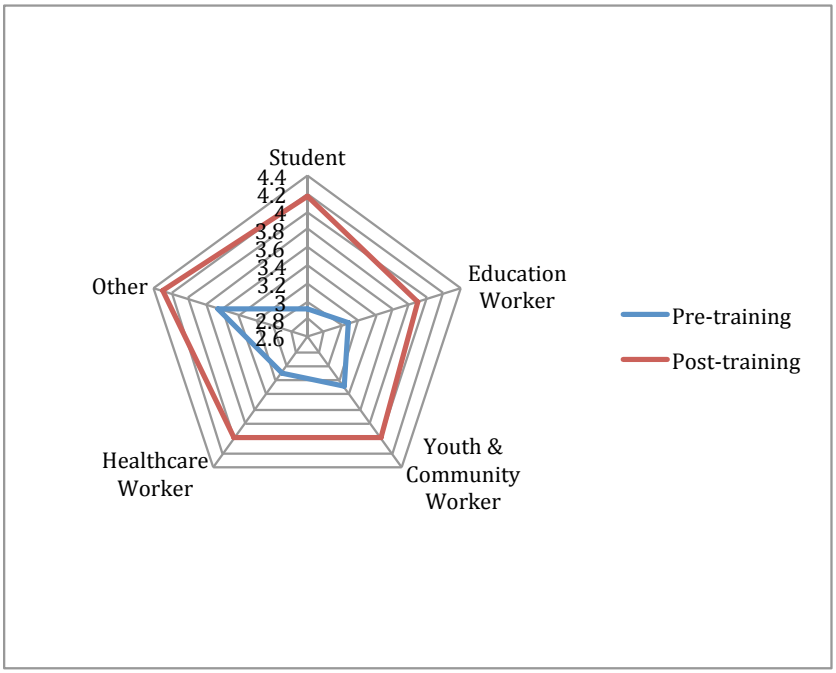
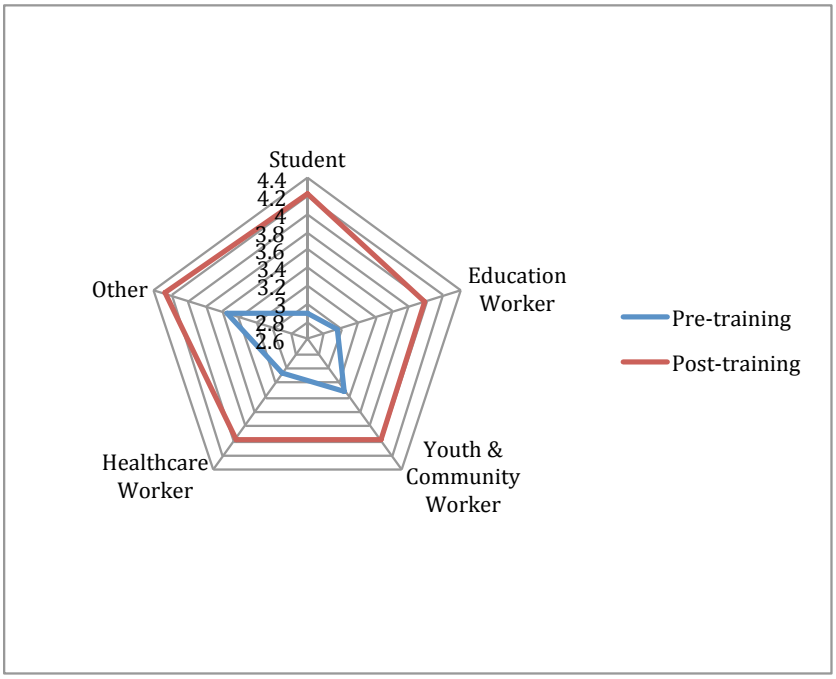


Figure 39 illustrates that there were highly significant improvements in all participants' self- reports of their knowledge and ability to provide support regarding discrimination based upon sexual preference (all $p < .0001$).

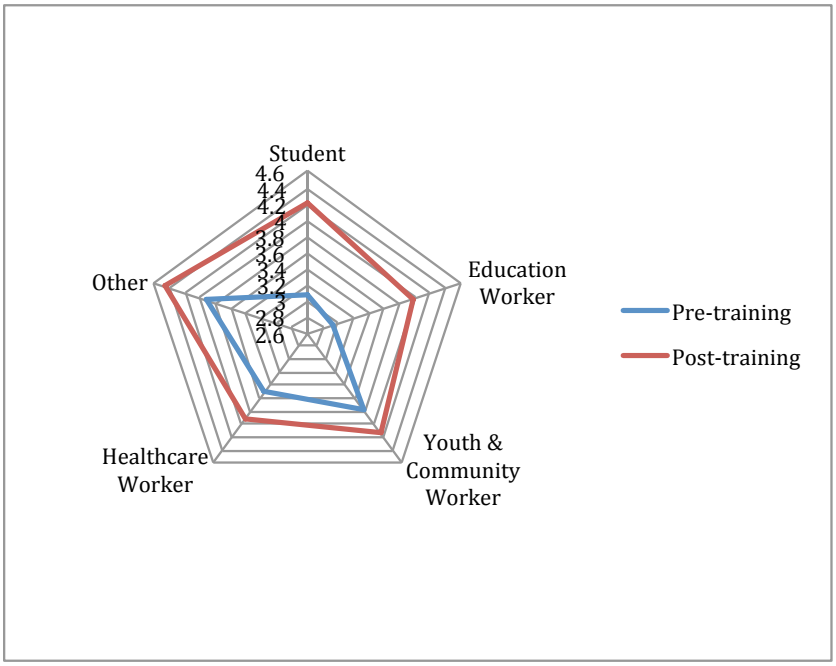
FIGURE 39: Know when and how to provide support regarding discrimination based on sexual preference



CREATING A SAFE AND COMFORTABLE PLACE FOR YOUNG PEOPLE

Figure 40 illustrates that there were significant improvements in all participants' self- reports of their ability to create a safe and comfortable space for young people (all $p < .02$). The most significant change in self-evaluations was found among students ($F_{(1,72)} = 30.53$, $p < .0001$; M pre-training = 3.08, M post-training = 4.22), youth and community workers ($F_{(1, 395)} = 22.76$, $p < .0001$; M pre-training 3.79, M post-training = 4.13), and health care workers ($F_{(1, 224)} = 16.89$, $p < .0001$; M pre-training 3.51, M post-training = 4.91).

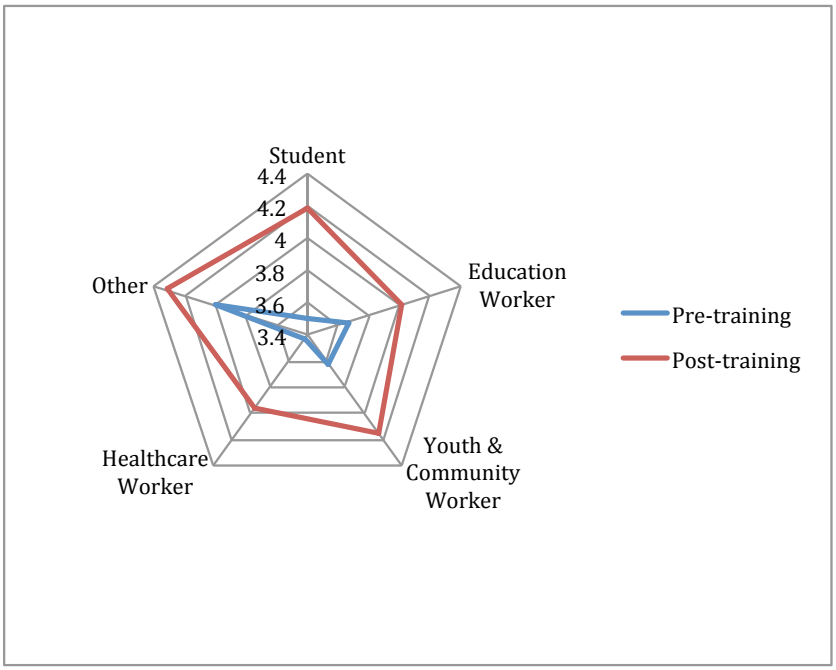
FIGURE 40: Know how to create a safe and comfortable place for young people



ENVISIONING STRATEGIES FOR PROMOTING GENDER EQUITY

Figure 41 illustrates that there were significant improvements for the majority of participants' self-reports of their ability to envision strategies for Promoting Gender Equality ($p < .0001$ for students, education workers, youth and community workers, and health care workers). However, the results from those trainees from 'other' professions (law enforcement, police, law, and local government) suggest that their outlook had not significantly changed after the training, ($F_{(1,51)} = 3.96$, *ns*; *M* pre-training = 4.00, *M* post-training = 4.32), although the results were positive suggesting some improvement.

FIGURE 41: Able to envision strategies for promoting gender equity in my organisation/ institution



5.4 Summary

The results across the four countries indicate that the training provided by the GAP WORK Project has been successful in improving the ability of students, education workers, youth and community workers and health care workers to identify various aspects of GRV, to improve their knowledge of the issues, and reflect upon and provide an assessment of their ability to implement support. While there are individual variations between each country's findings, it is clear that the training had a significant effect upon the self-evaluations of attendees generally and this suggests that the programmes delivered by the GAP WORK teams are effective, at least in the short-term. Further evaluations will be required to determine the long-term efficacy (impact) of the training.

The analysis in this chapter was conducted by Professor Ian Rivers, the survey was set up by Malin Stenstrom and the data were collated and cleaned by Jokin Azpiazu-Carballo and Anna Velasco, to whom we are very grateful.

6

6. LESSONS FROM THE FOUR GAP WORK PROJECT ACTIONS

A discussion of the findings from each of the four GAP WORK Local Actions considered separately and as evaluated by the Local Action Coordinators.

6:1 Conclusions of the Irish GAP WORK Action

There is a real and substantive interest and need among youth workers in Ireland to explore and address issues related to gender, identity and equality issues overall. We were alerted to how pervasive and 'normal' GBV is in Ireland today. Participants recognised their role, responsibility and potential effectiveness in addressing issues of GBV, particularly with young women and young people who identify as LGBTQ, who are struggling with and trying to challenge gender oppression. Youth workers have a specially privileged role in the social development of young people: they have opportunities to witness and create opportunities for young people to socialise and young people confide in youth workers about personal and intimate issues in a way they do not with other professionals or even family members (National Youth Council of Ireland, 2014). Providing specific training on GBV for youth workers is vital if they are to meet the obligations of their contact with young people.

Therefore, youth workers need training that provides opportunities to develop at three different levels: to examine and explore their own personal and cultural, hidden, assumptions about gender norms and values; an opportunity to explore the current forces of socialisation on young people and the content of these messages; Youth workers need opportunities to develop practice skills for making interventions with young people – including both spontaneous challenges to young people's behaviour or in designing and developing planned programmes - and opportunities to develop and monitor organisational policies and practices that will combat GBV.

Exploring personal experience is intense and intimate work. It requires sensitivity and a carefully measured, slow, pace that allows frequent paired conversations to share thoughts or 'buzz' groups to reflect on the content. Experiential methods work best, although the balance between subjectivity and objectivity can often blur and become imbalanced, challenging trainers to examine the boundaries of professional training and personal development. Participants need to be forewarned that this work can

be emotionally challenging. They need to be given assurances that they do not have to participate in all training exercises and be given information about where they can access further support.

Participants reported that separate sex groups “felt safer” and they found it “easier to discuss” issues when they were in all female or all male groups. Also, in each cohort of students there was at least one student who had experienced severe abuse in their immediate social group or family. Trainers need to be prepared and skilled at responding to and supporting participants who disclose these experiences and others who are in the group. Consistently male participants found it difficult not to feel ‘blamed’ or get defensive in the initial stages of discussions. Gay men said that while they could understand the benefits and importance of being in all female or all male groups, they found it uncomfortable discussing sexism in an all male group. This can provide for important discussions on the dominance of hetero-normative culture and the ‘might-is-right’ message inherent in male stereotyping that leads to the use of violence. However, forming separate sex groups can also impact negatively or become intensely uncomfortable, for those who identify as transgender or who do not want to identify their orientation publicly.

This personal work is necessary for and has a strong impact on youth workers who are role models for young people and therefore must be gender conscious practitioners, despite all its challenges.

Exploring the socialisation of young people provided clear insights into the sexism being promoted through social media, which is targeted particularly at young people and is considerably more intense than what is currently available through public broadcasting and media targeted primarily at adults.

The values conveyed through social media are communicated to young people personally and privately, and this is relatively unmediated by adults who can, in other arenas, monitor, advise or raise questions with young people about these influential sources of information. Consequently, youth workers and those who train them need to become more ‘literate’ in social media; to develop skills to identify, intervene and challenge sexism and GBV in this relatively new public-private space that perpetuates it. Related to this is the need to raise awareness of the link between the sexual liberation of women and its confusion with the sexualisation of women. Participants often noticed their own discomfort with young women’s explicitly sexualised self expression, and confusion about whether this is a liberation or part of the oppression. Opportunities for debate and discussion on this area of gender expression proved to be rich learning about how GBV can be ‘packaged and sold’ as acceptable.

At the systemic or structural level, the inter-sectionality of sexism, homophobia and racism provided a useful analytical tool for understanding how GBV becomes ‘normalised’ and that doing nothing perpetuates it. When considered within the context of human rights, the role and impact of culture and religion/religious based values in the perpetuation of sexism, helped to ‘secularise’ discussions without fear of racism. Recognising that participants are both constrained by social structures and capable of acting as agents within and upon them, invited participants to deepen their understanding of unconscious collusion with sexism by well meaning men and women and strengthen their commitment to addressing GBV.

Participants noted the need to name sexism and gender as a core theme for youth work practice and specifically at organisational and sectoral policy level. Youth work and community work needs to be evaluated and monitored using a gender lens. This involves practitioners consistently disaggregating measures of inputs and outcomes of their work for young women and young men.

Finally, once participants began to appreciate the pervasiveness of sexism and GBV there was often a sense of being overwhelmed. This was combated when the training moved to identifying concrete ways that practitioners can intervene, interrupt and combat sexism in their everyday lives and work. It was noted how little work is being undertaken in youth work contexts on gender roles and

masculinity with young men or with young women on their experience as young *women* rather than their experience of being young people. It was noted that there was little being done on developing respectful, healthy relationships (outside of sex education programmes where it is dealt with in a small way). Further, many practitioners were unaware of where to get programme materials. (To this end, NUI Maynooth are developing a resource catalogue and providing a tool kit of the specifically focussed modules we designed for this project).

In conclusion, this GAP WORK has deepened our commitment to making gender conscious training central to our programmes and increased our understanding of the current needs for focused GBV training for youth practitioners which we will support in the field.

There have been many other lessons learned about the content and process of training for youth workers in the area of gender conscious work that space does not allow for here. The National Youth Council of Ireland have invited us to present on our learning at their Annual Youth Work Conference in November, which will focus specifically on gender conscious youth work. We look forward to contrinued development of this important area of training and education of youth workers in Ireland and Europe.

6:2 Conclusions of the Italian GAP WORK Action

What has been learned about good practice in training on GRV?

LGBTQ community-related themes continue to be mostly ignored. In this training experience, thanks to the concept of GRV, it proved possible to tackle such themes, providing stimulus and engendering reflection. Starting from an analysis of the construction of sexual identity in our society, and challenging the binary, heteronormative and heterosexist vision of gender proved itself a valuable method, which supplied new understandings and terminology. It also paved the way for a broader reflection on the various types of GRV and the invisibility of such violence as a result of heteronormativity.

It was important to have the participants explore the cultural roots of violence, and the violence built into the language, even before behaviour. At the same time, it was essential to provide effective anti-violence tools for everyday use. Of these, the local network is surely the most important: it is not sufficient to supply information on existing services. The trainees must gain a clear understanding of their workings, their functions and the areas of competence of the various nodes. They must learn how and when to use the services. The fact that GAP WORK trainers, through their services, are part of the city network definitely helped: the participants were able to exchange views with professionals who, besides being trainers, work on a daily basis within the network and therefore could refer to the workings of the network with concrete examples and cases. Their willingness to help enabled participants to begin using the network from the start, asking for advice on actual cases and beginning to move between the different services. In a city like Torino, where services are numerous, merely offering a list of services would be disorienting, instead people need teaching how to begin moving in the network. The people who participate in a training programme of this type must complete the course and return to their daily jobs not only with more information, but also having acquired an awareness of being professionals who operate in a certain social and legal setting and that, in order to combat situations of GRV, they may, indeed, they should work with the network.

FINDINGS REGARDING TRAINING METHODS

The methods used by the trainers (individual and group exercises, classroom discussions, and exchange of opinions with the trainers) had significant positive effects in ***providing supportive for professionals to share and confront workplace difficulties***, and in ***generating reflexivity*** – allowing workplace incidents from the past to be reconsidered and viewing personal experiences in a new light, for instance, recognising that they or fellow workers assumed the heterosexuality of clients or colleagues.

Training for professionals on GRV should make use of interactive methods, providing ample time for exchanges between trainers and trainees, and among trainees. To this end, it is essential to create a favourable climate in the class, starting with the 'classroom agreement'. Continuity in the presence of the trainers enables this climate to persist. Having too many trainers take turns does not help and hence a compromise must be found between the necessary presence of reference figures throughout the training period and the need to have experts at hand to address specific themes. If a training programme extends over several days, involving several different trainers, the ones that meet the class first should talk to the trainers that replace them about what went on in the class and even provide details on the cases of GRV discussed, so that, if deemed useful, the discussion might be resumed during subsequent sessions of the training.

The trainers' examples and case studies proved very useful. At the same time, the participants often sought answers that might serve as solutions to any situation they might encounter. Trainers need keep reminding people that there are no ready-made solutions or remedies that apply to all situations: there are tools that we can use, keeping in mind that each case will be different from another.

The novelty and criticality of the topic highlighted the need for new modalities and criticalities in teaching and new teaching materials**.**

Another factor promoting positive interaction and proactive participation is the size of the class: with more than twenty attendees, managing the class might prove exceedingly demanding, setting limits on the participation of everyone.

THE NEEDS OF DIFFERENT PROFESSIONAL GROUPS

The discussion of legal aspects was adapted to the occupations of the participants. Training for medical-healthcare professionals devoted more time to the effects of GRV on people's health. These trainees wanted more specialist information, for instance, regarding intersexuality although encouraged to reflect on the social construction of sex and gender, participants from the healthcare sector requested specific information on the medical treatment of intersex persons.

The students expressed a desire to study gender and violence related issues within the framework of their university decree courses. Classroom training cannot suffice for people who have not been able to operate in a work context and cannot relate the topics addressed to concrete cases and the experience acquired over the years by the other participants. The training programme was a unique opportunity for the students, but no matter how interesting and useful it may be rated by the latter, it can only serve as a stopgap with respect to the gaps that are typical of academic studies when it comes to such topics.

Participants across the various groups would have liked to spend more time on legal aspects. But while the time devoted to these aspects was in fact rather short, we may wonder whether this is an actual training need for professionals not working in a legal/judicial environment or is a need induced by a social context which has been witnessing an escalation in the number of legal actions

against healthcare personnel, fuelling their anxiety about making mistakes, and, where teachers are concerned, has diminished their role and their authority in the eyes of the family, while increasing their uncertainty as to their responsibilities.

In future, this type of training should aim for more than 20 hours. The exchange of ideas between trainers with a background in health and those based in social or educational fields could be more exhaustive, making the training style more homogenous, and should be able to meet the requirements of different groups of professionals.

Finally, it is worrying to see that cuts to public and health services are limiting the ability of staff to take effective action to counter GRV within their organisations. This, and the ordinary challenges of integrating new learning into work practice highlighted the need for organisational change, for clear commitment from senior managers and for general education for mutual respect.

6:3 Conclusions of the Spanish GAP WORK Action

'The course has been most influential in improving [participants'] sensitivity; in the identification of categories of violence…; in challenging false beliefs, and motivating a need for change. Now we have conscientious professionals motivated to intervene, and this is a great outcome of the training process.' (T_D)

Many participants felt that they had learnt a lot on the course, especially in relation to LGTBQ GRV and also in their confidence concerning intervention. They were also very satisfied with the exercises undertaken and the resources provided, so we imagine that they have been empowered in the process and gained greater awareness of GRV.

However, as Colás & Jimenez (2006) have argued, awareness does not automatically produce appropriate actions; critical awareness may be the prerequisite, in order to comprehend a situation and to transform it. But, as Bondi (2009) has commented, it is not easy to teach reflexivity, and ongoing personal and collective work is needed in order to learn how to apply knowledge in practice. Following the suggestions of Cook-Sather (2007), and coherent with a feminist pedagogy, we have tried to create opportunities for participants to gain critical distance from their experiences and then to analyse them. This process is time-consuming, and participants on the training recognised that. Indeed, an increase in the length of the course was consistently requested.

The trainers and researcher were also pleased with the outcomes from the course, and the positive feedback given by most participants. We retain some doubts about issuing certificates of course completion, and whether this may offer false expectations to institutions and/or some participants. A course that is, in effect, developmental does not lend itself to summative assessment. So the individual development and empowerment of participants cannot mean that all are now ready to intervene autonomously on GRV. Those with a previous awareness may have confirmed their knowledge and improved the capacity for action and may now be considered expert, but most participants are only half way through their development, and some are still at an initial stage. As one trainer put it:

> *'Many [participants] are aware [of their unpreparedness to act]. This is not, however, a shortcoming of the training but a consequence of its limited duration' (T_D)*

The need for a longer training course to follow this has been discussed with associate partners, and we are pleased that one of them (ACJ) has offered to provide such a follow up, in the form of a free course to be delivered between September and December 2014 in their local area. Although this offer was made close to the holiday season, there was a strong uptake, with 20 of our second-round trainees applying. We will also use this opportunity to gather follow-up data, to be analysed as PhD research by a member of our team (Edurne Jimenez-Pérez).

Apart from the problem of limited course duration, we have identified some other elements that could be improved in future training.

THE TUTORIALS

Some participants and some trainers considered the online platform complex. More time is needed to design and implement the interventions, and more time needs to be allocated to the tutorials.

DISTRIBUTION OF MATERIAL TO PARTICIPANTS

In the first round we mainly used the virtual platform to distribute material to participants. In the second round, we circulated a paper folder with introductory information, a course timetable, and some exercises. The latter was more satisfactory, and we consider there is a need to supplement on-line material in this way.

INSISTING ON COMMITMENT TO THE COURSE

Lack of punctuality and absences by some participants negatively affected the dynamics of a face-to-face course that requires people to follow a personal and theoretical journey. We need to find a means to emphasise this from the outset. Also more support is needed from employers to allow time off to attend the course. Many had to attend in their own time, or take holiday to participate.

INTEGRATION OF RESEARCH AND TRAINING

Trainers commented that they felt uncomfortable having a researcher observe their training sessions. We need to find ways to reduce the percived intrusiveness of research observers.

PRESENTATION OF THE INTERVENTION TO TRAINERS

When we realised that we needed to undertake an additional evaluation meeting at the end of the training course it had to be undertaken by the research team, as there was no additional time available for trainers. It would have been better if the trainers had conducted this follow-up, as an organic way to complete the course.

INCREASED EMPHASIS ON PRACTICAL WORK

Participants requested more case studies and problem-solving materials during the course, and we feel more might be done on this aspect, especially on the option of introducing content through problem solving activities. To achieve this, smaller groups would be ideal. Alternatively, we might adopt a two-stage programme, with an initial part dedicated to developing understanding of GRV, and a second part more focussing on intervention.

Apart from these specific issues, we would also note the importance of reflection and self-awareness on the part of trainers, to encourage continuous improvement in training. This has led to changes between the first and second rounds of training, and as a consequence of these developments in pedagogical design trainers reported more confidence during the second round and consequently feeling more comfortable and therefore flexible in the sessions.

Good quality trainers possessing expertise and experience in the course topic are essential. Our trainers were evaluated as good by 70 per cent of participants, and fairly good with minor variability between sessions by another 28 per cent, a very high score overall. However, it is important to note that the materials developed by trainers in the project would need to be adapted for use by others in the future. Recognising situatedness and the effects of intersectionality, we must acknowledge that pedagogical material cannot necessarily be used in its form in different contexts or by different trainers. However, some materials (for example the on-line power point and the cascade resource material) can be good starting points for expert trainers to organise their own courses.

Looking to the future, further research and interventions are needed first, around the issue of participants and trainers confronting their own sexist, racist or homophobic prejudices. As one trainer noted of participants:

> *"We have been able to influence how they intervene, but not enough to make them adopt an intercultural perspective. This is a general need not always recognised" (T_D)*

Second, we note the difficulty of designing the course dynamics to make participants aware of the effect of intersectionality in GRV. This was due in part because we dispose of few literature and example that show how to treat this issue in practices, and in part due to the homogeneity of our participants. When, in one group, two participants were openly trans-, it was easier to facilitate a debate on gender violence that was not simply abstract. This discussion was not focused directly on the trans people's experiences, but their presence made other participants connect with their own experience of normativity in gender practices. We believe that a greater focus on intersectionality in GRV training is extremely important, and deserves more specific research.

6:4 Conclusions Of The UK GAP WORK Action

The quantitative and qualitative UK data demonstrates that the training outcomes of the UK programme were met from the point of view of the participants. They left feeling that they had gained new knowledge, understanding and skills to tackle the themes of GRV explored in the training. They felt that the legal aspect of day 2 was the most useful for them. Additionally, we can see from the action plans that the seeds have been planted for our participants to make initial interventions to tackle GRV with and amongst the young people they work with, and within the organisations in which they are located. There was a high level of planned activity as result of training. Each type of professional at each level had a meaningful action the training had put them in mind of and all identified that organisational change was needed.

Saying this, the current data set does not allow us to make conclusions on whether the new knowledge and understanding of GRV as an effect of power inequalities has been embedded as praxis amongst our participants. Both trainers and researchers were concerned that the concept of GRV was being translated differently, depending on philosophical positions and professional experiences of both trainers and participants. This risked the theoretical incongruence described earlier. Further analysis

is needed that explains how actions were discursively constructed, and if we achieved legibility in the work context. In addition, the training perhaps underestimated the role that location/space and positionality played. For example, for those in faith based work settings, there was a complexity of taking 'secular' feminism/critical pedagogy to (often heterosexual male) communal leaders from an orthodox faith resistant to some of themes within GRV. These participants need more intensive support to navigate a path to embed the training in their practice.

Moreover, it is yet to be determined if a feminist/critical praxis can be achieved from attending a short burst of continuing professional development. This is evident by participants highlighting that making the changes needed to tackle GRV required managerial and strategic level input. It was noticeable to many that very few senior managers attended the training. In addition, the group observations highlighted that there was a level of anxiety about being supported by organisations/institutions and the impact that professional 'audit' cultures have on attempting to form a critical praxis. For example, some trainee teachers highlighted the de-extended school day and narrowing of curriculum as an obstacle to embedding the training in practice. Others highlighted lack of resources in voluntary sector where much youth work is now delivered. One of the trainers who are also an experienced youth worker raised concern that 'Pandora's box' had been opened and that participants needed supervision and development support for it to be meaningful. These issues will be explored in more detail as part of follow-up interviews to be conducted from Brunel University London.

7

7. CONCLUSIONS FROM THE GAP WORK PROJECT

The conclusions drawn by the project coordinator and manager on the basis of reports of local evaluations and from the experience of coordinating the Project.

7:1 An Overview of Findings

Four sister training programmes were designed, developed and piloted between February 2013 and late 2014 and future academic publications will share the learning from each. The different training logics and political interventions they make, as well as the more nuanced differences of social change projects in particular cultural contexts deserve to be read in more detail.

The Irish Action developed specialist training particularly a particular professional group, youth and community workers, and managed to make a broad intervention by training practitioners already 'in the field'. This team probably produced the most sustainable action because new training is integrated into initial practitioner education at university, so that is an impressive legacy.

The UK training had intended to do this, but initial teacher education managers did not accept the offer of this free training even though the same staff had previously delivered smaller chunks of it in-house and without certification. Accreditation was difficult to obtain in the time period in the UK but an influential NUT (National Union of Teachers) endorsement was valuable. The UK training was a model of evolving training over successful cohorts and identified lessons about organisational issues that would be important to heed in any wider 'roll out', including regarding the significance of relationships with gate-keepers.

The Italian Action made the biggest intervention among health sector staff and succeeded in obtaining an external accreditation, which probably helped attract medical personnel to the course. However they then faced the difficulties created by this in that they were unable to 'evolve' the course as the trainers developed their ideas over successive cohorts of the training impact, an issue exacerbated by the condensed time period of the project.

The Spanish, like the Irish Action, sought personal change and reflexivity about trainees' social positionality and experiences. It perhaps had the strongest claim to measurement of learning or personal impact of the training, having trainer evaluations of learning, trainee self-report, observation and an indicator of learning from the online assessments completed after training. Spain and the UK teams also have information about the interventions the trainees planned to make in their workplaces

on the basis of their training experiences. These are a great resource for other professionals to see and are available to download from the Local Actions blog (**www.gapwork.cat**). They can also be viewed as indicators of the value of the training in terms of shaping interventions on GRV, and of how the learning in this project might, we hope, bear fruit in practice. In the Spanish case, the interventions are usually through group-work and have been actioned before the final training session. These are the team and with the most extensive data sets, much more than could be analysed in time for this report. We hope to include some videos of trainees' presentations and their interventions on a Vimeo channel for the Project.

The training programmes and their full evaluations when published should be read in full, but for now, looking across the four Actions it is possible to identify the following pointers and recommendations for future training development and delivery.

7:2 Training-related Recommendations

Important factors in the quality of an overall training programme include:

The trainers – a confident, well-prepared trainer needs to be supported by a co-facilitator, and we recommend that any researcher role is held by someone else: ideally this role division between research and training functions lasts the entire training programme. When different trainers deliver different parts of the training course, theoretical coherence, as well as continuity of training style (or explicit justification of an alternative style) have been identified as key issues. However where the training programme was designed jointly from the start this coherence was more easily achieved. We also recommend that trainers observe each other's sessions. Handover between trainers is another key factor in the quality of the experience for trainees. The time allowed for handover should be enough not only to comment on the dynamics of the group, but will ideally also allow a discussion of the learning styles and pace managed or preferred, and we recommend even the sharing of examples or case studies so that discussions might develop on the same examples to incorporate new information from a subsequent day. One training team used a template in the form of a table to communicate the handover notes, and a face-to-face debrief of the trainer by the researcher at the end of each training day, although we acknowledge that staffing this is significant demand.

Training group size - the importance of trainers being prepared to respond to individual disclosures, and the value of co-facilitators to manage group dynamics. The financial planning for this project was based on 20 trainees and two trainers per group. However in two teams, when smaller groups resulted, the trainers reported very positive dynamics and training experience. A more intimate atmosphere is created in a smaller group, which suits the more reflexive and personal exercises. For a group size of 20, we generally found that two trainers (or a trainer and co-facilitator) were essential. Indeed for potentially sensitive materials such as on violence, two trainers are always needed in order to be able to support and respond to new realizations or disclosures by participants.

Trainee preparation - standard good practice in training is the agreement of ground-rules and we recommended youth and community work practice style flip chart list of 'ground rules' or 'classroom agreement' including confidentiality or directly stated 'what's said in the room, stays in the room', and that it is 'okay to disagree, but criticize a point not a person' and 'put your view into words, rather than express it non verbally (by a laugh or a snort'). The benefit of flipchart and pen or smartboard technology is that it can remain visible throughout the training course so trainers could refer back to it if necessary.

Furthermore, we recommend thorough preparation of trainees for the topic and the type of activity and discussion style, so that participants arrive knowing whether it is likely to have an emotional impact

and whether they will be sharing personal examples or working solely with vignettes and scenarios provided. Trainees particularly appreciated being informed precisely when any particularly emotionally impactful activities would take place, at what time they would end, and we recommend a specific agreement that trainees will not leave the session earlier to avoid them missing the closure or debrief by trainers. Participants should sign up willingly and in full knowledge of the topic, personal distance preferred and possible personal and professional risks.

The distinction between **training and educational approaches** can be helpful here. Coherence among trainers on a team needs be over this aspect, as well as theoretical or political coherence because there are distinctly different aims for sessions understood as education in contrast with those viewed as training. For instance, a trainer might intend a particular value change as the outcome of training, whereas an educator might view their role as opening a new terrain for reflection, enabling new questions and potentially personal and professional development.

Professional groupings – our findings are mixed as regards whether to establish groups for a mix of professionals which can enable practitioners to learn from each other, or the potential for more specialist training for particular professional groups. We have seen a value in both. One recommendation we have relates training approach and pedagogy to professional status: we suggest that when training groups of diverse professionals from allied fields it is best to group them with those who share a similar degree of professional autonomy or status. This way they are more likely to share a sense of their power to shape practice or the level at which they can intervene.

In addition, we note the following as regards an **approach to training on gender-related violence**:

- The importance of locating gender-related violence in gender inequality;
- The need to recognize the structural inequalities and cultural exclusions that intersect, particularly race, ethnicity, age, sexual orientation and class;
- The potential to develop training around the concept of GRV or GBV, but the need for theoretical coherence across or logics that unite a training programme;
- The need for trust and confidence in support and confidentiality when reflecting critically on practice, and the importance of a political framework to locate poor practice in social values and not necessarily individualise blame;
- The value of enabling reflection on work-place dynamics and staff experiences, as well as clients' experiences of violence/inequality, but also the risks entailed in this for trainees (so, for instance, trainees should know if training groups will include work colleagues);
- The value of questioning what is identified as violence and what goes unproblematised – both in young people's experiences and in workplace dynamics. Opening up the definitions in use by considering current work practice can be powerful in generating practitioner reflexivity;
- The need for trainers to have information for individuals seeking support regarding the issues raised by attending the training and to acknowledge the potential personal impact of the training to prepare trainees;
- The potential to employ diverse training approaches to managing the personal connections to topics such as this. One team employed distancing techniques and another organized male and female only discussion groups and encouraged the sharing of personal experience. Much feminist experience of consciousness-raising exists and along with Freirean practice, these tend to inform youth work pedagogies.
- The importance of getting a good balance between 'hope' and 'despair' when training on violence or abuse, especially when increasing awareness is an objective.

- The over-riding importance of avoiding judgmental attitudes creeping into training by emphasizing the pedagogy of personal reflexivity and challenge and the social change approach that locates the heterosexist, sexist, racist environment as the problem and understands us all (trainers, trainees and researchers) as produced through our social and specific environments.

7:3 Planning and Organizational Issues, Recruitment and Marketing

From our various experiences we note:

- The value of prior needs assessment that also plots what training is already available and prioritized for staff;
- The importance of marketing to professionals using the terms that have purchase for them and their managers;
- The value of certification and its incentive for practitioners;
- The need for several months' lead-in time for successful recruitment;
- The advantage of offering date flexibility for busy professionals to be able to select from a range;
- The potential significance of gatekeepers in shaping commitment to the training (and attendance);
- The necessity of managerial level support and active interest in training to enable implementation of learning in practice afterwards;
- The value of a relatively flexible training schedule that allows the focus of a late activity to remain open so that practitioners can identity (new) priorities or reflect on their application to practice;
- The use of preparatory work with gatekeepers including regarding objectives, values and context-specific issues and concerns;
- The challenges of collaborations between organisations to produce a joint training programme – and the time such a project requires;
- The need for clarity about decisions, responsibility and final sign off;
- The value of allowing trainees to 'catch up' a missed session;
- The tension between maximising impact on a service or workplace by training all staff and the risks this poses for disclosure of personal or professional experiences;
- The value in maintaining consistency of trainers over the training days for content coherence and to understand the trainees' learning journey and to offer an emotionally 'containing' experience.
- If online learning platform (e.g. moodle) is being used, the importance of ensuring that all participants, and of course, all trainers, have adequate training and help at hand to use these effectively. Consideration might be given to whether some trainees are beginning from a different starting point with these facilities.

7:4 The Evaluation of Training

Some of the points we feel we have learned about the *evaluation of* training from the four Local Actions include:

- The value of maintaining distinct Trainer and Researcher roles during training;
- The potential for research practices and training objectives to conflict;
- The value of longer-term follow-ups in order to assess impact on workplace practices;
- The value of external measures of learning, in addition to self report;
- The value of incorporating trainers' reflections on a group's dynamics, experience levels and expectations;
- The sensitivity needed by coordinators to deliver constructive criticism and feedback to trainers;
- The need for trainers to embrace a developmental approach for themselves and in this case, the pilot-nature of the training;
- The possibility of combining research interests with feedback in activities about applying knowledge to practice in the final training session (subject to participant consent to research involvement);
- The need to explain clearly the relationship between committing to the training and opting into the evaluation of the training or research thereon (this varied with local research ethics practices).
- The over-riding value of promoting a feminist model of evaluation that aims to prioritise the empowerment of participants and evaluates against social justice or transformational aims.

7:5 Learning About Managing Projects of This Size

Some observations about managing a project of 11 partners include:

- The tension in cross-national work between having a centralised or pluralistic design;
- Subsequent compromise between producing comparable data and site-specific interventions. This project prioritised the latter (the Actions were locally designed);
- The value of shared indicators for data measures such as in relation to the impact/learning of the trainees, a Bronze/Silver/Gold scale allowed us to rank measures for whether they offered evidence of learning or merely self-report;
- The political logic and conceptual dynamics created by centring a project in a country and language;
- The deeper recognition of the fact that concepts do not necessarily translate directly;
- The potential further complication where local languages are multiple and some participants swap freely between languages, but not all a group might do so, did not create any particular problems in the Catalunyan context, however trainers will always need to make decisions about the language for training and resources;
- The likely disproportionate involvement of the coordinating partner in the action in its own country;

- The value of a division of labour and of staff regarding management between, on the one hand, financial, administrative and reporting aspects and on the other hand, academic functions;
- The need for coordination/management hours to reflect the number of partners;
- The identification from the start of what large organisations such as universities require in terms of decision-making and accountability;
- The tension between collaborative values and intended work practices and university contracts specifying voting and vetoing rights;
- The challenges of staff turnover in small teams;
- The difficulty of writing in a plurivocal way without unhelpfully losing a narrative;
- The difficulty of conducting an analysis of international policy sets from one country, and with competing priorities (the Action) for staff;
- The difficulties of ensuring organizational compliance with funder reporting requirements.

7:6 Learning from across the GAP WORK Project as a Whole

The GAP WORK Project has included an ambitious number of partners (11 partners from four EU countries and two Associate partners from one EU and one non-EU country and a growing number of associate partners during the project), which were well organized through a system of one LAC per country. Each LAC attended all partner meetings and was in constant contact with the scientific and administrative coordinators who represented the lead partner. At the same time the LAC coordinated local partners, developed training with them and ensured that they were connected with the overarching project. This worked very well, to make sure local issues were heard and incorporated, as well as on an organizational level to simplify communication (local meetings could be held in local language, and project partner meetings were easier to organize with only LACs attending).

However, for future projects, we would suggest that all partners join the first coordination meeting at the beginning of the project, to make sure all have a chance to clarify questions with the lead partners' scientific and project manager. This also helps to create a feeling of a joint project from the beginning. Furthermore we would strongly recommend that with a project of eight or more partners over more than one year, a full-time project manager is involved, to keep partners up to date with financial and administrative procedures, and collect relevant reporting documents for the financial justification to the EU. The project manager is also an essential help to the scientific coordinator, with circulating information to partners, keeping or revising the project calendar and general administrative tasks such as translation and editing of reports and working documents. The GAP WORK coordinating team has at times felt stretched because a lot of administrative tasks inevitably arise within such a complex partner structure, and a short period to conclude the project.

A criticism of the overall project stems from the limited time span provided for overall implementation. This did not allow for follow-up research to evaluate the impact of the training. In retrospect, 24 months is not very long to design a training course, recruit and deliver it and adequately study its impact, even in the immediate post-training period. The most interesting and important findings – impact on work practice – need studying over the following year or more. We hope to be able to do some of this through PhD studies and follow-up funding.

Among the convictions that we end the project with, some of the most important are that:

- Comprehensive legislation on gender-related violence that also recognises the specificity of young people and adopts an intersectional approach is urgently needed to support situated and effective interventions against gender-related violence.
- Politically, there is still an immense need to problematize everyday social norms and to raise awareness of 'gender violences' and the violence 'of gender' and to de-individualize by recognizing the power relations that structure societies, albeit differently and to differing affects for individuals.
- Amongst professionals there is a gaping need and hunger for training on gender violence (however it is framed), and for on-going support to improve professional practice by implementing learning.
- Legislation and social policies are a hugely important contextual element and it is important for youth practitioners to be informed about the law. This can empower them to adopt a bold stance, because they are confident of legal boundaries. It is also important that practitioners are reflexive about the account of the problem embedded in their work practices and approaches.
- Further and longer-term research is needed to study the efficacy of training to improve professional practice in supporting and referring young people facing violence and intervening to tackle violence.
- Organisationally, explicit roles are invaluable and, in particular, a division of labour regarding management between financial, administrative and reporting aspects and academic functions.
- Pragmatically, the tension between a centralised design or logic that is asserted and pluralistic designs, which would ease comparability, has to be embraced as a creative tension that enables in different ways at different points of the project.
- Centring a multi-national project in a country or language sets up particular dynamics within the group but also conceptually and politically. Translation into partner languages was prioritized, but having a main event to disseminate findings in the UK inevitably advantaged English speakers. The deeper recognition that concepts do not necessarily translate directly is illustrated by the way that, for example, GRV does not translate directly into Spanish and 'violencias de genero' is different and is significantly nuanced by the plural which signifies additional forms of violence that are not usually problematized.
- Research and professional practice need to be in dialogue with activists and those focused on social justice goals in order not to limit aspirations for change or to focus exclusively on the negative. Intervening to tackle gender-related violence and the values that sustain it is a broad aim that needs to mobilise not only professionals in everyday contact with children and young people but to create widespread and profound social change.

We hope these findings are of value to others in developing interventions on gender-related or gender-based violence in their contexts and look forward to dialogue with other trainers and researchers.

8. LEGACY AND RESOURCES

A list of the resources produced by the Project and hence its legacy in each country.

Findings will be widely disseminated among youth practitioners and practitioner educators, as well as academic and policy audiences. A Findings Conference held in October 2014 brought together trainers, academics and professional bodies, and this final report will be launched in January 2015, published in at least five languages (English, Italian, Spanish, Hungarian and Serbian and hopefully also in Catalan) on both websites **http://www.gapwork.cat** and on **http://sites.brunel.ac.uk/gap**. Academic articles reporting on each Action will be in English and the home language. Specific resources generated from this project are for the trainees themselves and their colleagues (the 'Cascade') and for practitioners generally (a lasting Legacy of resources).

CASCADE

Ireland - Title: ***Critical Issues in Practice: Gender-Related Violence Trainer resource for educators and trainers of Professional Community workers and Youth Workers.*** Training pack available (on internal shared driver) for all staff in Department of Applied Social Studies, Maynooth University.

Italy – Title: ***Violenza Legata al Genere: Risorse e Materiali per Professionisti*** **(Gender-related violence: resources and materials for practitioners).**

a) Trainees will be encouraged to access the materials and resources about specific issues (e.g. cyber-bullying, information about the network of services present in Torino). These will be available on the Italian part of the URV GAP blog website: **http://www.gapwork.cat/it/**

b) Posters and/or leaflets were distributed to trainees to be used in their workplace to share learning with colleagues. These will also be available in digital form on the Italian website of the project: ht**tp://www.gapwork.cat/it/**.

Spain – Title: "Jóvenes, género y violencias: Hagamos nuestra la prevención. Guía de apoyo para la formación de profesionales que trabajan con jóvenes" (provisional title) Printed book in creative commons (Editorial URV). This will also be available on-line on the URV GAP blog website: **http://www.gapwork.cat** and on **http://sites.brunel.ac.uk/gap**

There is a preliminary agreement with ACJ for the translation of the Cascade resource (book) into Catalan. Probably to published with the title: ***Joves, génere i violències: Fem nostra la prevenció.***

Guia de suport per a la formació de professionals que treballen amb joves (and as a pdf on the websites above)

UK - Title: Triple booklet: i) ***Unpacking Gender-Related Violence; ii) Promoting Healthy relationships and Sex & the Law; iii) Taking action to combat Gender-Related violence***, resources and activities for Youth Practitioners. Training pack available via mail to trainees, at Findings Conference (October 2014) and via the Brunel University London GAP WORK and the URV Local Actions websites.

LEGACY

Ireland

Title: GRV Resource Catalogue for Community Work and Youth Work Practitioners; **Available electronically, downloadable from: https://www.maynoothuniversity.ie/applied-social-studies/daphne-project**. **Addressed to** Community Work and Youth Work Practitioners.

Italy – Title: **Violenza Legata al Genere: Risorse e Materiali per Professionisti (Gender-related violence: resources and materials for practitioners).**

a) Materials and resources about specific issues (e.g. cyber-bullying, information about the network of services present in Torino) will be available on the Italian part of the URV GAP blog website: **http://www.gapwork.cat/it/**

b) Posters and/or leaflets were distributed to trainees to be used in their workplace to share learning with colleagues will also be available in digital form on the Italian website of the project: **http://www.gapwork.cat/it/.**

Spain

The following folders of Training materials will be available electronically, downloadable from: http://gapwork.cat/index.php/recursos-ca/recursos-produits-pel-gap-work

Title: Training folders

Title: Small glossary of terminology around Gender-related violence

Title: Presentations from the training course sessions

Title: Educational materials produced by trainees

Title: Presentations (in Powerpoint) of conference presentations (see below for details).

Available electronically, downloadable from: http://es.scribd.com/gapwork

UK

Title: Training resource entitled 'Unpacking Gender-Related Violence'. **Available in paper format and electronically, downloadable from:** GAP UK website **Addressed to** Youth practitioners. Also on the future About Young People website and disseminated through youth work for a in the UK.

Title: Legal guide entitled: 'Understand, Identify, Intervene: Supporting young people in relation to peer-on-peer abuse, domestic and sexual violence'. **Available in paper format and electronically,**

downloadable from: http://www.rightsofwomen.org.uk/pdfs/legal/understand_identify_intervenem-peer_on_peer_abuse_for_website.pdf Addressed to Youth practitioners.

OTHER RESOURCES

Ireland - as above. plus National Women's Council of Ireland YFactor Project face book page.

Spain: Available on the local website are:

- List of external educational resources: **http://www.gapwork.cat/index.php/recursos-ca/recursos-ca**
- List of local organisations that work on GRV: **http://www.gapwork.cat/index.php/recursos-ca/entitats-treballen-ca**

NUMBERS TRAINED AND CERTIFICATION

Ireland - 216 people participated in the training and workshops. There was no certification specific to this training.

Italy: 157 professional were trained. Accreditation for medical-healthcare personnel (Regione Piemonte system of recognition of credit in professional development).

Spain- 189 professionals came to at least one session and 164 people attended at least 80% of the training course and qualified for the URV certification. Teachers and other professionals in the first cohort will have the course recognized for national employment competitions by the Catalan Department of Education.

UK- The 128 participants that attended all 3 days of training received a CPD certificate of attendance and participation. This training was also endorsed by the UK National Union of Teachers. In all, 180 participants registered for training with 156 attending at least 1 day of the 2.5 day training.

PAPERS PRESENTED

Ireland

- *Gender Conscious Work With Young People: The GAP WORK Project,* Maynooth University, Department of Education student teachers (March 2014)
- *Training for Gender Conscious Youth Work: A Research Project,* at the National Youth Council of Ireland Conference (November 2014)

Spain

- Biglia, B. and Alldred, P., 2013-07-11 "Generating new understandings of gender violence for work with young people" *Paper presented at the International Congress on Gender Violence: Intersectionalities, International Institute for the Sociology of Law, Oñati, Spain.*
- Biglia, B, 2014-11-11, "Perspectives crítiques sobre la violència contra les dones. Interseccions violència de gènere – heterosexisme" Paper presented at the Jornades d'investigació-acció "Ampliant els horitzons de la violència de gènere", Ajuntament de Parets del Vallés and LaCentrifugadora, Parets del Vallés, Spain.
- Biglia, B, 2014-11-25 "GAP WORK: Improving gender-related violence intervention and referral through youth practitioner training" Talk gived at the I Jornades pel Dia Internacional

per l'eliminació de la violència contra les dones, Sala de Graus del campus Catalunya, Universitat Rovira i Virgili, Spain.

- Biglia, B,. 2014-05-19 "GAP WORK: Improving gender-related violence intervention and referral through youth practitioner training" Talk gived at the Seminari Violència de gènere, Interseccionalitat i Subjectivitat, Universitat Autònoma de Barcelona, Spain.
- Biglia, B. and Jimenez, E., 2014-05-21 "Feminist Research Action: Pitfall, contradictions and strengths" *Paper presented at the annual meeting of the Tenth Annual Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana, Illinois .*
- Biglia, B, Alldred, P. and Inaudi, C., 2014-07-02 "Avaluació de processos formatius en violència de gènere" Talk given at the Seminari Interdisciplinar de Metodologia de Recerca Feminista (SIMREF).
- Cagliero, S. 2014-04-3 ""Violencias de género en Italia: de la agresión sexual al feminicidio" Paper presented at V Aula de Debate de Jóvenes Investigador@s en Temáticas de Género 2014, Instituto Universitario de Estudios de la Mujer de la Universidad Autónoma de Madrid (Madrid).
- Jiménez, E.; Biglia, B. and Olivella, M., 2014-07-04 "GAP WORK. Llenando vacíos en la formación en violencias de género para personas que trabajan con jóvenes en Cataluña" *Paper presented at the V Congreso Universitario Internacional "Investigación y Género 2014", Seminario Interdisciplinar de Estudios de la Mujer (SIEMUS), Universidad de Sevilla, Spain.*
- Olivella, M.; Biglia, B.; Jiménez, E. and Cagliero, S., 2014-09-27, "Unpacking Gender-Related Violence Laws in Spain: Who is considered the subject of law and what are the consequences for social policies?" *Paper presented at the International Conference on Women's Studies, Centre for Research in Social Sciences and Humanities, Vienna, Austria.*

UK

- Alldred, P & Stenstrom, M (2013) How to evaluate training courses on gender violence: a review of European practice, European Sociological Association (ESA) Conference, University of Turin, August, 2013
- Alldred, P & Stenstrom, M (2013) A critique of the aims and objectives of training on gender violence: missing the chance to promote equality? *British Educational Research Association (BERA) annual conference,* University of Sussex, September 2013.
- Alldred, P and N. Levitan (2014) Teachers in England Tackling Gender-related Violence: How is training turned into action? *British Educational Research Association, (BERA) annual conference,* Institute of Education, September 2014.
- Alldred, P (2014) Challenging Heteronormativity with Youth Professionals/in Mainstream Youth Settings?, *BiRecon*, Leeds Trinity University, July 2014.
- Alldred, P (2014) Training for All 'Youth Practitioners': The GAP WORK Project experience, at day conference *"Youth Voices": Addressing Gender Based Violence in Tower Hamlets* (12 November 2014)
- Alldred, P (2014) Addressing GRV as a hate crime: A UK perspective based on experiences in a four-country European project, *Fifth Annual Conference of the Victimology Society of Serbia Victims' protection: International law, national legislations and practice,* Belgrade, Serbia, 27-28 November 2014.
- David, M (2014) Invited presentation to Keele University Public Policy Institute and educational policy on *Feminism, Gender & Universities* May 23rd 2014

- David, M (2014) Invited presentation to Sociology of Education conference, Institute of Education, London on *Feminism, Gender & Universities: Politics, Passion & Pedagogies,* June 18th 2014.
- David, M (2014) Invited Lecture on Feminist Sociology revealing the latest sociological research, for Teachers of A level sociology for Philip Allan Events and CPD, at the Cumberland Hotel, London, UK, June 27th 2014.
- David, M (2014) *Feminism, Gender & Universities* book launch seminar at BERA Annual Conference, Institute of Education, London September 23rd 2014.
- David, M (2014) Invited seminar on *Feminism, Gender & Universities* Higher Education group, Cass School of Education, University of East London, October 9th 2014.
- David, M (2014) Invited salon discussion of *Feminism, Gender & Universities* at The Feminist Library, Westminster Bridge Road, London, October 11th 2014.
- David, M (2014) Lecture on *Feminism, Gender & Universities: Politics, Passion and Pedagogies* Oxford Women's Leadership Symposium, Somerville College, Oxford December 8th-10th 2014.
- Rivers, I, Alldred, P and Stenstrom, M (2014) Can training increase teachers' knowledge of peer-on-peer, sexist, sexualizing or homophobic abuse? Analysis of cross-national data from the GAP WORK Project, *British Educational Research Association (BERA) annual conference,* Institute of Education, September 2014.

PUBLICATIONS

Ireland

- McMahon, B., McArdle O., Crickley A., Gender Conscious Youth Work, Youth Studies Ireland Journal. (in progress)
- McMahon, B., McArdle O., Crickley A., Why raise gender consciousness in youth work practice?, Scene Magazine, Irish Youth Work Centre (in progress).

Spain

- Biglia, Barbara, Olivella, Maria Jiménez, Edurne (2014) Marcos legislativos y prácticas educativas sobre violencias de género y juventud en Cataluña. La Camera Blu, 10 (10) Available at: http://www.camerablu.unina.it/index.php/camerablu/article/view/2567/2609
- Work in progress publication (tentative title and journals)
- Biglia, B, Olivella, M., Cagliero, S. Intersecionalities and other omission in European legislation on gender-related violence. Qualitative Inquiry
- Biglia, B., Jimenez, E. , Folgueirs, P. A feminist activist research experience on gender-related violence trainings. Action Research
- Cagliero, S, Biglia, B. (Etero)normativitá nella legislazione italiana sulle *violenze di genere*. At gender
- Folgueiras, P., Biglia, B., Jimenez, E. Innovando en la formación sobre violencias de género. Cultura y Educación
- Jimenez, E., Biglia, B. La evaluación feminista de la prevención de las violencias de género: pontencialidades, retos y límites. *Revista Estudos Feministas*

- Olivella, M; Biglia, B. *"Analizando las leyes españolas sobre violencias de género: como se definen los sujetos de la ley en y cuales son las consequencias para las politicas publicas"* Revista de Ciencia Politica

UK-

- David, M.E. (2014) Love, Honour and Obey: will the IOE repent its UCL union at leisure? Specialist institutions may find it difficult to go it alone in today's academy but mergers may bring few benefits, *Times Higher Education,* February 20th pp 34-5
- **http://www.timeshighereducation.co.uk/is-the-ioe-wise-to-yoke-itself-to-ucl-asks-miriam-david/2011413.article**
- David, M.E. (2014) Feminism, Gender, and Universities: Politics, Passion, and Pedagogies London: Ashgate ISBN: 978-1-4724-3711-2 pp xv + 221
- David, M.E. (2014) The challenges of domestic or sexual violence for 'frontline workers': developing training materials and educational resources Respecting Children & Young People, British Educational Research Association (BERA) blog August 13th **http://berarespectingchildren.wordpress.com/?s=Miriam+David**
- David, M.E. (2014) Challenging sexual abuse and sexism in Higher Education, Opinion piece for the *Times Higher Education* in press October

FEEDBACK FINDINGS TO PARTICIPANTS

Ireland - Through on-going programme inputs as part of the BA and MA programmes; Presenting a paper at the National Youth Council of Ireland Conference, November 2014

Spain: Through our local webpage that will be continue to be updated. We are also planning to present findings in a seminar organized by ACJ in 2015, to which all training participants will be invited.

UK – A brief summary of findings or the Findings Report Executive Summary will be sent to training participants. As part of further research, follow-up interviews with some participants. In addition, participants will receive mailing and invite to Findings Conference in London (October 2014).

ETHICS COMMITTEES

Ireland - NUI Maynooth Ethics Committee (As of September 2014 - new name: Maynooth University Ethics Committee)

UK – Brunel University London Research Ethics Committee School of Health Sciences and Social Care.

In **Italy** and **Spain**, universities are not required to have ethics committee approval for this type of Action-based project. Brunel University London approved the UK Action and the overall project, for which it collected the ethical approval from NUIM and statements from the Italian and Spanish LACs that local procedures for good practice were adopted. Recommendations from the Brunel committee were shared with LACs at the international partner meetings.

FUTURE RESEARCH

Ireland - No planned research at this time

Italy: No planned research at this time

Spain-

- In-depth analysis of the evaluation data and the collection of new follow-up data through the PhD study by Edurne Jimenez.
- Effect of the use of *feminicide* in legislation in Italy and other country. This will be the base of Sara Cagliero
- Gender policies in Spain. Through the PhD study of Maria Olivella.

UK – Longer term follow-up will collect further data from a small group of trainees regarding implementation in the workplace, including through PhD study by Neil Levitan.

BEST LONG-TERM CONTACT

Ireland - Department of Applied Social Studies, Maynooth University Anastasia Crickley; Oonagh McArdle

Italy: CIRSDe - University of Torino.

Spain- Dr. Barbara Biglia (barbara.biglia@urv.cat) Universitat Rovira i Virgili

Departament de Pedagogia Carretera de Valls s/n, 43007 Tarragona, Catalunya, Spain, SP.

UK - Dr Pam Alldred (**Pam.Alldred@Brunel.ac.uk**) & Dr Fiona Cullen (**Fiona.Cullen@Brunel.ac.uk**), Centre for Youth Work Studies, Social Work Division, Brunel University London, UK. **http://www.brunel.ac.uk/chls/clinical-sciences/research/cwys**

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10

NOTES FROM THE PLENARY SESSION AT THE FINDINGS CONFERENCE

Does it work to tackle different forms of violence in a single training course? Does 'GRV' hold together these strands of violence? If so, does this help?

- *While it is helpful in expanding the definition of GBV to GRV it can dilute the focus on structural violence against women.*
- *Practical tools to work on your own experience and positionality are helpful to avoid dilution. so practical/experiential exercises not just theoretical material is recommended in training.*
- *Risk that we are collapsing too much into violence, remembering discrimination etc. The Italian team, whilst talking about two kinds of violence realized they were talking about intersectionality.*
- *The complexity of violence as a concept means that the needs analysis on training is difficult – people might not know what they don't know. They may recognize only physical forms of violence. People's own needs aren't legible to them before the training. Needs assessment might not be the way forward for this type of topic likely to raise consciousness.*
- *Pandora's Box – remembering the ethics of opening up issues/raising awareness that can have personal impact and not following up with support, especially for trainees in organizations that are more audit driven than supportive.*
- *GRV might work theoretically but a tactical decision might be needed that uses the terms that have traction in their field and so wins the support of managers (ticks their box) to release staff or resources.*
- *GRV has great potential for networking and coalition, since it unites many organizations delivering relevant training, but it might be too big to train on altogether.*
- *Nice example of VAWG and Hate crime coordinators working together.*

What can be done to raise the profile of GRV training for various practitioner groups?

- *To raise the profile of GRV we need to influence policy and politicians, as well as leaders and managers at local levels. To do this, need argue economistically which can seem very distasteful. However not intervening does have major financial implications for future support of young people whose lives are affected by violence, and it's an argument they hear.*
- *Improving training or, better still, education for all professionals who work with children or young people on this area is essential. They feel very unprepared and anxious.*
- *Branding – another uncomfortable idea – improving the profile of training around key priorities/ legal duties – for instance, it attracts the attention of teachers/schools to use the term 'safeguarding' (UK training used this term for this reason).*

- *Three levels of influence/access to professional education/development should be sought:*
    1. *Pre-professional training*
    2. *In-service provision*
    3. *Potential influence on professional bodies (e.g. awarding and assessing and monitoring organizations)*
- *Better community level understanding of GRV would help to create grass root pressure.*

In your experience (as trainer or trainee) what needs to improve in training courses on GRV for professionals?

A group of trainers discussed:

- *How to use practical tools being more important than theory*
- *Trainees should be trained on inter-culturality*
- *Trainers should be prepared for racism and prejudice to emerge during training*
- *Some trainers invite trainees to work from their own experiences and can share what tools are most helpful for this.*
- *If you work with trainees' experiences strong emotions may emerge, so trainers need to be able to take care of trainees and being able to close the session at the end.*
- *The distinction between conflict and violence was noted. Learning to manage conflict is a valuable tools that can also help in challenging violence.*
- *Remembering that young people are the final target for the messages, so training should focus on how to talk with young people.*
- *Sometimes working with an homogenous groups (like the police or social workers) raises the challenge of working with/against their organizational culture too.*

Emerging themes:

- *Concerns about exclusion, e.g. around citizenship and how sans papiers are excluded from services, and some also via language.*
- *The failure to consult young people is a form of exclusion from citizenship*
- *Intersectionality – some people more heard than others.*
- *Professionals intervening in YP's lives.. GBV and GRV self care and debrief space needed for the professionals themselves.*
- *Remind youth workers or other youth practitioners that they do not need to become the experts in GRV, but need to know where to signpost young people and their families.*
- *The importance of working with young men – and how professionals, as women and men, can intervene in their lives.*
- *Remembering that women might value consciousness raising too.*
- *The importance of early interventions and challenging norms and ideas at early ages.*
- *Dialogue important and time is needed for this.*
- *Practitioners can be seen as interventionists or interrupters – and might be listening to young people's own language to describe things.*
- *Sometimes young people can be excluded by the language professionals use.*

- *Levels of tolerance of violence might vary in order to enable dialogue, maintaining awareness of this compromise.*
- *The importance of challenging violence occurring at cultural and structural levels too.*
- *Reminder that unpacking gender can raise feelings of vulnerability for men and women as trainees and trainees in many different ways.*

Keynote Professor Rachel Thomson

- *Celebrated the integrity of all the project's partners, that the project straddling the research-activist divide, and was not shying away from trying to grabble with the difficult theoretical issues around defining violence whilst doing activist interventions. Recognised that in the different national contexts partners were equally attentive and serious and saw through with integrity the hard but impactful work.*
- *Recognised the value of speaking openly about the challenges and how this makes it valuable as a research project.*
- *Making good use of the DAPHNE framework.*
- *Intersectionality – what it's like to start to get old – using and developing this term whose roots were outside of the academy. Need to remind ourselves to keep in sight all the dimensions of difference entailed and not just our favourite ones.*
- *Remain critical of current opportunities for feminist discussion in popular culture which (like in the UK with a Conservative-lead Govt) are particular and compromised, with certain topics allowed and others not.*
- *The way some women's privilege solidifies the oppression or marginality of other women.*
- *The importance of talking about class and economic crises around children and young people and the numbers of CYP in poverty. The anger and disenfranchisement of CYP – peril of these young people and a generation with nothing to lose*
- *Violence of the state as well as interpersonal violence. The violence of certain people being denied citizenship. People who fall out of the political and state violence can be done.*
- *UK analysis that's powerful is McRobbie's analysis of the post feminist contract whereby middle class young people have the right to be equal if you let go for right to be a feminist: so long as you don't grumble about sexism and that your body make you different or particular e.g. minimal maternity leave taken etc. and personal responsibility taken for the stresses of not having it all.*
- *Certain young people aren't included in this contract anyway e.g. young parents or in long term unemployment and are abject in the popular imaginary.*
- *How to make the psychological political/make the personal issues understood in political terms.*
- *Admired the hub and spoke structure the project has managed and the respect and trust evidenced between the centre and projects, which have been realized on the basis of local strengths, languages, opportunities etc.*
- *Research and training not a real dichotomy: Action research and all the action is also generating knowledge.*
- *Celebrating that 3 PhDs arose from it and hopefully 'academics' will be doing more training, crossover great.*
- *Theoretical problems embraced not dodged, though difficult and makes for a real and engaging project – a genuinely difficult question to work with. Be proud of what you've achieved.*

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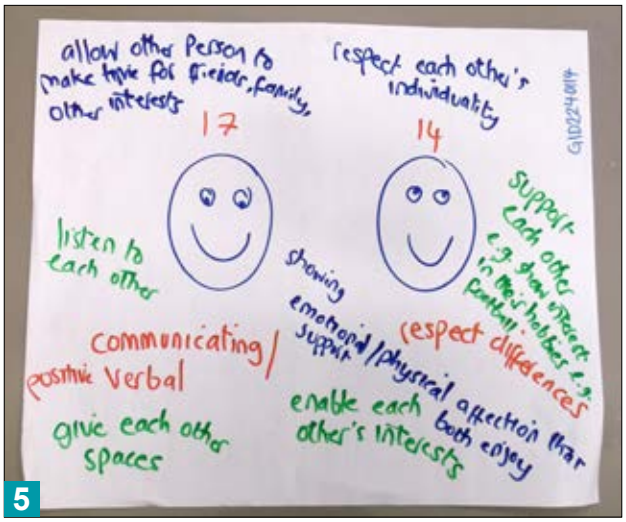
1.-5. Photos taken during the Gap work training sessions in Catalonia Spain; organized by the university Rovira i Virigili and co-designed and implemented by the associations Candela and Tamaia, viure sense violènica.

1.-4. Photos taken during the training session in Turin, Italy; organized by the CIRSDe institute of the University of Turin (UNITO), and co-designed and implemented by the association Circolo Maurice GLBTQ and Centro Supporto ed Ascolto Contro la Violenza DEMETRA

5.-7. Photos taken during the training sessions in Maynooth, Ireland, organized by the Maynooth University (NUIM) and co-implemented with Youth Action Norther Ireland.



1.-2. & 4.-6. Photos taken during the training sessions in London, U.K; organized by the University of Brunel and co-designed and implemented by the associations About Young People and Rights of Women, and with the support of Lewisham Borough Council.

3. Photos taken during the training sessions in Maynooth, Ireland, organized by the Maynooth University (NUIM) and co-implemented with Youth Action Norther Ireland.

12

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