



A Chance for Change: Empowerment & Restoration

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KA205 - Strategic Partnership for Youth

2019-1-UK01-KA205-061341



Youth Advisory Board Report

Restorative Justice for All

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Introduction

This report is to ultimately gauge the feedback of one of our most meaningful targets, youth. The insights in this report should aim to give us interesting and critical feedback on the IO2 and IO3 and prove that we have not only attained the validation from youth but that we have assisted them in improving their lives and the lives of others.

E course Feedback:

Preventing gender-based violence in youth settings through restorative justice and media education

MODULE 1-Basic Knowledge on Gender Based Violence

Overall, the feedback for the first module was very positive. Participants commented on the coherence and clarity of the module and how this fulfilled the 'basic' title description. They highlighted that the module was very effective in both outlining and breaking down restorative justice and gender-based violence. Some participants commented on how the module exceeded the basic nature of the title and delved into critical discussion that they found very useful, however, others felt like the critical discussion made the content harder to retain and the module too long.

In terms of what participants individually enjoyed, the feedback varied. One participant commented on the significance of the interconnected nature between restorative justice and media education and how the E course made these topics highly pertinent especially regarding the limited awareness and resources. Contrastingly, another participant found the breaking down the definition of gender-based violence most important whilst another participant really appreciated the section of the module which highlighted the different forms of violence



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MODULE 2-Gender Pedagogy and Intersectionality

The second module in this E book also garnered positive responses. Participants agreed on the concise content of the module despite the various sub-topics being addressed. Participants also commented on how well the module addressed the module topics (Gender Pedagogy and intersectionality). One participant was impressed at how the module emphasised that GBV must be examined through an intersectional lens, another participant agreed with this but expressed their dissatisfaction with how little the module focused on gender pedagogy.

A point that one of the participants made which captured a subtle but very important nuance that the E course did not address, was that by focusing on gender-based violence as an issue that does not discriminate, it undermines the idea of intersectionality. Intersectionality is a concept that highlights that gender-based violence does discriminate, because socio-economic, cultural, racial, and religious factors can all play a part in whether a person experiences gender-based violence at increased rates

MODULE 3-Understanding Gender-based violence and Restorative Justice

Module three gained the most critique. Participants were particularly critical about the length of the module. One participant found that the module was too lengthy and that though they did not find any of the content unnecessary, some information was extended out longer than it needed to be, and this caused the language to become more convoluted in some areas. Similarly, another participant stated that the module slight excessive because the focus was not closely linked enough to the role of restorative justice in gender-based violence.

Despite this critique, most participants were impressed by the way the module improved their understanding if restorative justice in relation to gender-based



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violence. One participant commented on how the discussion on the history of restorative justice was extremely helpful in understanding the foundations of the concept which facilitated their understanding of restorative justice in practice like how it relates to gender-based violence.

MODULE 4- Gender norms, Gender roles and Hate Speech

For this module, participants were highly interested in the learning outcomes of the module which consisted of:

- You will learn how to identify gender-based hate speech online and differentiate it from protected free speech.
- You will learn about dialogue-based approaches to GBV including curricular and co-curricular approaches
- You will understand alternative ideas about masculinity and how these can help in the design of impactful programs to prevent GBV
- You will learn about stereotypical “media” love and its effects in youth contexts
- You will gain skills to use more impactful and relevant social content for GBV prevention

One participant stated that they really enjoyed the module but that the learning outcomes were slightly over ambitious. This comment suggests that the content was difficult to understand and that the learning outcomes need to be more attainable and realistic for most users. Another participant commented on feeling that the module was engaging for young people, specifically because of the relevant examples given in the module, however, they also highlighted that it could be more engaging if the module was more concise to which other participants agreed.



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MODULE 5- Critical and analytical approach

Module 5 gained a lot of positive feedback. Participants commented on how clear the connection between the media and GBV was and how the detailed explanation, analysis and descriptions facilitated this clarity. An interesting idea that occurred amongst participants was how relevant they thought media education was in relation to GBV from this module. One participant found media education highly important because they considered the role of technology in influencing gender norms in society and youth access to technology as an educational tool. Another participant also highlighted the relevance of media education because of how technology is constantly evolving and becoming more integrated into all aspects of society, especially amongst youth, however, they also stated that wish there was a great emphasis on nurture and how our environment and relationships form our understanding of gender-based violence.

MODULE 6- Educational Tools

Participants found this module very helpful because of how accessible it is to youth. One participant commented on how the educational tools and sources section was particularly useful because the sources were so varied. They were specifically interested in the content creation topic and the discussion on the VAW campaigns. Another participant suggested that the educational tools and source were clear and easily accessible so they should be used in schools. One participant also highlighted that they appreciated the sufficient and comprehensive detailing of the relevance of issues surrounding gender-based violence and challenges to overcoming these issues. In contrast, another participant found that there was too much detail and that the sources and tools were less effective because of this.



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Train the trainer: media education based on GBV prevention

MODULE 1- The structuring of the social laboratory

For this module participants had similar but still unique perspectives. One participant stated that the module structure was very clear as it outlined the basic foundations and evolves to be more in depth and critical. Another participant agreed that the module followed a very clear structure but that the construction of the subtopics in each section were at times cumbersome, confusing, and excessive. Participants had a strong opinion on how useful they thought peer education in tackling gender-based violence. One participant stated that it would be particularly useful when the objective is for young people to learn contentious topics and sensitive topics and that the participatory elements and the exchange of ideas with their peers would help young people analyse what concepts from different angles. This view was shared with another participant who stated that peer education was very useful because it enables communities to learn from one another's first-hand perspectives and experiences.

MODULE 2- Gender and Sexuality as topics in Youth work

Participants were very impressed with this module, but they also offer critique on the logistics of the module perspective. A participant stated that they liked how the module starts with explaining gender as a socially constructed concept. They also noted that they were particularly interested in the section: The link between stereotypes/normativity and gender-based violence as it was persuasive in expressing that acting against gender-based is important. Another participant stated that they found it important that the module reiterated the explanation of gender as it is a word that is very hard to define and is surrounded by a lot of misconception. A logistical perspective of module was brought to light when one of the participants commented on the quiz question *how are gender stereotypes transmitted?* They



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stated that they think the correct answer is 'Stereotypes are embedded in the culture and are transmitted both consciously and unconsciously'. Yet, this turned out to be the wrong answer. They tried two options left, they all turned out to be wrong. I think there might be some technical issue here.

Also, the bibliography for this section includes mostly non-English readings. For English speakers who want to dig deeper into readings by themselves, they might not be very inclusive. Maybe some recommended readings in English could be added.

MODULE 3- Interdisciplinary perspective on restorative justice

This module presented one of the most unique and complex ideas in the E course. The philosophy and sociology section were very interesting to one participant, specifically in defining the terms transformation and restoration. Similarly, another participant found this module very intriguing and was very engaged in how to apply gender pedagogy because it adds a more applicable element to the theoretical framework. The criminology, laws, and economics sections was picked as the least interesting part of the module to one participant as it was the most familiar to them, whilst another state that the history of restorative justice was the least interesting as it did not directly relate to the module topics. Another critique from a participant was that the contents explaining restorative justice in different disciplines made them lose direction while reading quite a lot.



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MODULE 4- Media literacy and the prosumer: background concepts and considerations

For this module participants had very similar opinions. One participant found the module highly accessible to trainers and youth workers, however, they felt that module lacked in that it focused less on implementation and more on understanding the importance of media literacy and the prosumer. Other views cohered with this as one participant stated that the module was accessible for trainers and youth workers and that they particularly liked the section on 'Content Interpretation and Creation'. In terms of the media literacy aspect of the module, a participant expressed confusion at the fact that the quiz for the module is related to gender violence rather than media literacy. Another participant commented on the fact that they felt that the topic of media literacy was quite unclear as the module title did not align with the module contents. This view was validated by another participant noting that there needed to be more vivid real-life examples and case-studies to supplement the explanation of media literacy.

Module 5-Deep into the gendered narratives

Overall, for this module, participants highlighted that there was a lot of room for improvement. One participant made clear that the bibliography in each module should be made into on coherent style because the bibliography is not the same format as previous modules. Another point by participant expressed that the module was quite text-loaded compared to previous modules and that it could be broken down into more sub-sections and more images to create more space. Another participant stated that the sections on restorative justice that are not directly linked to gender-based violence need to be improved to improve the module.



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Module 6- Overcome situations of gender discrimination/ violence in working with young people

Like module 5, participants also highlighted that there were some improvements needed to be made. One participant made clear that the module title was misleading as violence in working with young people was not touched on and that the topics also did not coincide. Another participant disagreed with the lack of cohesion between the topics and highlighted that they are highly relevant to youth, especially as it becomes more accessible and relevant to their learning. They also stated that gender-based violence manifest differently on media, particularly online and on social media.

E book Feedback:

Comparative and cross-country learning: Gender-based violence amongst European youth

Youth work in Europe: reflections from the project

For this chapter, something that a participant immediately noticed was that as an introduction, this chapter did not appear like a starting point for a wider discussion. One participant stated that the overall contents of the first section was understandable, however, they were unclear as to why the deep reflections were given at the beginning and thought it would be more suited to be placed later in the text. Despite this chronological error, over all the structure of the chapter was perceived as very clear, one participant noted that this was particularly evident in the dimensions and categories section.

Some participants were very specific in their feedback, for instance, one participant highlighted that after the sentence '... steps from the very nature of human rights.', some explanations could be given regarding what that means. They sensed that the



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next sentence changed the direction suddenly which was very confusing. Another participant pointed out the effectiveness of the bullet points, however, yet, again they highlighted that more explanation could help people understand challenges facing human rights education.

Finally, participants united in their thoughts that the length of the chapter was too excessive. A participant iterated that she lost her way in the middle of reading and that many details were given but that they were not necessarily helpful in helping them understand the challenge of violence against women. Similarly, another participant commented that the chapter was too long and could have focused on the application of concepts and reduced the theoretical understanding of them slightly. However, it offers a highly clear and effective foundation to the topics.

A Chance for Change in the UK

The feedback for the UK chapter was short but very positive. Many of the participants were impressed by the introspective national lens presented in this chapter, they commented on the amount of detail that went into researching the specific frameworks and institutions that exist in the UK. Participants also were impressed by the clarity of the objectives which were facilitated by the clear structure. One participant highlighted that this chapter summarised what the project was about overall and why the drive behind tackling gender-based violence is so necessary and relevant. The methodology was an area that garnered the most negative response with participant commenting that it did not follow the complete guidelines of a methodology and if not, then the methods used by the UK partners needed to be improved. Another comment made by participants was that the methodology did not justify the extensive work clearly shown in the E book and through the other IOs.

This extensive work was shown through participants response to the desk research in which they commented that they found this section both well researched, relevant, and interesting.



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Conclusion

The knowledge imparted by young people in this report has been highly valuable. It has both validated our efforts and underlined key areas of improvement. It is encouraging to know that main areas of critique concern practical issues, such as the length of text; this highlights that we have done excellent research and have gathered a multitude of sources to support our claims and ideas, however, we must also acknowledge that this issue may lead to users having a great difficulty in understanding messages that we are presenting. Paradoxically, the weakness of the E course of the E book is also its greatest strength. Comments on the level of detail in the material was prevalent throughout the report and how much this detail helped to educate users was also highly expressed. Though this may put us in a conflicting place in terms of how to improve these IO's, at the surface level it just suggests that we simply need to harness our strengths to alleviate our weaknesses.