



Prevention and Support for Cyber Gender Based Violence

PS-CGBV

Final research paper



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Introduction

The project - Prevention and Support for Cyber Gender-Based Violence, is implemented within the Erasmus+ KA2 program (KA220-YOU - Cooperation partnerships in youth). The consortium consists of six members from five countries and is led by the Association of Ladies Union of Drama - HOH (Greece). Beside leading partner, members are The Future Now Association (Bulgaria), South-Western University "Neofit Rilski" (Bulgaria), Gender studies (Czech Republic), University of Osijek (Croatia) and DOREA Educational Institute (Cyprus). More information about the project and our partners can be found on our website: <https://ps-cgbv.eu/>

The main aim of the project was to develop meaningful and useful materials for young people and professionals in the field of prevention and support, focusing on cyber gender-based violence.

Through the project, we have developed several key resources:

1. The web hub against cyber gender-based violence (CGBV): <https://ps-cgbv.eu/>
2. An interactive map showcasing best practices at the EU level: <https://ps-cgbv.eu/#/en/resources-map>
3. Digital Youth Handbook on CGBV: <https://ps-cgbv.eu/#/en/sp/youth>
4. Training Curriculum for Victim Support Services and Youth Workers
5. Interactive Quiz for Self-Assessment
6. The final research paper.

Additionally, we are engaged in various dissemination activities to amplify the project's impact.

Developing the final research paper was the task of the team led by the University of Osijek (Croatia) and South-Western University "Neofit Rilski" (Bulgaria) with the participation of Gender studies (Czech Republic) and Association of Ladies Union of Drama - HOH (Greece), while The Future Now Association (Bulgaria) and DOREA Educational Institute (Cyprus) supported this project task by preparing data on the tasks that were their primary responsibility. The final research paper provides data on the effectiveness of the project's interventions. Based on data gathered from the victim support services this paper shows the profiles of perpetrators, their relationship with the victim, the means of perpetrations, the number of reported cases.

The final research paper entails the results of the project, describes the change in the practices of the organizations, the quantitative and qualitative indicators, and results. It includes results of the analysis of actual impact of the project. This paper detects the gaps project has filled and the degree of project effectiveness. Also, paper includes a complete and up to date description of the current situation concerning the target groups engaged. Description is based on dataset that is drawn from the various results and activities of the project rendering.

We will begin by providing an overview of the main results of the project listed earlier on this page. The partners who led each of the five key tasks presented below the results they achieved.

Review of the partners on the progress and results of the project results

At the beginning of the presentation of the results, each partner leader was asked to describe the project task he was leading. The description should have data that clearly describes the main findings and proof of impacts gained from the activities themselves.

To make the task easier for the partners, they were asked to answer the following questions:

1. What were the objectives of the work packages/activities?
2. What are indicators that those objectives were met (the quantitative and qualitative indicators and results - e.g. number of participants and their evaluation, publications, leaflets, materials, web pages, etc)
3. What were the obstacles in achieving objectives and how they were overcome
4. Describe the collaboration of partners on the WP you led

Project Result 1: Online Hub against cyber GBV

Leader: The Future Now Association

Partners involved: Ladies Union of Drama – HOH, South-Western University "Neofit Rilski", Gender studies, University of Osijek and DOREA Educational Institute.

Timing: May 2022 - September 2022

Results: Online Hub: <https://ps-cgbv.eu/#/en>

What were the objectives of the work packages/activities?

As stated in the project proposal, PR1, Online Hub against cyber GBV, aims to provide a point of reference for those dealing directly or interested in the phenomenon of cyber GBV.

The platform is created in order to host:

- The purpose statement of the project, with important facts and figures concerning cyber GBV;



- All the news and developments concerning the project
- The best practices mapping developed in Project Result 2
- The training curriculum for the victim support services developed in Project Result 3
- The handbook for women of the 18-29 age group developed in Project Result 4
- The self-evaluation quiz developed in Project Result 5
- This final research paper

It aimed to integrate the social media channels of the project (Facebook & Instagram) so that the posts will also be visible through the channel, as well as the dissemination activities of the project.

It aimed to enhance and multiply the effect of the other project results by rendering them openly accessible to anyone online.

What are indicators that those objectives were met?

- The existence of the webpage with all necessary information and sections;
- Availability of the platform in English and all partners' languages;
- Number of hits on the online hub, after its creation: at time of this report, there are already 1200 unique views to the platform.
- Number of youths that accessed the digital handbook: the page "for youth", which contains the handbook, has 243 views currently.

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What were the obstacles in achieving objectives and how they were overcome?

Obstacle: Too many functionalities planned, may be too chaotic

Solution: After discussion on how to optimize the Hub, we decided to unite some of the functionalities in fewer tabs, so that the Hub is more user-friendly. From seven sections, we settled on five: at the homepage, there is the purpose statement of the project, with important facts concerning cyber GBV, as well as information about the project partners and the project team. The next section - Interactive map, contains the best practices mapping developed in Project Result 2. Third section - News, contains all the news and developments concerning the project. Fourth section - for victim support services, includes the training curriculum for the victim support services developed in Project Result 3 and the final research paper. Finally, the



section For Youth, contains the handbook for youth developed in Project Result 4 and the self-evaluation quiz developed in Project Result 5.

Obstacle: Data collection on such a sensitive topic

Solution: The Hub collects no personal data, demands no registration. Like this, all materials are open and there are no required data protection policies.

Describe the collaboration of partners on the WP you led?

In this WP, collaboration between partners was led by TFN and it was required in order to create a useful tool for the whole project. Even though the technical side was entirely created by TFN, input on the needs, the functionalities, the visual identity of the platform was critical to be received by all partners.

Texts in the platform were co-created by the partners, and all partners contributed with translations to national languages, to make the Hub more accessible in all partner countries to the project.

Project Result 2: Best Practice Mapping

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Leader: Gender Studies, o.p.s.

Partners involved: Ladies Union of Drama – HOH, The Future Now Association, South-Western University "Neofit Rilski", University of Osijek and DOREA Educational Institute.

Timing: August 2022 – October 2022

Results: Interactive map of best practices <https://ps-cgbv.eu/#/en/resources-map>

What were the objectives of the work packages/activities?

Cyber gender-based violence is a widespread problem that is closely related to the dynamic development of social networks and other services and tools in the Internet environment. Although cyber violence is closely linked to real-world violence (e.g. partner or domestic violence) and has clear gender specificities in terms of manifestations and solutions, there remains a lack of resources and services specifically targeted at this area.



The aim of the best practices mapping was to respond to this need and to make available a wide range of diverse resources, tools and services for the target groups listed below. The main objective of this activity was therefore:

1. to gather a wide range of best practices through desk research,
2. to evaluate, shortlist and sort these best practices,
3. to make them available to the target groups in a user-friendly UI on a common project platform.

Target groups

Youth and general population. The goal was to enable the target group to easily locate and find contact information to relevant support services in their home countries.

Victim support services and youth workers. Best practices were collected with two goals in mind with this target group: for the organizations familiar with the topic of gender-based cyber-violence to be able to find other similar organizations and obtain the means to network with them and share know-how; for the organizations unfamiliar with the topic there were collected various information resources to gain awareness of the topic of CGBV.

Public authorities. This target group has been given a wide range of services, tools and contacts to which they can refer organizations and individuals working with or affected by gender-based cyber-violence. During the collection of best practices, legal tools to combat gender-based cyber-violence were also taken into account.

What are indicators that those objectives were met?

Each partner contributed at least 3 best practices from their own countries, as well as minimum 1 best practice from each of the EU countries assigned to them (in addition, there were added best practices from the UK as well).

In total, 106 best practices from EU and the UK were collected, from which 82 were shortlisted for upload and implemented in the Interactive Map on the project website.

What were the obstacles in achieving objectives and how they were overcome?

1. Language barrier

During the process of allocating countries in which each partner would conduct the best practices desk research, the issue of language accessibility was identified. As the collection was carried out across all EU countries, partners were not able to work with resources in national languages in all countries.

Solution:

The partners adapted the choice of countries for desk research to their personal language skills and possible experience and personal contacts in each EU country. The consortium also took advantage of the availability of some resources in multiple languages and translations into English and employed the use of available online translation tools. Thus, complete coverage of all EU countries was achieved.

2. Selection of relevant best practices

During the development of the best-practice selection methodology, the problem of relevance of best practices to the complex topic of CGBV was identified. Given the relative lack of research on gender aspects of cyber violence (or at the very least the insufficient acknowledgement of the influence of gender in tools addressing cyber violence), it was difficult to find best practices that encompassed the entire topic of CGBV. This was also confirmed during the implementation of other project activities.

Solution:

After in-depth discussions on the methodology of selecting best practices during the consortium meetings, a detailed procedure and a list of criteria were developed and revised, on the basis of which the selection of good practices was subsequently carried out. One of the main criteria was the presence of a gender perspective in the selected good practices, which excluded from the final selection those results that focused on only one aspect of cyber gender-based violence.

Describe the collaboration of partners on the WP you led?

During the implementation of this activity, the consortium was led by the partner Gender Studies, o.p.s., under whose leadership the preparation, implementation and conduct of meetings, collection of best practices, review and selection of results suitable for implementation and the resulting upload of best practices to the interactive map on the project platform took place.

As part of the preparation and planning of the WP, a structure was created and criteria for the implementation of the WP were established, in particular:



- the basic criteria for selecting best practices (presence of a gender perspective in best practices, benefits for the different target groups, implementation at the level of individual EU Member States or at EU level),
- the setting of formal and content categories of best practices:
- categories by topic: safety online, discrimination, human trafficking, sexual and intimate partner violence, opportunities, legal regulations of GBV and LGBTIQA;
- categories by source type: initiatives and campaigns, learning and training opportunities, research, guides, publications, support and direct help, digital tools, associations and networks,
- the setting of criteria for the collection of best practices in terms of the minimum mandatory record (a standardized Best Practice Submission Form has been developed for the needs of the consortium).

A structure for storing the collected best practices per member country was created on a shared cloud storage. The workload was divided among partners according to regional affiliation, language skills and expertise so that all EU Member States could be completely covered. The collected best practices were transferred from standardized forms to a spreadsheet, categorized and translated.

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The lead partner of this WP was responsible for checking the timeliness, completeness and quality of the datasets from each partner, in addition to submitting their own collection of best practices. As part of the upload and implementation of the best practices into the interactive map on the project web platform, the partner was also responsible for shortlisting best practices, complete upload and correctness of the data and its display in the interactive user interface.

Conclusion

During the collection of best practices across the EU countries, discrepancies in the number and focus of support services and information resources were identified, as well as differences in the emphasis on topics and target groups. At the same time, a lack of services and resources focused on the topic of gender-based cyber-violence was observed; most best practices focused either on the topic of gender-based violence or on the topic of cyber-violence and cyber-security, but not on the specific link between these two areas.



Both of these findings highlighted the need for further development of tools and services for victims, perpetrators and survivors of CGBV as well as victim support services. Furthermore, the need for further project outputs (particularly PR3 and PR4) was thus confirmed.

Project Result 3: Digital Youth Handbook on CGBV

Leader: Ladies Union of Drama-House of Open Hospitality

Partners involved: The Future Now Association, South-Western University "Neofit Rilski", Gender studies, University of Osijek and DOREA Educational Institute.

Timing: November 2022 – March 2023

Results: Digital Handbook on Cyber GBV for Youth <https://ps-cgbv.eu/#/el/sp/youth>

What were the objectives of the work packages/activities?

The detection of the phenomenon is going to be made possible as the material will offer clear definitions, descriptions, and scenarios of the manifestations of cyber GBV so that the user will be able to easily recognize instances happening to themselves or their social circle.

Regarding the appropriate response, the beneficiaries will learn the immediate actions they can take if they happen to be victimized by cyber GBV, whether online actions or the necessary services that they will be able to contact to report the offence and seek necessary psychological support. The handbook will also differentiate between instances of cyber GBV perpetrated by people in the social circle of the victims and unknown or anonymous perpetrators.

In addition, it will address common myths and misconceptions that consider cyber GBV a lesser form of gender-based violence. The digital handbook will conclude with a compilation of resources some which have been identified through the best practices mapping that those accessing the material will be able to utilize, in order to seek more information or to be able to contact relevant services in their countries. The primary target group of this project result is the youth of the 18-29 age group, as they are the most active users of the internet and the highest risk group of falling victims to cyber GBV according to EU's Fundamental Rights Agency. However, the majority of the handbook is going to be applicable and useful for the general population as well. It will be created strictly in a digital format in order for it to both be able to be shared to a larger group of people and also reduce the environmental

footprint of the project. This project result is expected to significantly improve the digital skills

and knowledge of the target group, who will be able to navigate online more safely. Furthermore, it is going to contribute to a more inclusive cyberspace.

Target groups

Youth and general population: The purpose of this web tool is to inform young people about the effects and forms that online violence can take, so that they can recognise it and protect themselves.

What are indicators that those objectives were met?

- A handbook was created and is available on the website, and its content and form are adapted to young people
- A pilot study was conducted with 79 students of two universities who gave very positive feedback about the handbook itself

What were the obstacles in achieving objectives and how they were overcome?

Large number of literature sources

One of the main obstacles in this work package was that a large amount of literature was collected, and it was not very easy to keep only the sources that were very useful.

Solution

To overcome this obstacle, each partner made a proper selection among the literature sources they had chosen, and so in the end it was easier to write.

Different knowledge backgrounds of partners

Another obstacle could be the knowledge background of each partner because initially each partner focused on different perspectives of an issue.

Solution

The solution to this problem was found when the content of the tasks was divided according to the background and desired subject matter of each partner. Finally, and in order to avoid different ways of writing and to have a uniform format, a comprehensive supervision of the deliverable was carried out and the necessary corrections were made.

Describe the collaboration of partners on the WP you led?

During the implementation of this activity, the consortium was led by the partner Ladies Union of Drama under whose leadership the preparation, implementation and conduct of meetings, collection of important information, review and selection of results suitable for the online handbook.

During the design of this work package, particular emphasis was placed on the collection and evaluation of literature sources, which was the main pillar on which the final deliverable of this work package was based on.

- The main contents on which the consortium was based, focused on:
- Describing the phenomenon of online and gender-based violence
- The skills that young people need to have in order to recognise these two forms of violence and to combat them
- The practical examples of gender-based violence
- Ways of dealing with gender-based violence in cyberspace

The collection of sources was distributed among the partners according to their knowledge and scientific background. Also all data were collected in the shared folder created in the drive, for this work package. Then the literature was separated according to the proposed contents. The partner responsible for this work package organized the online meetings between the whole consortium. The final version of the text was also completed, and then the manual, illustrated and posted on the project website. It is also important to mention that the tool was translated into Greek, and an online workshop was organised on the occasion of the International Day against Gender Violence, where the manual was presented and received excellent feedback from a large number of people.

Conclusion

With the completion of the specific online manual and its presentation at the workshop that was organized, it was concluded that the youth needs to know the forms of both gender and cyber violence, in order to be able to protect themselves and their environment.

It is also particularly useful to mention that the general population also needs to be informed about these phenomena, so that information can be disseminated and the number of victims can be constantly reduced. Therefore, this tool is a great source of information both for young



people and for anyone who needs to be informed about the phenomena of cyber and gender violence.

Project Result 4: Training Curriculum for Victim Support Services and Youth Workers

Leader: Ladies Union of Drama-House of Open Hospitality

Partners involved: The Future Now Association, South-Western University "Neofit Rilski", Gender studies, University of Osijek and DOREA Educational Institute.

Timing: April 2023 – October 2023

Results: Training Curriculum for Victim Support Services and Youth Workers

What were the objectives of the work packages/activities?

This project outcome was crucial due to the absence of a specific methodology used by professionals, relevant services and youth workers in order to respond to cyber-violence addresses the greatest need of all proposed outcomes of the project.

A specific needs analysis was also conducted which identified the largest knowledge gaps in victim support services. The survey was conducted through questionnaires created during the meetings with partners. These were distributed to victim support services in each participant's country. The needs and knowledge gaps elicited through the needs analysis were basis for developing specific parts of Curriculum, in addition to those identified by the desk research already conducted during project planning. The aim was to develop a model system and evidence-based methodology.

Target groups

Victim Support Services, youth workers and volunteers: The material is aimed to raise knowledge of various experts, such as psychologists and social workers who deal with victims of Gender Based Violence.

What are indicators that those objectives were met?

- A systematically reviewed curriculum was created based on instructions obtained through desk and need analysis



- Each chapter begins with outcomes in accordance with methodological recommendations
 - The chapter consists of short theoretical introductions that bring the reader closer to the theoretical basis
 - The described theoretical explanation is concretized with best practices based on the collected data in the second work package
 - The chapter is rounded off with suggestions of activities that experts can carry out with young people
- Through focus groups conducted by the four partners implementing project result 6, feedback was obtained from experts who gave their suggestions for the final revision and evaluated the working version of the curriculum.

What were the obstacles in achieving objectives and how they were overcome?

Difficulty in finding available individuals from victim support services who could respond to the questionnaire for need analysis.

This process, apart from being very time-consuming, was also very difficult because we could not easily collect the required number of questionnaires, which was 100 in total.

Solution

The solution to this problem was found when there was mutual assistance between the partners and frequent reminders to those who needed to respond within a certain deadline.

Different questionnaire results between the consortium countries.

This was a very important difficulty, as different gaps and needs in victim management services emerged in each country.

Solution

The solution to this problem was found after categorizing the results and collecting them in a shared file.

Describe the collaboration of partners on the WP you led?

During the implementation of this activity, the consortium was led by the partner Gender Studies, o.p.s., under whose leadership the preparation, implementation and conduct of



meetings, collection of important information, review, and selection of results suitable for the online handbook.

During the design of this work package, particular emphasis was placed on the creation and drafting of the questionnaire as it was the main tool of the deliverable and was distributed to victim management agencies in all the consortium countries.

The project team based its work on identifying gaps in violence victim management agencies regarding the proper screening of both cyber and gender-based violence incidents. These gaps were ultimately attempted to be addressed by developing the online manual for victim management agencies and beyond.

The collection of resources and the elaboration of the questionnaire was distributed among the partners according to their knowledge and scientific background. Also, all data were collected in the shared folder created on the drive for this work package. The partner in charge of this work package organized the online meetings between the whole consortium. Initially the questionnaire was created, translated into the languages of the consortium countries and distributed to victim management agencies. The questionnaires were then analysed and the results analysed. The content of the project was then agreed between the consortium and the development of the project was started. The final version of the text was also completed and then the training curriculum, illustrated and posted on the project website. It is also important to mention that the tool was translated into Greek.

Conclusion

After the elaboration of this work package and the writing of the paper on victim management bodies, it was concluded that there are several gaps that need to be filled. The biggest problem appears to be in the management of victims of cyber violence as there are many knowledge and leadership gaps.

Project Result 5: Interactive Quiz for Self-Assessment

Leader: and DOREA Educational Institute

Partners involved: Ladies Union of Drama – HOH, The Future Now Association, South-Western University "Neofit Rilski", Gender studies, and University of Osijek.

Timing: November 2023

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Results: Training Curriculum for Victim Support Services and Youth Workers

What were the objectives of the work packages/activities?

The main objective was to provide our target group with a tool that they could use to accurately judge their levels of knowledge concerning the recognition and identification of abusive behaviours online. These protective measures are most effective against it and the necessary steps to take to report or seek support regarding cases of cyber GBV. The questions were based on the handbook and curriculum previously developed by the consortium. The quiz answers were also directly linked to the curriculum by indicating where in the curriculum the users can find more information.

What are indicators that those objectives were met?

- 2 quizzes were developed, 1 was designed for youth workers/trainers to check their knowledge and another was designed for youth to test in which position they are in - the victim, the perpetrator or bystander
 - o Each questionnaire has 12 questions (multiple answers, one right answer, etc.)
 - o Quizzes were translated from English to four languages spoken in partners' countries

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What were the obstacles in achieving objectives and how they were overcome?

The main challenge was approaching the sensitive nature of the topic and using the appropriate language. This included using language that is respectful, empathetic, and free from any form of victim-blaming or stigmatization. Sensitivity towards the experiences of survivors is paramount, ensuring that the quiz questions were framed in a way that acknowledges the complexity and impact of cyber gender-based violence without causing further harm or triggering distress. Additionally, we needed to provide appropriate resources and support within the quiz answers that can help participants navigate the topic safely and access assistance if needed.



Multiplier events

Multiplier event: Bulgaria

Led by: The Future Now

Timing: 23. 11. 2022

The Multiplier event in Bulgaria was organized and led by TFN, in collaboration with Blagoevgrad University and on their premises.

In November 2022, we presented to 57 participants - our project, our products so far (Online Hub & Map of best practices), as well as our vision for the future. We also held workshops on the meaning of gender-based violence and its prevention, as well as on gender stereotypes and traditional gender roles, which were really well received by the participants.

Multiplier event: Cyprus

Led by: DOREA Educational Institute

Timing: 11. 2023

Multiplier event: Greece

Led by: Ladies Union of Drama

Timing: 3. 2024

Student videos

As part of the project, students under the guidance of professors Silviya Miteva and Daniela Šincek designed and recorded three videos. The videos aim to raise awareness about cyber gender-based violence. The Bulgarian university recorded one video lasting 50 seconds, while the Croatian university recorded two videos. The content of the video recorded by the Bulgarian student indicates the danger of cyber-stalking and sending unwanted dick-pics, while the first Croatian video, lasting 1.20 minutes, focuses on vindictive sharing of communication and sexting and gossiping after the girl did not agree to a sexual relationship, while the second video shows the challenges experienced by a gay young man who thinks he is communicating with an interested young man, but is actually communicating with malicious young people who are pretending to gather "evidence" to justify a hate crime.

The videos were shared on the Facebook profiles of the project to achieve visibility of the project.



Croatian video 1



Croatian video 2



Bulgarian video



The symposium

Members of the consortium presented the results of the project within the X International Conference "Empowering Potential for Community Prevention Activities" organized by the Department of Psychology, Faculty of Humanities and Social Sciences, University of Osijek. The abstracts are shown below, and the presentations from the presentation are in appendix 1 (Brezetić et al, 2024, p. 11-15).

“Project “Prevention and Support - Cyber Gender-Based Violence” (PS-CGBV) – presentation of project outcomes

Chairwoman: Daniela Šincek

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The project called "Prevention and Support for Cyber Gender-Based Violence" (<https://pscgbv.eu/#/en>) is aimed at prevention of cyber gender-based violence (CGBV). It started on April 1, 2022 and lasts 24 months, and is financed under the Erasmus+ program (KA220-YOU- Cooperation partnerships in youth). The consortium consists of the "Ladies Union of Drama" (Drama, Greece), the Faculty of Humanities and Social Sciences (Osijek, Croatia), Dorea Educational Institute (Limassol, Cyprus), South -West University "Neofit Rilski" (Blagoevgrad, Bulgaria), The Future Now (Sdruzhenie Badeshteto SEGA, Sofia, Bulgaria) and Gender Studies (Prague, Czech Republic). Several outcomes were achieved in the project, and some of them will be presented in the framework of this symposium.

The symposium consists of four presentations. In the first presentation called PS-CGBV: Interactive map and the best practice mapping (<https://ps-cgbv.eu/#/en/resources-map>), the interactive map will be presented, and the procedure for determining examples of best practice used in this part of the project will be explained. The authors are Anna Kotková, Lucie Příbyl, Raya Tsvetkova, Ali Honaramiz and Daniela Šincek. In the second presentation PS-CGBV: Promotive video, a short promotiove video designed, filmed and evaluated by female students in Croatia will be shown. The authors are Maša Brozović, Maria Horvat, Sabina Mešnjak, Valentina Mrazović, Ivana Puđa, Dorotea Vargašević and Daniela Šincek. The third presentation, entitled PS-CGBV: Digital Handbook for Youth, will present the handbook

(<https://ps-cgbv.eu/#/en/sp/youth>) and the results of the student evaluation of that handbook. The authors of this presentation are Daniela Šincek, Silviya Miteva, Ali Honaramiz and Theodora Vainterli. The last presentation of PS-CGBV: Training Curriculum for Youth Workers (<https://ps-cgbv.eu/#/en/sp/victim-services>) will present this outcome, how the needs for its development were determined, as well as evaluation through focus groups. The authors of this presentation are Theodora Vainterli, Anna Kotkova, Raya Tsvetkova, Viktorija Triuskaite and Daniela Šincek.

Keywords: project, cyber gender-based violence, outcomes

PS-CGBV: Interactive map and the best practice mapping

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Cyber gender-based violence (CGBV) is a form of cyber- violence that is disproportionately experienced by women and gender minorities. The development of digital technology facilitates various aspects of committing this violence. Even at the level of the European Commission, it was recognized that this is a particularly challenging area, and a project call was organized aimed specifically at the prevention and reduction of negative effects (CGBV). In order to prepare the basis for the project, the best practices mapping was carried out. The aim of this presentation is to show the procedure for collecting best practices examples and developing of interactive map. The project partners reviewed existing projects, and materials in the countries of the European Union, both in English and in native languages of those countries. Based on the analysis, examples of good practice were chosen. An effort was made to find several examples of best practice for each of the 28 countries (3 to 6 per country). In order to make the best results practice mapping easily accessible to all interested parties, an interactive map was created. The team has selected different categories by which the map can be searched. This map can be viewed at the link <https://ps-cgbv.eu/#/en/resources-map>. In that way, youth workers and experts who work with those involved in CGBV have a simple tool for obtaining useful information.



Keywords: project, cyber gender-based violence, outcomes

PS-CGBV: Promotive video

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Within the project "Prevention and Support for Cyber Gender-Based Violence" students from two universities were supposed to create promotive videos aimed at increasing awareness among young people about the challenges of this form of violence. In the course Applied Social Psychology II, students try to solve a real problem using knowledge from social psychology according to the principle of service learning. The problem is solved by following the approach of the PATH model. This presentation will present an approach to solving the insufficient sensitization of young people to the cyber gender-based problem violence (CGBV). The steps in problem-solving, from the definition of the problem to the evaluation of the intervention that was carried out with the students of the Hospitality and Tourism School in Osijek, will be presented. To devise a solution to the problem of insufficient awareness, the authors interviewed key individuals, as well as reviewed relevant sources (literature, press, etc), addressed key questions, and employed the devil's advocate technique in the problem phase, reviewed relevant scientific literature, and extracted key theoretical explanations in the analysis phase, they formulated a process model in the test phase and in the help phase, they developed all intervention steps from approaching the target group to evaluating the intervention. In addition to this data, the video that they made as part of this work will be shown.

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Keywords: cyber gender-based violence, video, PATH model, evaluation

PS-CGBV: Digital Handbook for Youth

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Young people are particularly affected by cyber-violence in general, and girls and young members of gender minorities are extremely exposed to cyber gender-based violence (CGBV). Therefore, it is important to sensitize these groups of young people so they can recognize and know how to protect themselves if they experience gender-based and CGBV. One of the important outcomes of the project "Prevention and Support for Cyber Gender-Based Violence" is a handbook for young people. The aim of this presentation is to present the handbook (<https://ps-cgbv.eu/#/en/sp/youth>) and the results of the student evaluation. The members of the project team tried to cover the key topics related to CGBV in a way that will be understandable and engaging for young people. To check how well the handbook was adapted to this, students of one Croatian and one Bulgarian university were asked to review the handbook and to answer a short survey in order to get feedback and, if necessary, refine the handbook. A total of 79 students evaluated the handbook, 49 from Bulgaria and 30 from Croatia, of which two had just completed their studies, 38 were attending graduate studies, one person was attending high school, while 39 were studying at undergraduate level. The average rating of the overall usefulness of the handbook is 8.36 (answers given on a scale of 1 to 10), the rating educational content is 8.53, and visual formatting is 8.73. Students self-assessed their knowledge of CGBV before and after studying the handbook - the average self-assessment of knowledge before studying the handbook is 4.93, and after studying it is 8.16. These results clearly show that students evaluate the handbook very positively in general and that they estimate that their knowledge of CGBV has improved significantly after studying it. In accordance with this, their answers to open questions about what they would particularly emphasize stress presented information, and the formatting of information that facilitates their acquisition of knowledge. Almost all of them would recommend that handbook to other youth, most praise the work, while one participant indicates that it may be outdated for young people who are more focused on podcasts when studying some topic.

Keywords: cyber gender-based violence, training curriculum, need analysis, desk analysis, evaluation

PS-CGBV: Training Curriculum for Youth Workers

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To effectively prevent cyber gender-based violence (CGBV) and provide support to affected young people, it is crucial for youth workers and experts to have a comprehensive understanding of this phenomenon. This presentation will detail the methodology used for needs analysis, the logic underlying the material development process, and the results of material evaluation. The needs analysis involved consultation with experts in cyber-violence, gender-based violence, and CGBV across partner countries, who identified knowledge gaps and training needs. Based on this input and desk analysis, a comprehensive training curriculum covering various aspects of CGBV was designed. Topics include forms of CGBV, prevention strategies, real-life consequences for victims, counseling for perpetrators, online victim protection, psychological support, and legal guidance. Each topic is presented with theoretical frameworks, examples of good practice, and suggested activities for enhancing the skills of youth workers and experts. The finalized training curriculum, available at <https://pscgbv.eu/#/en/sp/victim-services>, will undergo evaluation through focus groups involving experts working directly with youth affected by CGBV. This resource facilitates self-directed learning and can be utilized in formal education for helping professions students or training programs for youth workers and volunteers engaged in CGBV prevention and support.

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Keywords: cyber gender-based violence, digital handbook, youth, prevention, evaluation”

Brezetić, S., Ručević, S. & Tomašić Humer, J. (2024). *Knjiga sažetaka [Book of Abstracts]*. Filozofski fakultet Osijek [Faculty of Humanities and Social Sciences].

Research conducted within the framework of project result 6

As part of project result 6, qualitative and quantitative research was conducted for the purpose of evaluating and researching the characteristics of cyber gender-based violence.

Qualitative research was conducted in four countries (Bulgaria, Croatia, Czechia, and Greece) in the form of focus groups. The participants were representatives of non-governmental organizations with experience working with people involved in cyber violence, gender-based violence and cyber gender-based violence.

Qualitative research

It was agreed that the framework of the focus groups would be as follows:

INTRODUCTION

- about the project - frame the meeting
- introducing the participants
- names, pronouns
- what organization are you from
- what your organization does - especially in the area of gender-based and/or cyber violence
- what you do in your organisation

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FEEDBACK ON THE MATERIALS

1. Which part of the curriculum do you find most useful?
2. Is there anything missing in the curriculum (topic, process, contacts) that would help you in your practice?
3. How should we distribute the outcomes to get them where they need to go?

GENERAL DISCUSSION



your experience:

1. What cases of CGBV do you encounter most often?
2. How many such cases do you deal with?
3. What are the most common relationships between aggressors and victims?
4. What are the motivations of the aggressors and their typical common characteristics?
5. How common a phenomenon is CGBV, in your estimation?
6. How do you handle these cases?
7. What could/would you do differently/better in your organization and what do you need to do so?

Systemically:

1. What should be changed in the system to improve the situation?
2. What are the most common systemic obstacles you encounter?
3. What are the advantages and disadvantages of addressing the topic of cyber X gender separately or together as CGBV?

CONCLUSION

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Czechia

Focus group summary

24.1.2024, Gender Studies, o.p.s.

Prevent and Support for Cyber Gender-based Violence

2 participants from 2 direct help organisations: Centrum Locika/ Jules and Jim, Association for Integration and Migration (another one excused for illness)

Recommendations to change the system of preventing, diagnosing, and dealing with GCBV:

- in general, we lack inclusion of gender-based violence with CGBV.
- modification of the domestic violence diagnostic questionnaire to include online violence is recommended.
- there is need for a new comprehensive legislation against cyber violence, currently it is scattered in different laws and not everything is covered.



- it is necessary to encourage police to provide good examples of how cases are handled in practice, there is nothing to refer to - police often handle bias violence badly and inadequately, there is a lack of cultural sensitivity, sensitivity to bias violence.
- we need police awareness programmes against cyber violence, encouraging reporting by police.
- police must also ask and deal with online evidence and possible violence when dealing with domestic violence (example: the police can force the perpetrator to leave his/her home for 10 days when domestic violence is reported, but the further possible contact with the survivor via online tools is not considered).
- legislation: there is lack of an approved Istanbul Convention (includes training for institutions and helping organisations - not mandatory but at least something), introduction of mandatory training for police and courts.
- there is need to raise awareness among migrants (especially women) in their languages on the CGBV topic; there is need of intersection of cyber violence and economic violence in partner violence against migrant women - women are often afraid to report and leave the aggressor, they risk losing their residence and contact with their children.
- most useful way how to promote the topic: raise awareness how to recognise online violence, how to deal with it and where to refer it; legal framework (people need to know what can be reported and how, that there are already cases to deal with, that it makes sense to report and deal with it). Add case studies of cases handled by the police and courts.
- AI needs to be taken into account and informed about - as a tool of prevention, but also as a tool of cyber-violence (e.g. a new app has emerged that undresses women).

Obstacles faced:

- financial grant calls for helping organisations are often essentialist, often considering only one direction (male perpetrator, female victim, not mentioning other vulnerable groups, LGBTQ+ etc.)

Picture 1

Attendance list and focus group work




Erasmus+
 Project PS-CGBV: Prevent and Support - Cyber Gender Based Violence, No. 2021-2-EL02-KA220-YOU-000050630
 Focus group with professionals from organisations active in the field of cyber gender based violence and gender based violence
 Focus group organisation (organiser): Gender Studies, o.p.s.

Date: 24.1.2024
 Place: Gender Studies, o.p.s., Masarykovo nábřeží 8, Praha 2



Croatia

Focus group summary

7. 2. 2024, Faculty of Humanities and Social Sciences University of Osijek (Zoom meeting)

Prevent and Support for Cyber Gender-based Violence

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6 participants from 4 direct help organisations: Betula Association (youth prevention and education), Breza Association (youth prevention and education, Socially-Therapeutic Community – organised housing mainly for girls with special experiences e.g. committing crimes), Center for Missing and Exploited Children, Croatia (CNZD) – *education and SOS hotline (including Safer Internet Center Croatia)*, and CESI - Center for Education, Counselling and Research – SOS hotline for victims of family violence.

Review of the training curriculum

- The participants highlighted the quality of the curriculum
- They particularly emphasized the importance of including concrete examples of activities that they can apply in their work
- They especially praised the introductory part that clarifies the forms of CGBV: although they know what those behaviours are when they are described and encounter them in their work, they did not know what they were called



- They emphasized that it is a very changing area in which it is important to update knowledge, and this curriculum makes this possible
- They suggested adding some more specific information such as Safer Internet Center contacts from different countries and useful applications

Participant experience (working with those involved in CGBV)

- They often encounter a stereotypical view of male-female relationships
- They recognize that the objectification of women often occurs, i.e. that they are judged and insulted based on their physical appearance
- They also point to the importance of public change as a model for young people, for example, the decision about who the child will live with in a case where both parents are publicly well-known and often appear in the media – when the decision was reached that parenting should be equally time-shared, it was commented positively by women, and by men negatively (context - years before she gave birth to the child, the mother experienced that her video of sexual intercourse was shared publicly, previously a decision was made that the child should live with the father, and should spend time with the mother two weekends a month, and that video was often mentioned in the comments as evidence that the mother is inadequate, mostly by men - by the way, the mother was single at the time of filming, and her partner in the video was married and a father, but his paternity was never questioned in the context of that video). Generally, any video in which a woman is an actor is accompanied by misogynistic comments.
- They encountered examples of hate speech in examples where someone's effort is belittled because the activity is gender atypical
- They believe that online sexual harassment is so common that it has become normalized. Girls get sexist comments so often that their reaction is "so what, it doesn't bother me". They indicate that young people think that experts overemphasize the importance of these topics.
- Young men who are victims of sextortion find it particularly difficult to decide to seek help
- Experts also highlight problems they expect will have greater significance in the future, such as deep fakes and rape in computer games, for which they recommend the development of legal regulations



- Gaming is often perceived as a male activity, and girls who play computer games experience that until their gender is recognized by co-players, they are perceived as equals, and when it is recognized, they are belittled.
- A distinct problem in CGBV situations is often the feeling of shame in persons who are exposed to it, which leads to an increase in internalized problems (isolation, anxiety, depression, and even suicidal thoughts).
- They also noticed a gender difference in sexting: girls send a picture of their whole body with their face visible, boys only of their penis. Consequently, girls are not anonymous if the photo is forwarded and thus are significantly more exposed to undesirable consequences than boys.

Challenges in the system and society

- Organizations that work with victims of GBV and CGBV recognize the need for systematic work with perpetrators of these types of violence - the challenge is that existing programs depend on program funding, which leads to uncertainty about the permanent availability of such social services
- A further challenge in this area is the lack of favourable education for working with offenders, and our free curriculum is an important contribution here.
- There is insufficient support for victims in the public opinion (often they are shamed and condemned) and there is probably a very large number of unreported cases
- In Croatia, the colloquial term "revenge pornography" is used, which is a problematic term because it assumes that there is a reason for revenge, that is, the term implies that the victims are complicit in the attack on them
- In addition to the young, the elderly are often victims of CGBV - women are often exploited economically on the basis of a fictitious romantic relationship, using the victims' weak digital skills

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Recommendations to change the system of preventing, diagnosing, and dealing with GCBV:

- Provide specialized training for professionals who work with persons involved in CGBV and GBV (both victims and perpetrators) that are available (free of charge or included in university education)
- Provide means and circumstances for systematic work with everyone involved in CGBV and GBV without basing the same on uncertain project financing

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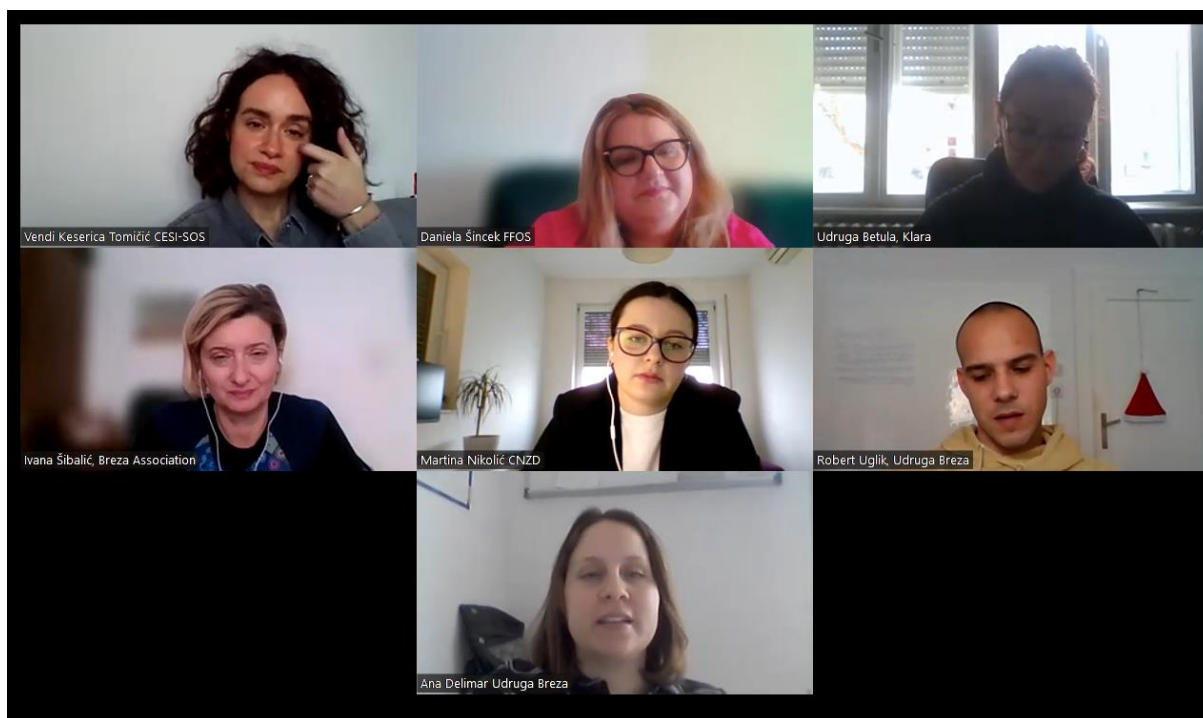
Co-funded by
the European Union



- Introduce adapted preventive activities for young people to sensitize them to the problems of CGBV and encourage active action against CGBV (reporting in case of experiencing, providing support to victims or warning perpetrators as bystanders)
- Encourage public opinion and a culture of expression that supports the equal status of gender minorities through campaigns, especially on SNS, and sensitize the public about the issue of (C)GBV
- Encourage the development and harmonization of legal solutions that are gender-sensitive and careful so that, in situations of legal regulations, terminology does not blame the victim
- Sensitization of politicians, public and state services (judges, police officers, social workers) in order to eliminate sexist and misogynist rhetoric from public discourse and to standardize actions in a way that respects the victims

Picture 2

Focus group work in Croatia





Bulgaria

Focus group summary

05.02. 2024, Department of Medical-Social Sciences, Faculty of Public Health, Health Care and Sports, South-West University "Neofit Rilski" Prevent and Support for Cyber Gender-based Violence

Date & place

Prevent and Support for Cyber Gender-based Violence

Number of participants and organizations:

4 participants from 4 direct helping organisations: NGO "Center Radost", Day center for psychosocial rehabilitation, Center for mental health, NGO "Balkani bez granici".

Review of the training curriculum

- The participants are impressed by the way the information is presented in the curriculum
- They find very useful examples for their practical activity
- They believe that the curriculum will largely fill in the missing information and give specific guidelines and techniques for working in this field

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Participant experience

The participants shared that gender-based cyberbullying is often underestimated as a problem, even though it has serious and harmful consequences for victims and society as a whole. Many people do not fully understand what gender-based cyberbullying is and what its consequences are. This leads to a lack of awareness and an underestimation of the seriousness of the problem.

Although the topic of gender-based violence and discrimination is increasingly discussed, cyberbullying is often a taboo and people are afraid to discuss.

Underestimation of the virtual world: Many people do not perceive the virtual world as a real space where actions can have real consequences. They don't realize that cyberbullying can have just as serious consequences as physical abuse.

Gender-based cyber-violence is often carried out anonymously or under pseudonyms, making it difficult to identify and prosecute perpetrators.



There are no clear legal frameworks and policies to combat gender-based cyber violence, making it difficult to take action to protect victims and prosecute perpetrators.

To overcome the underestimation of the problem, it is important to encourage open discussion of gender-based cyber-violence, raise awareness of its consequences and introduce effective legal and policy measures to combat it. This also includes educating society about respecting differences and creating safe online spaces where victims can feel protected.

Challenges in the system and society

Collaborate with state agencies, local authorities, non-profit organizations, and private donors to establish comprehensive programs aimed at addressing the root causes of violence and rehabilitating offenders.

Develop and implement training programs and resources to provide training for professionals working with offenders.

Develop targeted interventions and support services for vulnerable populations who may be at increased risk of CGBV. This may involve providing tailored education and resources to enhance digital literacy and awareness of online safety.

Collaborate with social service agencies, law enforcement, and community organizations to identify and support individuals being exploited economically or emotionally through digital means.

Recommendations to change the system of preventing, diagnosing, and dealing with GCBV:

Implement comprehensive training programs starting from schools to raise awareness about GBCV, its forms, and its impact.

On the one hand, develop and strengthen legal frameworks specifically targeting GBCV and prosecute perpetrators effectively. On the other hand, establish clear policies within organizations and online platforms to address GBCV, including reporting mechanisms and consequences for offenders.

Provide specialized training and capacity-building programs for law enforcement agencies, judicial personnel, and support services to effectively handle cases of GBCV. This may

include training on understanding the unique nature of cyber violence, collecting digital evidence, and providing support to victims.

Facilitate access to support services for victims of GBCV, including helplines, counseling, legal assistance, and safe online spaces. Ensure that these services are sensitive to the needs of diverse populations and readily available for those who seek help.

Collaborate with technology companies to develop and implement technological solutions to prevent and respond to GBCV.

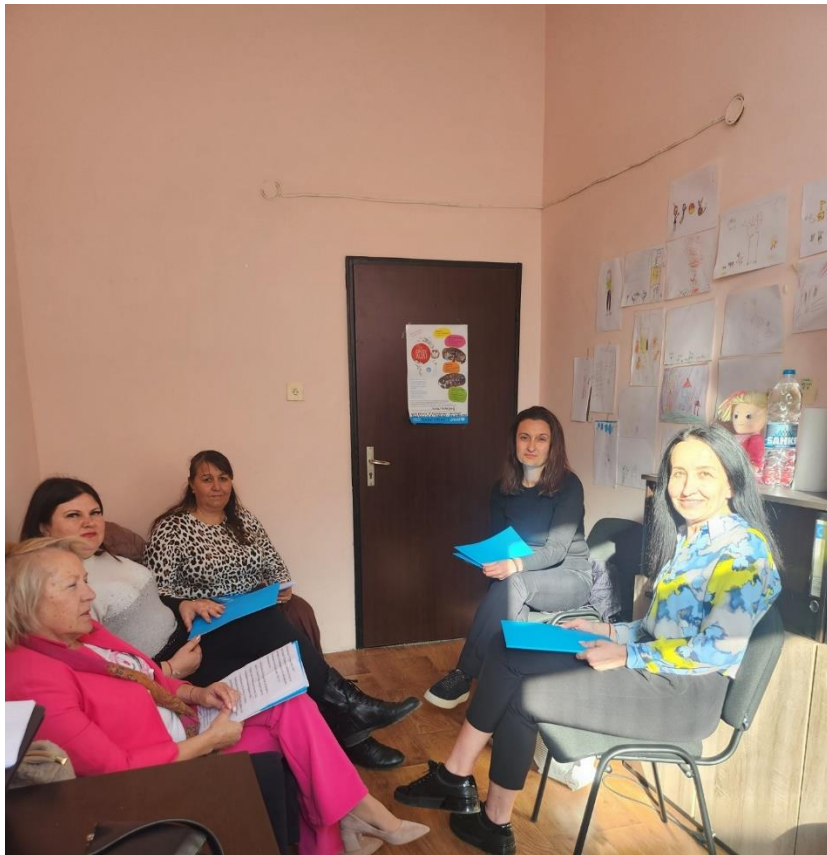
Continue research to better understand the prevalence, patterns, and impact of GBCV in order to collect data on incidents of cyber violence to inform policy and apply interventions effectively.

Empower individuals, particularly women and marginalized groups, to assert their rights online and advocate for their safety.

Promote digital literacy and digital empowerment programs to build resilience against GBCV.

Picture 3

Focus group work in Bulgarija





Greece

Focus group summary

Date & place: Xanthi 06/03/2024

Prevent and Support for Cyber Gender-based Violence

Number of participants and organizations: The combined target group included 125 students of the Orthodox Gymnasium and Lyceum of Xanthi and 10 teachers.

Review of the training curriculum

Both the students and the teachers who participated in the evaluation and feedback of the textbook seemed very enthusiastic and positive towards the tool. They suggested that this manual should be a tool available in schools across the country, and free to all students.

Participants also focused on having less information per page and stated that they prefer pages that have illustrated examples.

Participant experience

The teachers who participated in the project were very experienced as most of them have been working for more than 25 years in education and have a lot of experience in teaching. Therefore their opinion is very useful and also very important in giving feedback on the manual. On the other hand the students are very useful reviewers as they can evaluate the tool based on their needs and preferences. They are very important observers as through their judgement they can improve points that other peers will find agreeable.

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Challenges in the system and society

More generally, through the discussion with this group, the need for the integration of similar tools at all levels of education and more broadly in social institutions and services emerged. In particular, tackling cyber violence is a challenge but also a goal that needs to be achieved both at legislative and governmental level in order to address extreme and violent situations. It is now necessary that violence is not a taboo, but an issue that needs to be discussed and requires solutions for the whole community.

Recommendations to change the system of preventing, diagnosing, and dealing with GCBV: The majority of the participants came to the conclusion that dealing with phenomena of online gender violence needs to have a holistic approach, starting from school to society. More specifically, the treatment and prevention of violent phenomena and dangerous situations on the internet needs to be a subject of study and discussion within the school environment, while at the same time it is necessary to inform the parents of students. Finally, the incorporation and full recognition of the phenomenon in the Greek constitution is an element of major importance for Greek standards.

Picture 4

Focus group and multiplier event in Greece



Quantitative research

At two universities involved in the project, a quantitative survey was conducted in which students of those universities participated. The aim of the research was to verify the characteristics of cyber gender-based violence and gender-based violence. Therefore, the Cyber Gender-Based Violence Scale (RUN-I, Šincek et al., 2024) and the Gender-Based Violence Scale (RUN, Šincek et al., 2024) were designed. The scales consist of two subscales: the subscale of committing and the subscale of experiencing gender-based violence (on the Internet). In the Scale of gender-based violence on the Internet, each of the mentioned subscales contains 18 items, and in the Scale of gender-based violence, the subscales consist of 16 items each. Participants answer on a scale of 1 to 5 (1 = never, 2 = rarely, 3 = sometimes, 4 = often,

5 = very often), considering how often they have expressed or experienced a certain behavior in the last year.

Below you can see the parts that were in the original version in the Croatian language, and were translated from English to Bulgarian.

RUN-I

Reminder: **Gender identity** is seeing yourself as a woman, a man, a person with both or neither gender. Our gender can be the same as our sex, or it can be different from it (transgender people). We are assigned sex at birth based on observed characteristics (male, female, intersex). **Sexual orientation** refers to who we are sexually, emotionally, physically and romantically attracted to, and can be heterosexual (we are attracted to people of the opposite sex), homosexual (we are attracted to people of the same sex), but also bisexual (we are attracted to people of both sexes). There are also various additional sexual orientations such as pansexual or asexual.

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1. Below is a list of behaviors that can occur **online**. **When answering, evaluate those situations in which someone did it to harm you because of your gender, sexual orientation and sexuality**. Please rate how often you **have experienced this behavior** in the last year on a scale of 1 to 5, where the numbers mean:

- 1 never
- 2 rarely
- 3 sometimes
- 4 often
- 5 very often

1. Gossip about my gender, sexual orientation or involvement in sexual activities "circulated" on social networks.
2. They published my personal information (where I live, where I move, my contacts) without my knowledge and/or approval, to damage me because of my gender, sexual orientation or sexuality (for example, you can find this easy girl...).



3. They persuaded me or forced me to send them my sexually explicit photos, videos or messages (via private communication).
4. I have been threatened or blackmailed into posting sexually explicit photos, videos or messages of myself online.
5. They threatened me that they would publish fake photos of me with sexually explicit content (*sexual deepfakes*).
6. My sexually explicit photos, videos or messages have been shared or made public without my consent.
7. I received sexually explicit photos, videos or messages that I did not want or that upset me.
8. They used my photos and information to impersonate themselves (eg an ex-partner made a profile for revenge).
9. They monitored my activities online and live using digital technology (e.g. through spying software, studying the background data of my photos...)
10. They left unwanted comments related to my gender, sexual orientation or sexuality under my posts or posts about me.
11. They shared or published photos of me that they took secretly (eg they took pictures of me under my skirt or in a public toilet).
12. They filmed the sexual assault on me and shared or posted it online.
13. They commented online that I was guilty of the attack I experienced (eg sexual violence, threats due to my sexual orientation...).
14. I was excluded from online communication (and groups) based solely on my gender, sexual orientation or sexuality.
15. They published information about my sexual orientation without my permission.
16. I have been attacked or devalued for my participation in online discussions based on my gender, sexual orientation or sexuality.
17. They threatened me through anonymous messages or emails because of my gender, sexual orientation or sexuality.
18. They posted or commented online that my academic or professional success was based on my gender, sexual orientation or sexuality.



2. Again, below is a list of behaviors that can occur **online**. **Now when answering, evaluate those situations in which YOU did something to harm someone because of that person's gender, sexual orientation and sexuality** . Please rate how often you have **behaved in the manner described** in the last year on a scale of 1 to 5, where the numbers mean:

- 1 never
- 2 rarely
- 3 sometimes
- 4 often
- 5 very often

1. On social networks, I gossiped about someone related to that person's gender, sexual orientation or involvement in sexual activities.
2. I published someone's personal information (where the person lives, where they move, contacts) without the knowledge and/or approval of that person, in order to harm them because of their gender, sexual orientation or sexuality (for example, you can find this easy girl...).
3. I persuaded or forced someone to send me their sexually explicit photos, videos or messages (via private communication).
4. I threatened or blackmailed someone to post sexually explicit photos, videos , or messages online of that person.
5. I threatened someone that I would publish fake photos of sexually explicit content on which that person was (*sexual deepfakes*).
6. someone's sexually explicit photos, videos or messages without that person's consent.
7. I sent sexually explicit photos, videos or messages that the person did not want and/or that upset them.
8. I used someone's photos and information to impersonate myself (for example, I created a profile of an ex-partner for revenge).
9. I followed someone's activities online and live using digital technology (eg through spying software, studying the background data of photos...).
10. I have left unsolicited comments related to someone's gender, sexual orientation or sexuality under that person's posts or posts about that person.



11. I have secretly taken, shared or published someone's photos (e.g. filmed someone up their skirt or in a public toilet).
12. I filmed a sexual assault on a person and shared or posted it online.
13. I commented online that the person was guilty of the attack they experienced (e.g. sexual violence, threats due to sexual orientation...).
14. I have excluded someone from online communication (and groups) based solely on that person's gender, sexual orientation or sexuality.
15. I published information about someone's sexual orientation without that person's permission.
16. I have attacked someone or devalued that person's participation in online discussions based on their gender, sexual orientation or sexuality.
17. I have threatened someone through anonymous messages or emails because of that person's gender, sexual orientation or sexuality.
18. I have posted or commented online that someone's academic or professional success is based on that person's gender, sexual orientation or sexuality.

RUN

3. The following is a list of behaviors that can occur **live**. **When answering, evaluate those situations in which someone did it to harm you because of your gender, sexual orientation and sexuality**. Please rate how often you **have experienced this behavior** in the last year on a scale of 1 to 5, where the numbers mean:
 - 1 never
 - 2 rarely
 - 3 sometimes
 - 4 often
 - 5 very often

Because of my gender, sexual orientation or sexuality, I have been:

1. Ignored
2. They gave me hostile looks, stared at me or sneered at me.
3. They harmed me in evaluating me or evaluating my work.



4. Denied me access to something I needed for work or opportunities for advancement.
5. They humiliated me in live conversations and public debates (e.g. pointed out that you can't comment on a topic like "what a man knows about education, go watch football" or "what a woman knows about politics, go to the kitchen").
6. They shouted at me and insulted me.
7. They threatened me (covertly through comments that women should be raped or men castrated or by directly saying threats or e.g. showing a weapon or that they will hit me).
8. They physically attacked me without visible injuries (pushed, slapped...).
9. They injured me (made bruises, broke a bone, stabbed me...).
10. Asked me uncomfortable questions about my intimate, private life or commented on me in an inappropriate or sexualized way.
11. They stared at me uncomfortably and sexually.
12. They invited me out on dates in an inappropriate way (manipulation, coercion, use of authority...).
13. They showed me their naked body even though I didn't want it, or they forced me to watch pornographic materials.
14. I was involved in any form of sexual activity when I did not want it.
15. They lured me or forced unwanted sexual activities from me, for which they offered me a counter service.
16. They tried or succeeded in forcing me to have sex.

4. Now below is a list of behaviors that can happen live. **When answering, evaluate those situations in which YOU did something to harm someone because of that person's gender, sexual orientation and sexuality** . Please rate how often you have **behaved in the manner described** in the last year on a scale of 1 to 5, where the numbers mean:

- 1 never
- 2 rarely
- 3 sometimes
- 4 often
- 5 very often

Because of someone's gender, sexual orientation or sexuality, I:

1. Ignored a person.
2. Gave hostile glances, stared at a person or sneered at them.
3. I harmed a person in evaluating or valuing their work.
4. I prevented access to something that the person needed for work or opportunities for advancement.
5. I humiliated a person in live conversations and public debates (e.g. pointed out that he/she could not reasonably comment on a topic such as "what a man knows about education, go watch football" or "what a woman knows about politics, go to the kitchen") .
6. Yelled at someone and insulted someone.
7. Threatened (concealed through comments that women should be raped or men castrated or by directly saying threats or e.g. showing a weapon or that I will hit).
8. I physically attacked a person without visible injuries (pushed, slapped...).
9. I injured a person (bruised, broke a bone, stabbed...).
10. I asked the person uncomfortable questions about intimate, private life or commented on him/her in an inappropriate or sexualized way.
11. I stared uncomfortably and sexually at a person.
12. I asked someone out in an inappropriate way (manipulation, coercion, use of authority...).
13. I showed someone my naked body even though that person did not want it or I forced them to watch pornographic materials.
14. I have involved someone in any form of sexual activity when that person did not want it.
15. I lured someone to or forced someone to engage in unwanted sexual activities for which I offered a counter-service.
16. I tried or managed to force someone to have sex.

In addition to CGBV and GBV, sociodemographic data on the participants and self-assessment of the level of Internet use were collected, as well as data on the participants' previous victimization and violations of the law. Participants completed the Ambivalent Sexism Inventory - Short Form; (Rollero et al., 2014); Ambivalence towards Men Inventory - Short

Form; (Rollero et al., 2014); Gender Identity Scale (Kamenov et al., 2019) and Depression, Anxiety and Stress Scale - 21 Items (Lovibond & Lovibond, 1995).

249 students from two universities participated in the research, of which 129 were from Osijek and 211 being women (84.4%), with an average age of 22.95 years (SD=3.72).

Table 1

Frequencies of responses to items on the subscales of the Cyber Gender-Based Violence Scale

Items	Experiencing							Committing						
	Never	Rarely	Some times	Often	Very often	M	SD	Never	Rarely	Some times	Often	Very often	M	SD
Gossiping	233 (93.2)	11 (4.4)	5 (2.0)	0 (0.0)	1 (0.4)	1.10	0.423	222 (88.8)	23 (9.2)	5 (2.0)	0 (0.0)	0 (0.0)	1.13	0.394
Doxing	243 (97.2)	4 (1.6)	2 (0.8)	1 (0.4)	0 (0.0)	1.04	0.287	245 (98.0)	2 (0.8)	3 (1.2)	0 (0.0)	0 (0.0)	1.03	.235
Forced sexting	217 (86.8)	20 (8.0)	9 (3.6)	4 (1.6)	0 (0.0)	1.20	0.574	245 (98.0)	2 (0.8)	3 (1.2)	0 (0.0)	0 (0.0)	1.03	.235
Sextortion	239 (95.6)	7 (2.8)	4 (1.6)	0 (0.0)	0 (0.0)	1.06	0.298	247 (98.8)	0 (0.0)	3 (1.2)	0 (0.0)	0 (0.0)	1.02	.218
Sexual deep fakes	240 (96.0)	7 (2.8)	3 (1.2)	0 (0.0)	0 (0.0)	1.05	0.271	246 (98.4)	1 (0.4)	3 (1.2)	0 (0.0)	0 (0.0)	1.03	0.227
Sext sharing	242 (96.8)	6 (2.4)	2 (0.8)	0 (0.0)	0 (0.0)	1.04	0.234	245 (98.0)	1 (0.4)	4 (1.4)	0 (0.0)	0 (0.0)	1.04	0.259
Unwanted / upsetting sexting	194 (77.6)	32 (12.8)	18 (7.2)	4 (1.6)	2 (0.8)	1.35	0.753	244 (97.6)	3 (1.2)	3 (1.2)	0 (0.0)	0 (0.0)	1.04	0.243
Impersonation	236 (94.4)	11 (4.4)	2 (0.8)	1 (0.4)	0 (0.0)	1.07	0.327	242 (96.8)	4 (1.6)	4 (1.6)	0 (0.0)	0 (0.0)	1.05	0.279
Digital spying	240 (96.0)	7 (2.8)	3 (1.2)	0 (0.0)	0 (0.0)	1.05	0.271	241 (96.4)	4 (1.6)	5 (2.0)	0 (0.0)	0 (0.0)	1.06	0.305
Unsolicited comments	239 (95.6)	6 (2.4)	3 (1.2)	2 (0.8)	0 (0.0)	1.07	0.373	242 (96.8)	4 (1.6)	4 (1.6)	0 (0.0)	0 (0.0)	1.05	0.279
Up-skirts photos	245 (98.0)	3 (1.2)	2 (0.8)	0 (0.0)	0 (0.0)	1.03	0.208	246 (98.4)	1 (0.4)	3 (1.2)	0 (0.0)	0 (0.0)	1.03	0.227
Filming sexual assault	244 (97.6)	4 (1.6)	2 (0.8)	0 (0.0)	0 (0.0)	1.03	0.217	244 (97.6)	3 (1.2)	3 (1.2)	0 (0.0)	0 (0.0)	1.04	0.243
Blaming victims	242 (96.8)	4 (1.6)	4 (1.6)	0 (0.0)	0 (0.0)	1.05	0.279	245 (98.0)	2 (0.8)	3 (1.2)	0 (0.0)	0 (0.0)	1.03	2.35
Exclusion	237 (94.8)	9 (3.6)	4 (1.6)	0 (0.0)	0 (0.0)	1.07	0.309	244 (97.6)	3 (1.2)	3 (1.2)	0 (0.0)	0 (0.0)	1.04	0.243
Forced outing	247 (98.8)	1 (0.4)	2 (0.8)	0 (0.0)	0 (0.0)	1.02	0.189	246 (98.4)	1 (0.4)	3 (1.2)	0 (0.0)	0 (0.0)	1.03	0.227
“Mansplaining”	241 (98.0)	4 (1.6)	5 (2.0)	0 (0.0)	0 (0.0)	1.06	0.305	245 (98.0)	2 (0.8)	3 (1.2)	0 (0.0)	0 (0.0)	1.03	2.35
Private threats	245 (98.0)	3 (1.2)	2 (0.8)	0 (0.0)	0 (0.0)	1.03	0.208	246 (98.4)	1 (0.4)	3 (1.2)	0 (0.0)	0 (0.0)	1.03	0.227
Comments of success	245 (98.0)	3 (1.2)	2 (0.8)	0 (0.0)	0 (0.0)	1.03	0.208	244 (97.6)	3 (1.2)	3 (1.2)	0 (0.0)	0 (0.0)	1.04	0.243

Table 2

Frequencies of responses to items on the subscales of the Gender-Based Violence Scale

Items	Experiencing							Committing						
	Never	Rare ly	Some times	Often	Very often	M	SD	Never	Rare ly	Some times	Often	Very often	M	SD
Ignoring	209 (83.6)	31 (12.4)	9 (3.6)	1 (0.4)	0 (0.0)	1.21	0.512	206 (82.4)	32 (12.8)	9 (3.6)	2 (0.8)	1 (0.4)	1.24	0.543
Sneering	222 (88.8)	17 (6.8)	10 (4.0)	1 (0.4)	0 (0.0)	1.16	0.489	225 (90.0)	20 (8.0)	4 (1.6)	1 (0.4)	0 (0.0)	1.12	0.407
Harming evaluation	226 (90.4)	17 (6.8)	6 (2.4)	1 (0.4)	0 (0.0)	1.13	0.429	237 (94.8)	11 (4.4)	2 (0.8)	0 (0.0)	0 (0.0)	1.06	0.270
Work obstacles	235 (94.0)	10 (4.0)	4 (1.6)	1 (0.4)	0 (0.0)	1.08	0.365	244 (97.6)	4 (1.6)	2 (0.8)	0 (0.0)	0 (0.0)	1.03	0.217
Mansplaining	200 (80.0)	27 (10.8)	21 (8.4)	1 (0.4)	1 (0.4)	1.30	0.673	234 (93.6)	11 (4.4)	5 (2.0)	0 (0.0)	0 (0.0)	1.08	0.343
Insulting	221 (88.4)	22 (8.8)	6 (2.4)	1 (0.4)	0 (0.0)	1.15	0.446	235 (94.0)	12 (4.8)	3 (1.2)	0 (0.0)	0 (0.0)	1.07	0.302
Threatening	235 (94.4)	7 (2.8)	7 (2.8)	0 (0.0)	0 (0.0)	1.08	0.365	247 (98.8)	2 (0.8)	1 (0.4)	0 (0.0)	0 (0.0)	1.02	0.154
Physical attack	242 (96.8)	5 (2.0)	3 (1.2)	0 (0.0)	0 (0.0)	1.04	0.258	246 (98.4)	3 (1.2)	1 (0.4)	0 (0.0)	0 (0.0)	1.02	0.166
Injuring	246 (98.4)	1 (0.4)	3 (1.2)	0 (0.0)	0 (0.0)	1.03	0.227	246 (98.4)	3 (1.2)	1 (0.4)	0 (0.0)	0 (0.0)	1.02	0.166
Questions about private life	203 (81.2)	24 (9.6)	16 (6.4)	7 (2.8)	0 (0.0)	1.31	0.715	239 (95.6)	10 (4.0)	1 (0.4)	0 (0.0)	0 (0.0)	1.05	0.232
Sexual stares	189 (75.6)	23 (9.2)	26 (10.4)	10 (4.0)	2 (0.2)	1.45	0.892	236 (94.4)	11 (4.4)	2 (0.8)	1 (0.4)	0 (0.0)	1.08	0.367
Manipulative asking out	230 (92.0)	11 (4.4)	7 (2.8)	2 (0.8)	0 (0.0)	1.12	0.462	244 (97.6)	5 (2.0)	1 (0.4)	0 (0.0)	0 (0.0)	1.03	0.188
Forced sexual exposing	239 (95.6)	8 (3.2)	3 (1.2)	0 (0.0)	0 (0.0)	1.06	0.278	246 (98.4)	3 (1.2)	1 (0.4)	0 (0.0)	0 (0.0)	1.02	0.166
Unwanted sexual activities	242 (96.8)	4 (1.6)	4 (1.6)	0 (0.0)	0 (0.0)	1.05	0.279	246 (98.4)	3 (1.2)	1 (0.4)	0 (0.0)	0 (0.0)	1.02	0.166
Pressured sexual activities	238 (95.2)	9 (3.6)	2 (0.8)	1 (0.4)	0 (0.0)	1.06	0.317	244 (97.6)	5 (2.0)	1 (0.4)	0 (0.0)	0 (0.0)	1.03	0.188
Raping	235 (94.0)	11 (4.4)	4 (2.0)	0 (0.0)	0 (0.0)	1.08	0.320	243 (97.2)	5 (2.0)	1 (0.4)	1 (0.4)	0 (0.0)	1.04	0.314

As can be seen from the above two tables, these are rare behaviours, that is, over 75% of participants have never experienced or committed one of these behaviours (for most behaviours, over 90% of participants say they have never experienced or committed it). The participants answer that they most often experience unwanted/pressured and forced sexting, and they themselves most often gossip about someone online because of gender or sexual orientation or sexuality of that person (CGBV). When we talk about GBV, they most often experience someone staring at them (sexually motivated) and being questioned about their private life or excluded from conversations because of their gender, while they themselves recognize that they most often ignore others because of the gender, sexual orientation, or sexuality of that other person. It should be noted that the majority of the sample is female. Since women and gender minorities are more exposed to these types of violence, the data is insufficiently representative, especially for committing CGBV.



In the paper Šincek, Miteva & Marčinko (2024): "Relationships of Internet use, victimization and violations of regulations with Cyber Gender-based Violence and Gender-based Violence", which will be presented at the ICTinLife2024 conference on May 17, 2024, it was determined: "While internet use was an insignificant predictor for all four criteria, victimization and violation of regulations are significant predictors of committing and experiencing CGBV, victimization is predictive of experiencing GBV, and violation of regulations is a predictor of committing GBV. All significant beta coefficients are positive, that is, participants who have experienced a higher level of victimization and who violate more regulations are more involved in CGBV and GBV." The full paper will be published in the Conference proceedings.



Recommendations for improving the functioning of institutions and society

Based on the conducted qualitative and quantitative analyses, as well as on the basis of all the outcomes of our project, we recognize and recommend as a key **holistic approach**, starting from school to society, also at the level of the entire European Union, and ideally the world in preventing the occurrence and providing support to victims and interventions for CGBV perpetrators. In doing so, we consider it important to **integrate** knowledge and approaches related to GBV with CGBV, respecting the **specificities** of these phenomena.

We can further divide our recommendations into several areas:

Legislation, policies, and police

- It is necessary to **unify legislation**, both within individual countries and to unify legal procedures within the EU. States should encourage the development and harmonization of legal solutions that are gender-sensitive and careful so that, in situations of legal regulations, terminology does not blame the victim.
- Also, it is necessary to ensure adequate training and support for the police and judiciary in order to adopt and demonstrate appropriate behaviour in cases of CGBV and GBV, without bias, it is crucial to work on the sensitivity of both levels, on the level of individual employees, and on the level of the police or courts, and attorney's offices as a group. These institutions should be encouraged to present examples of good practice not only within the institution, but also to the public. This will increase, on the one hand, general sensitivity, and on the other hand, it will act as a kind of standard for public monitoring of institutions activities. The police should be additionally encouraged to report CGBV to the court.
- Treatment should be standardized in such a way as to consider, for example, the ban on approaching the victim, that it is not only prohibited in the physical world (eg do not approach less than 100 meters), but also in the digital world (it is forbidden to contact the victim online). Legal regulations should also be adapted to this.
- Provide employees in the police and judiciary, as well as the government at the national and local levels, with appropriate training and demand compliance with the accepted Istanbul Convention. In doing so, it is especially important to devise measures that will reduce the growing populist activity of politicians who cause "moral panic" scaring

public about forcing gender ideology (e.g. they will forbid to our kids to call us moms and dads, the kids will have to call us parent1 and parent 2), often express misogynistic views themselves, and thereby promote potentially dangerous trends in the population, especially in people prone to traditional views of gender roles. Such public activity can have characteristics of hate speech and encourage hate crimes in the population.

Society

- Encourage public opinion and a culture of expression that supports the equal status of gender minorities through campaigns, especially on SNS, and sensitize the public about the issue of (C)GBV (how to recognise online violence, how to deal with it and where to refer it; legal framework: people need to know what can be reported and how, that there are already cases to deal with, that it makes sense to report and deal with it).
- Empower individuals, particularly women and marginalized groups, to assert their rights online and advocate for their safety.
- Promote digital literacy and digital empowerment programs to build resilience against GBCV.

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Organizations that provide support and treatment

- Provide specialized training for professionals who work with persons involved in CGBV and GBV (both victims and perpetrators) that are available (free of charge or included in university education).
- Provide means and circumstances for systematic work with everyone involved in CGBV and GBV without basing the same on uncertain project financing.
- Establish clear policies within organizations and online platforms to address GBCV, including reporting mechanisms and consequences for offenders.
- Facilitate access to support services for victims of GBCV, including helplines, counseling, legal assistance, and safe online spaces. Ensure that these services are sensitive to the needs of diverse populations and readily available for those who seek help.

Education

- Introduce adapted preventive activities for young people to sensitize them to the problems of CGBV and encourage active action against CGBV (reporting in case of experiencing, providing support to victims or warning perpetrators as bystanders)
- Implement comprehensive training programs starting from schools to raise awareness about GBCV, its forms, and its impact. More specifically, the treatment and prevention of violent phenomena and dangerous situations on the internet needs to be a subject of study and discussion within the school environment, while at the same time it is necessary to inform the parents of students.

Most vulnerable and underrecognized target groups

- there is need to raise awareness among migrants (especially women) in their languages on the CGBV topic; there is need of intersection of cyber violence and economic violence in partner violence against migrant women - women are often afraid to report and leave the aggressor, they risk losing their residence and contact with their children.

Research

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- Modification of the domestic violence diagnostic questionnaire to include online violence is recommended.
- Continue research to better understand the prevalence, patterns, and impact of GBCV in order to collect data on incidents of cyber violence to inform policy and apply interventions effectively.

Technology

- AI needs to be taken into account and informed about - as a tool of prevention, but also as a tool of cyber-violence (e.g. a new app has emerged that undresses women).
- Collaborate with technology companies to develop and implement technological solutions to prevent and respond to GBCV.



Conclusion

The Prevention and Support for Cyber Gender Based Violence project achieved all the set goals and outcomes. All involved partners have additionally strengthened their capacities and resources for work in the field of CGBV but have also provided the countries involved in the project, as well as all EU countries and beyond, numerous resources that are free, useful and available to young people and experts who provide support included in CGBV. Our work led us to recognize important areas where progress is possible, and guidelines were drawn up accordingly. The project also built a collaboration of a network of experts who will likely reduce the challenges related to CGBV through future collaborations.





Appendix





PS-CGBV

Project “Prevention and Support - Cyber Gender-Based Violence” (PS-CGBV) – presentation of project outcomes



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PS-CGBV

About PS-CGBV project



- <https://ps-cgbv.eu/#/en>
- Aim
 - Develop impactful resources on cyber gender-based violence for youth and professionals
- Project duration: 24 months, starting April 1, 2022
- Funded under the Erasmus+ program (KA220-YOU)
- Focus on fostering international collaboration and empowering youth for societal impact



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About PS-CGBV project

- The consortium:
 1. "Ladies Union of Drama" (Drama, Greece)
 2. Faculty of Humanities and Social Sciences (Osijek, Croatia)
 3. Dorea Educational Institute (Limassol , Cyprus),
 4. South - West University "Neofit Rilski" (Blagoevgrad , Bulgaria),
 5. The Future Now (Sdruzhenie Badeshteto SEGA, Sofia, Bulgaria)
 6. Gender Studies (Prague, Czech Republic)



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Presentations:

1. Interactive map and the best practice mapping
2. Promotive video
3. Digital Handbook for Youth
4. Training Curriculum for Youth Workers



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Interactive map and the best practice mapping

Anna Kotková, Lucie Příbyl, Raya Tsvetkova, Ali Honaramiz and
Daniela Šincek



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Cyber gender-based violence (CGBV)

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- Cyber gender-based violence (CGBV): Violence and discrimination occurring online targeting individuals based on gender identity or sexual orientation.
- Gender-based violence (GBV): Offline violence sharing characteristics with CGBV, including physical, verbal, psychological, sexual, and economic forms.
- Interconnection between CGBV and GBV: Despite the overlap, CGBV lacks targeted resources and services.



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Best practice mapping

- aimed to make available a wide range of diverse resources, tools and services for youths and experts
 - Objective 1: Conduct comprehensive desk research to gather a diverse array of best practices.
 - Objective 2: Evaluate, shortlist, and categorize these best practices effectively.
 - Objective 3: Create a user-friendly interface on a shared project platform to make these resources easily accessible to both youth and experts.



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Procedure:

- Leading partner: Gender Studies, o.p.s
Organized:
 - Preparation, implementation, and facilitation of meetings
 - Collection of best practices
 - Review and selection of results suitable for implementation
 - Upload of best practices to the interactive map on the project platform



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Criteria for best practice

Basic Criteria:

- Integration of a gender perspective within the best practices
- Benefits for diverse target groups
- Feasibility for implementation at either the individual EU Member State or EU-wide level



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Criteria for best practice

- the setting of formal and content categories of best practices:
 - categories by topic:
 - safety online,
 - discrimination,
 - human trafficking,
 - sexual and intimate partner violence,
 - opportunities,
 - legal regulations of GBV including violence against LGBTIQ community;



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Criteria for best practice

- the setting of formal and content categories of best practices:
 - categories by source type:
 - initiatives and campaigns,
 - learning and training opportunities,
 - research,
 - guides,
 - publications,
 - support and direct help,
 - digital tools,
 - associations and networks,
- a standardized Best Practice Submission Form has been developed



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BEST PRACTICES TEMPLATE

Title of practice	
Type of Practice (i.e. digital tool, initiative, tools, learning opportunities)	
Link(s)	
Media:	
EU, National, or both	
Country of Origin (location)	
Language(s) used/English version available?	
Provider, organization or organizer:	
Sector: <u>Governmental/Non-governmental</u> / private entity etc.	
Short description of the practice:	
What issue is it addressing?	
What demographic/population is it affecting? (target group)	
What are the objectives of the practice?	
What methodology are they using?	
What were the main activities that were carried out?	
Other collaborators/affiliates: (if	



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BEST PRACTICES TEMPLATE

applicable)	
What makes it a best/good practice? ~~Describe the~~ gender specifics of the practice.	
Is the good practice transferrable to other countries? Free to copy? (Or if there are any, under what circumstances?)	
Expert notes and recommendations:	

At a glance SWOT	Description
Strength	
Weakness	
Opportunity	
Threat	

The SWOT will be featured in the upper part of each best practice as a quick overview for the reader.



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Research

- Tasks were distributed among partners according to:
 - Regional affiliation
 - Language proficiency
 - Expertise in relevant areas
- Control: Ensuring representation from all EU Member States



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Results

- Each partner contributed a minimum of 3 best practices from their respective countries.
- Additionally, at least 1 best practice from each of the EU countries (+UK) assigned to them was included.
- Result:
 - 106 best practices from EU and the UK were collected.
 - 82 were shortlisted for upload and implemented in the Interactive Map.
- <https://ps-cgbv.eu/#/en/resources-map>



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FILTER BY TOPIC

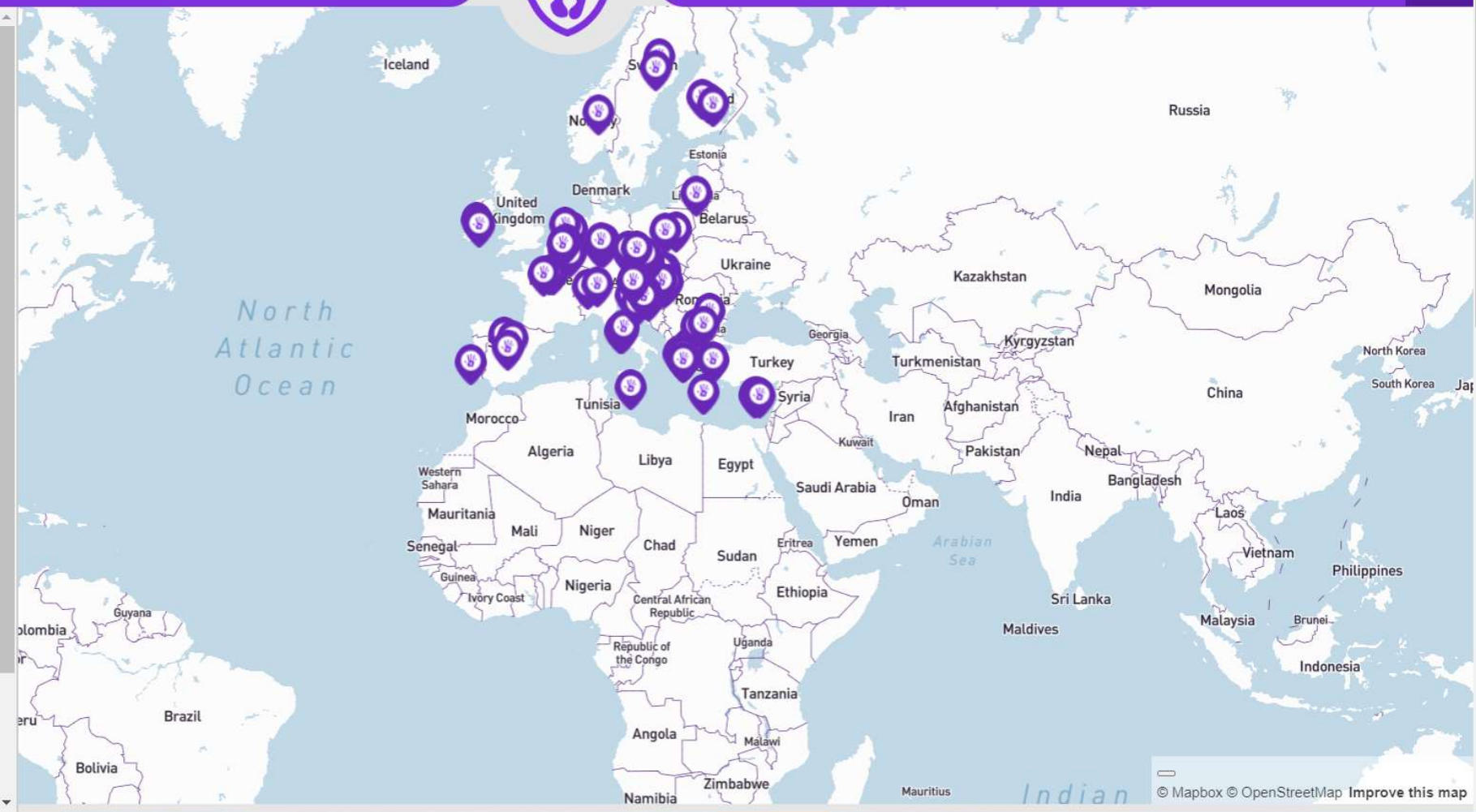
Click on any of the boxes below to apply filter

- Safety online
- Discrimination
- Human trafficking
- Sexual and intimate partner violence
- Opportunities
- Legal regulations of GBV
- LGBTIQA

FILTER BY CATEGORY

Click on any of the boxes below to apply filter

- Initiatives and campaigns
- Learning and training
- Research, guides, publications





FILTER BY TOPIC

Click on any of the boxes below to apply filter

Safety online

Discrimination

Human trafficking

Sexual and intimate partner violence

Opportunities

Legal regulations of GBV

LGBTIQA

FILTER BY CATEGORY

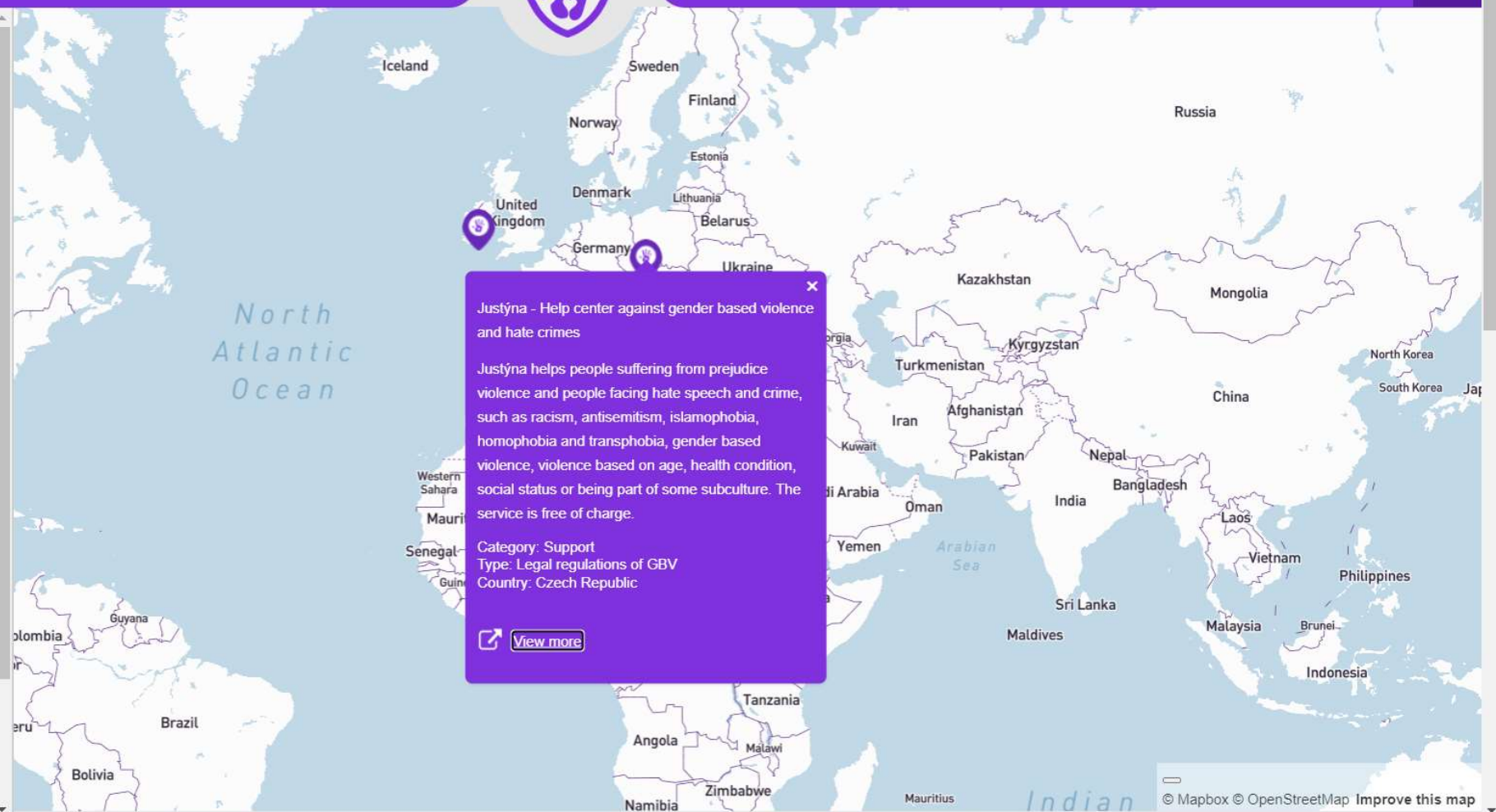
Click on any of the boxes below to apply filter

Initiatives and campaigns

Learning and training

Research, guides, publications

Interobox
<https://in-ius.cz/poradna/>



Justyna - Help center against gender based violence and hate crimes

Justyna helps people suffering from prejudice violence and people facing hate speech and crime, such as racism, antisemitism, islamophobia, homophobia and transphobia, gender based violence, violence based on age, health condition, social status or being part of some subculture. The service is free of charge.

Category: Support
Type: Legal regulations of GBV
Country: Czech Republic

[View more](#)



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Obstacles and solutions

Overcoming Language Barriers

- Leveraging Personal Language Skills and Networks:

Integrating a Gender Perspective:

- Recognizing the absence of a gender perspective in many existing resources for cyber-violence prevention.
- Making the gender perspective a primary selection criterion for resources, ensuring inclusivity and relevance.



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Conclusion

- Discrepancies in Support Services and Resources:
 - Varied in number and focus across EU countries.
 - Differences observed in emphasis on topics and target groups.
- Lack of Gender-Based Cyber-Violence Resources:
 - Limited services and resources addressing gender-based cyber-violence specifically.
 - Existing practices mainly focused on gender-based violence or cyber-security, neglecting the intersection between the two.
- Implications:
 - Highlighted the necessity for additional tools and services catering to victims, perpetrators, and survivors of CGBV, along with victim support services.
 - Confirmed the requirement for further project outputs, particularly PR3 and PR4, to address these gaps effectively.



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PS-CGBV

Promotive video

Maša Brozović, Maria Horvat, Sabina Mešnjak, Valentina Mrazović,
Ivana Puđa, Dorotea Vargašević and Daniela Šincek



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PS-CGBV

From PS-CGBV project

- students from two universities UNIOS and South - West University "Neofit Rilski"
- Creation of promotive videos
 - Aim of videos
 - increasing awareness among young people about the challenges of CGBV



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Applied Social Psychology II – service learning

- The main task of this course - to solve a real-world problem using knowledge from social psychology
- Based on service learning principles
- PATH model was used (Problem – Analyses – Test – Help)



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Problem phase



CGBV is based on hierarchical and unequal power structures rooted in culturally conditioned gender norms



- Women are more often victims of this form of violence
- They are more aware and better acquainted with the concept of gender-based violence



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Problem phase

Problem definition:

Young people are involved in CGBV, but they are not sufficiently aware of how to recognize it and how to protect themselves if they experience it

Outcomes:

Developing negative attitudes towards CGBV and raising awareness



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Problem phase – media content analyses

- Women are significantly more often victims of sexual harassment and stalking online than men

European Women's Lobby :

the likelihood of a woman experiencing online harassment

27% higher

than the likelihood of a man experiencing it

- The research conducted in 2020 on 23,000 women has shown:
 - 35% of women who have experienced some form of online harassment stated that the incident was "extremely" or "very" distressing
 - 70% of women say that online harassment is a significant problem



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Analyses phase

- Finding concepts and theoretical explanations that could be used to solve our problem
 - **The frustration-aggression model** - frustration can lead to aggression.
 - **The bystander effect** - individuals are less likely to offer help in emergency situations when others are present because of diffusion of responsibility (someone else will act)
 - **Stereotypes** - generalized and simplified perceptions about specific groups of people, including gender groups
 - **The defensive attribution** – tendency of an observer to attribute responsibility to a victim (negatively correlated with observer-victim similarity)



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Analyses phase

- Finding concepts and theoretical explanations that could be used to solve our problem
 - Empathy:
 - ability to understand others' emotions and respond appropriately to those emotions
 - The seriousness is normalized or minimized, creating a perception that violence is acceptable, encouraging perpetrators to feel justified
 - Lack of condemnation of violence -> fewer reports of violence and lack of support for victims
 - Reduced sensitivity to violence



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Analyses phase

- Finding concepts and theoretical explanations that could be used to solve our problem
 - Social support
 - Often lacking
 - Victims experience various negative consequences, ranging from distress and shame to difficulties in romantic relationships, and even job loss
 - It is important that support is provided not only by professionals but also by loved ones

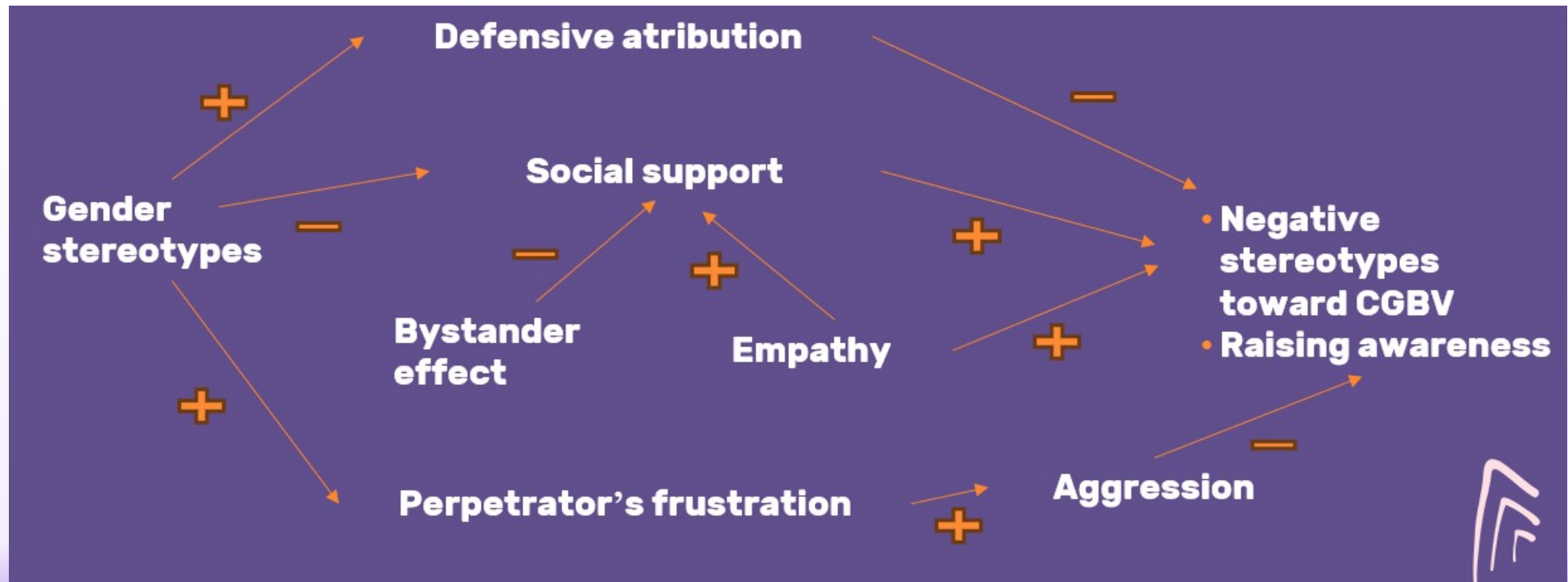


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Test phase

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Problem: Gender-based violence in the context of unauthorized sharing of sexually explicit content of women

CAUSES OF THE PROBLEM

- Lack of awareness on how to protect oneself
- Insensitivity towards others' privacy

- SOLUTION: Intervention targeting 3rd-grade high school students with the assistance of professionals
- POSSIBILITIES: Video presentation, workshops, providing information on how to protect oneself

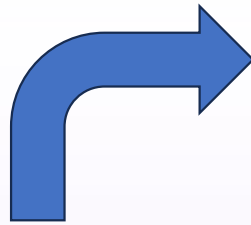


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Implementation



- An interview with a psychologist at the Hospitality and Tourism School in Osijek
 - confirmed the prevalence of gender-based violence in the context of unauthorized sharing of sexually explicit content of women

- DECISION
- Screening of a video on this topic + focus groups
- Focus group participants: 3rd and 4th-grade students who have previously mentioned gender-based violence during their education and have attended workshops on sexual violence.



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Expected outcomes

MAIN OBJECTIVES:

- Developing (more) negative attitudes towards CGBV and expanding knowledge about it

EFFECTIVENESS ASSESSMENT:

Implementation of knowledge and attitude assessment before and after the educational video and focus groups

QUESTIONS:
Basic facts knowledge and situational questions.

DRAWBACKS OF THIS APPROACH:

Inability to influence the behavior of the target population on which the intervention is conducted!



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Channels



Presentation
of the actual
prevalence of
such behavior
in society



Educational
video



Brochures
containing key
information
about gender-
based violence



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Methods

MODELING:

Achieving new insights and understanding through

- observing the behavior of another person
- studying the consequences that arise from the observed behavior

INTIMIDATION:

Depicting the consequences and real-life situations in society related to gender-based violence



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Action plan

1. Video
2. Focus groups with 3rd-year students at the Hospitality and Tourism School
 - Topics: gender stereotypes, frustration-aggression model, defensive attribution, social support, bystander effect, and empathy

Participants: School psychologist, students (N=36), teachers and class mentors

Implementation challenges:

- scheduling conflicts,
- technical issues, I
- lack of cooperation and resistance from students,
- problems with video recording and evaluation,
- failure to complete questionnaires



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Evaluation

- The students completed a pre- and post-intervention evaluation questionnaire assessing their attitudes and knowledge about gender-based violence
 - There is no statistically significant difference ($t = -1.37$; $df = 13$; $p > .05$) in students' knowledge before and after the intervention
 - There is a statistically significant difference ($t = -3.71$; $df = 13$; $p < .05$) in students' attitudes before and after the intervention – more negative towards CGBV
- Process evaluation: Immediately after the focus groups, students provided feedback on their perception and opinion of the conducted focus groups

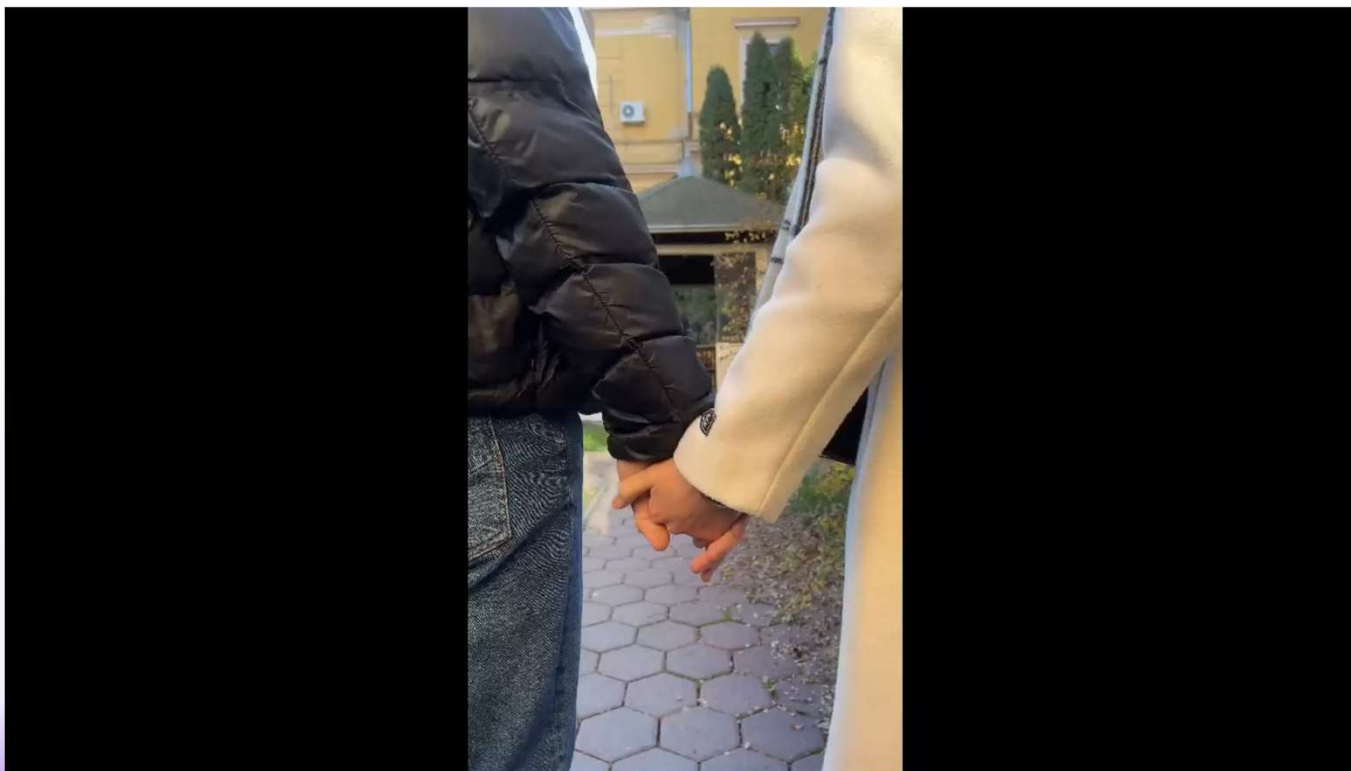


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Let's watch the video



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Digital Handbook for Youth

Daniela Šincek, Silviya Miteva, Ali Honaramiz and Theodora Vainterli



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Aim of the Handbook



- young people – particularly affected by cyber-violence
- girls and young members of gender minorities - extremely exposed to CGBV
- need to sensitize them to
 - recognize and react if they witness
 - know how to protect themselves if they experience CGBV



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Digital Handbook

on Cyber Gender-Based violence for Young people



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3.2. Types of Gender-Based Violence

Domestic violence

(or domestic abuse)
One of the most known and widely experienced by women around the globe. It manifests as physical, sexual, financial, emotional abuse and threats to subdue another person. Abusers strive to gain or maintain power over their partner.

Economic or financial

Abusers strive to make their victim financially dependent purely on them by taking and maintaining control over their economic situation. They usually deny access to money and any opportunity of pursuing an education or career. Victims are often spouses or elderly parents.

Psychological abuse

Abusers play mind games with their victims by intimidating/threatening to harm either themselves, their victims, or others, incl. pets and material items. Isolation is also grouped with this form of psychological violence and it presents itself by restricting their victim's access to the outside world or to specific groups.

Emotional violence

Targets the person's self image. The victim gets criticized on their looks, competences, has insults thrown at them and could be steered away from friends and family by the abuser ruining their relations.

Digital violence

Portrayed by any kind of cyber harassments, be it by phone, internet games etc., based and directed towards a person's sex or gender.

Physical abuse

The most well known form of violence. The abuser inflicts damage or injuries to the victim by physical contact, or forces them to take substances against their will.

Sexual violence

Any assault by forcing an intimate action upon someone, whether they're fully awake and sober or under effect by any substance. If the other person does not give consent, or is a minor, it is considered sexual abuse. The victim could be of any gender but most often it is women.

"Globally, 6 per cent of women report they have been subjected to sexual violence from someone other than their husband or partner. 15 million adolescent girls worldwide, aged 15–19 years, have experienced forced sex. In the Middle East and North Africa, 40–60 per cent of women have experienced street-based sexual harassment."

3. SKILLS TO MASTER AGAINST CYBER GBV



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3. About your skills

There are three main skill sets to help you manage gender base cyber violence. To be able to benefit from the positives of the internet, you should:

- | | | |
|----|-------------------------------------|---|
| 01 | Build up your digital skills | → learn how the internet works |
| 02 | Master your soft-skills | → become confident in your ability to handle the online space |
| 03 | Know your rights | → learn about legal protection available to you in the most severe cases of cyber GBV |

4. SKILLS TO MASTER AGAINST CYBER GBV

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3.1 Passwords

A **strong password** is essential for online security. It's not enough just to have a long password made up of numbers and letters and special characters... We also need to keep it secure. We highly recommend avoiding using one password for all the accounts we have. In case that any of the applications we use do not have a sufficiently secure password database, they may leak user login credentials. Once our single password is leaked for one platform, all other accounts where we use the same password lose protection.

TIP: You don't have to make up completely new passwords, just change part of the password each time. You also need to change your passwords from time to time; then even if one of your passwords is leaked and you didn't know about it, you don't need to worry about it. Last but not least, it's a good rule of thumb not to tell anyone your passwords, not even your family, your partner or friends. At the same time, never ask anyone to tell you their password. A password is a very personal piece of information and no one has the right to entice it out of anyone.

TIP: You don't know how to remember that? Tell yourself that passwords are like underwear - you have multiple pieces, you change them regularly and you don't lend them to anyone.



DIGITAL SKILLS

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3.5 Algorithms (aka how the internet works)

The Internet is not a neutral communication platform. The Internet is a network of companies that run their services there for profit. These companies need to mine data about our online behaviour, interests and habits in order to communicate our perception of their advertising messages to other companies.

Behind every social network or game that we can't tear ourselves away from are dozens or hundreds of developers and analysts whose job it is to create an environment that we can't tear ourselves away from. Of course they're succeeding when our only defense is our soft skills.

TIP: Spending more time online than you'd like? Try making a list of activities you do online. Which ones do you think are meaningful? Which ones improve your mood? Which ones do you learn something from? Which ones give you a good chance to relax? Which ones add to your stress? Which ones make you angry easily?

Try to set your technology so that the activities that improve your wellbeing predominate. For example, stop following that influencer you don't agree with or ditch the constant stream of political news from the world and only watch the news when you're really in the mood, have the time and energy. Or if you're annoyed that Counter-Strike players just yell at each other, find another game instead that has what you enjoy about CS but doesn't have such a toxic community.

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4.2 Mindfulness and concentration

Cyberspace, especially social media, is a very fragmented environment, with lots of attractive content that circulates, appears and disappears very quickly. It is very demanding to our brains. Similar to offline life, concentration and focus on what we are doing online helps reduce our mind load and helps the brain work effectively.

1 TIP

Set your task (goals, timespan, etc.) before you open the Internet. Be aware that there is a difference between mindless scrolling through Tiktok and looking up information on a specific topic of interest. Concentration needs time and training: it is ok if you get distracted from your tasks and work in the beginning, just be mindful in what you are doing and feeling and keep returning back to your work. The distraction slowly fades out. Another option is to close all apps and notifications on the device you are working on and leave your phone in another room for the planned work session(s).

2 TIP

Be aware of FOMO (Fear of Missing Out). It is a phenomenon - an anxiety that something exciting or interesting may currently be happening elsewhere, often aroused by posts seen on social media. In fact, that something or someone really worth seeing or meeting will wait until you check it out :)

3 TIP

Be in touch with your body (do I drink enough water when I'm online? is my body stiff and in pain?) and your emotions (do I get angry/sad/frustrated all the time when I'm online?).

SOFT SKILLS

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The aggressor* is often unable to reflect that what he/she is doing is wrong and hurting someone, or is unwilling to work through it and correct his/her behaviour. The victim is then often unable to stand up for themselves and ask for help due to challenging circumstances. That is why the role of witnesses* who have the agency to turn the situation around if they are not indifferent is absolutely crucial. If you notice any aggression or cyberbullying, you can bring a little cultivation or kindness to that online space.



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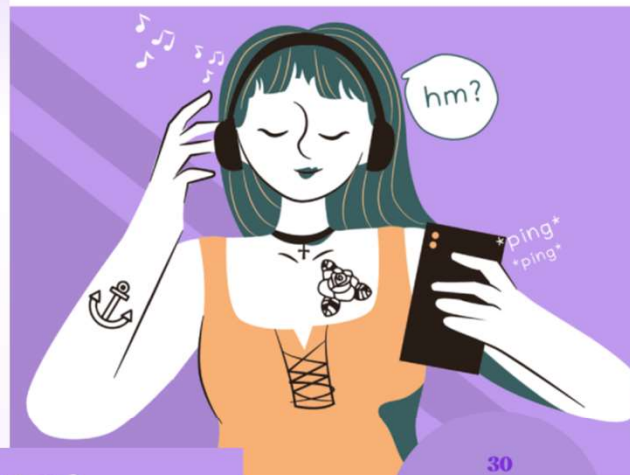
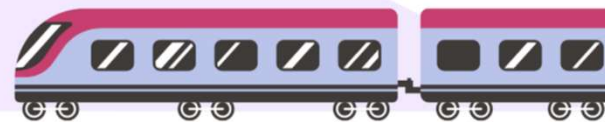
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5. EXAMPLES OF CGBV



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Cyberflashing



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What do I do in this situation?



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Student's Feedback

- To check if handbook is understandable and engaging
- students of UNIOS and South - West University "Neofit Rilski" reviewed the handbook
 - via short survey
 - 79 students
 - 49 from Bulgaria and 30 from Croatia
 - 2 had just completed their studies,
 - 38 - graduate students
 - 39 - undergraduate students
 - 1 person in high school



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Results

- answers given on a scale of 1 to 10
- overall usefulness of the handbook $M = 8.36$
- educational content $M = 8.53$,
- visual formatting $M = 8.73$
- self-assessed of knowledge about CGBV before and after studying the handbook
 - Prior: $M = 4.93$,
 - After $M = 8.16$



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Results

- open questions - what would they particularly emphasize:
 - presented information
 - formatting of information that facilitates their acquisition of knowledge
- open questions - would they recommend handbook to other youth:
 - Almost all of them
- most praise the work
- one participant indicates that it may be outdated for young people and recommends podcasts as a form for youth



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Conclusion

- students evaluate the handbook very positively in general
- they estimate that their knowledge of CGBV has improved significantly after studying it
- students are satisfied with and praise the content and visual forming
- they would recommend it to other youth
- some recommend other channels like podcasts



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Training Curriculum for Youth Workers

Theodora Vainterli, Anna Kotkova, Raya Tsvetkova, Viktorija Triuskaite and Daniela Šincek



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Introduction

- Importance of youth workers and experts being well acquainted with CGBV in order to prevent it as well as to provide support to young people involved in CGBV
- Need analyses and previous desk research
 - Survey among experts and youth workers dealing with GBV, CGBV, and CV
 - 50 from Greece, and 10 per other four countries (90 in total)
 - Refining starting idea from desk research – e.g. adding chapter on counseling the perpetrators



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Content

- Introduction
- Forms of CGBV
- Prevention of CGBV
- Consequences of CGBV
- Counselling for perpetrators of CGBV
- Proactive strategies to protect oneself online
- Provision of psychosocial support to the victim
- Legal guidance – Where and how to report online abuse
- Annex (activities)



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Chapter structure

- Objectives
- Theoretical Framework
- Best Practices
- Conclusion
- Activities



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Focus groups – feedback on the Curriculum

- Praise:
 - the activities
 - introduction about forms of CGBV
 - focusing on work with the perpetrators, not only on supporting victims
 - Information how to gain legal help



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Focus groups – feedback on Curriculum

- What could be added:
 - Information about specific services like numbers in local Safer Internet Centres
 - Information about specific helpful tools like <https://takeitdown.ncmec.org/>



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Conclusion

- comprehensive material
- enables independent acquisition of knowledge
- can be used as learning material in education helping professions' students or experts, youth workers and volunteers



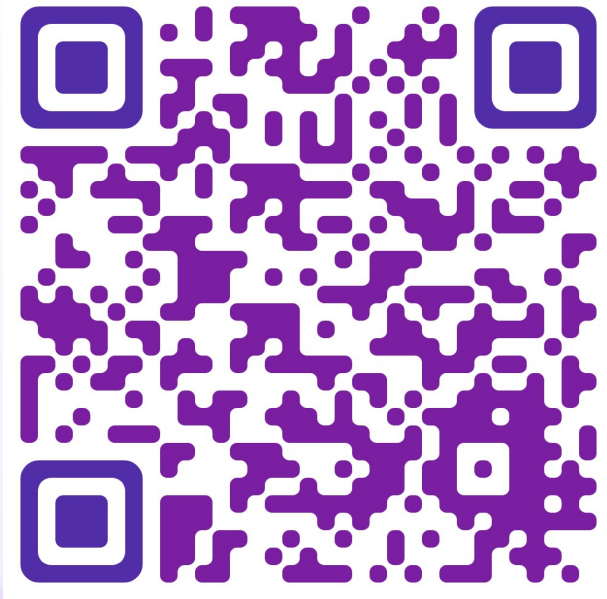
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