Youth MIND Education: Youth Migrants'/Minorities' Inclusion, Non-violence, Diversity Education (yMIND)

Effective: December 2017

Popular Opinion Leader (POL) model for community based peer prevention of gender-based violence

Synopsis (condensed presentation) of a good practice model II selected for piloting within yMIND

Work package 2: Preparation for implementation
Health and Social Development Foundation (HESED)

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I.   Introduction

yMIND is a participatory innovative project that promotes better social inclusion of newly-arrived migrant and Roma children and youth through comprehensive diversity education through a setting-based approach, involving both formal and non-formal educational settings.

The good practice (GP) model II, presented in this part of the synopsis steps on integrated community education services in non-formal learning settings and methods within migrant/ethnic minority communities. Largely defined, these include: existing community health, social and education centre for early education, training in parenting skills and support to parents, effective participatory methods mobilising community resources, such as peer education, outreach to community youth and consequently empowerment of minority youth for civic participation.

The model proposed for adaptation, piloting and up-scaling in non-traditional educational setting is the Popular Opinion Leader (POL). The model has proven its effectiveness in changing behavioural trends in closed communities, such as the Roma ethnic minority and provides promising results.

II.   Presentation of the GP model

POL is a model that identifies and trains naturally popular and well-liked people in a community to function as educators of their social networks to achieve effective and sustainable (heath) behaviour change. POL is based on the idea of the "social diffusion theory" that new behavioural trends can be established when enough popular people whose opinions are valued by others are actively seen and heard to endorse a new value. Opinion leaders are people whose opinions and beliefs lead the views of others, they are about 10 - 15 % of any population.

The messages come to community members from people they personally know and like, from their own friends who become role models and change makers.

- identify POLs from within a community target population
- teach them to talk with others about the new behavior
- enlist these POLs to carry out conversations with others.

1. 2. 3.
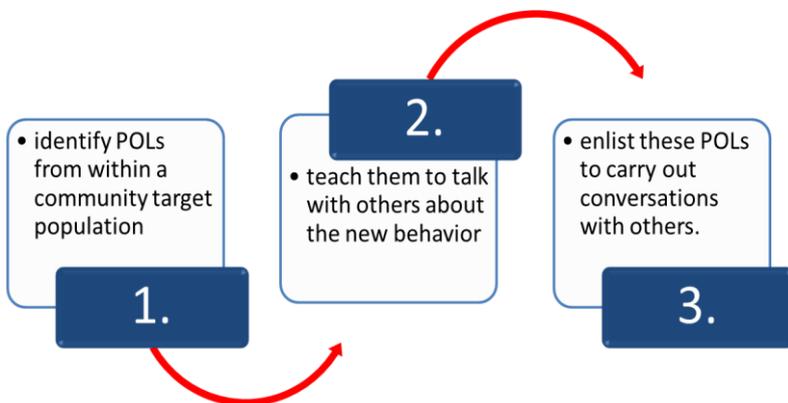
Figure 1. POL community based intervention

1.   Background and evidence on the GP model

The **POL** methodology has been elaborated by the Center for AIDS Intervention Research (CAIR), Medical College of Wisconsin in Milwaukee, Wisconsin, USA. Originally POL was developed as community-based intervention for HIV prevention. POL is based on an advanced and scientifically-proven form of peer education among young MSM (man who have sex with men).

POL has been implemented in different contexts and communities and has proven its effectiveness undoubtedly. The CAIR team reports that this low cost intervention has been shown to result in behavioural risk reduction among gay men, women, adolescents, and other populations[1].

The first evaluation of the POL intervention was carried out in the USA with men who visited gay bars in 1989. CAIR reports that there was a 30% reduction in the percentage of men who had any unsafe sex and a 35% increase in condom use. The same pattern was found in a total of seven U.S. cities where the study took place.

The POL program was next adapted for use with women living in apartments in poor neighbourhoods in 18 U.S. cities. Before and again one year after the POL intervention was conducted, all women living in all the apartments were surveyed about their sexual behaviour. The results show that they became less likely to have unprotected intercourse and more likely to use condoms - condom use increased by 50%. They improved their HIV knowledge, greater perceived risk for AIDS, increased condom keeping, and more condom use discussion by women with their male partners.

Since POL has been transferred to HESED in 2004 in the frame of Global AIDS Intervention Network (GAIN), the Bulgarian partner has been implemented POL in two different communities – young MSM and Roma. POL has proved its effectiveness in AIDS prevention in Bulgarian context in gay community[iii] as well as in Roma community[iii].

In the frame of an EU-funded project „WEDworks: women, ethnic minorities, and drugs" (JUST/2011/DPIP/AG 3561), the Bulgarian partner has used the approach for disseminating the drug prevention message among Roma young people. The results were very encouraging, and in 2016 HESED started to work on adapting the POL model for the purposes of awareness raising campaigns regarding domestic violence/ gender based violence among the most vulnerable groups in Roma community- pregnant women and young mothers of toddlers.

2. *Adaptation of the GP model within yMIND*

The current adaptation of the POL within yMIND entails the introduction of three new aspects:

<u>Thematic extension.</u> For the purposes of the yMIND project POL will be adapted for use on the topic of GBV (gender-based violence), with focus on changing the community norms and the attitudes towards GBV.

The POL intervention is assigned to use the natural communication peer channels within the community and to present to the young people alternative perspectives towards the traditional gender roles and norms. For achieving this it utilises methods, informed by the power of social diffusion and group–dynamic theories as vehicles to foster the desired behavioural change. This approach seems to be very appropriate in closed and socially marginalised communities, where traditional education interventions do not show good effects due to the natural resistance of the minority group members to the external pressure and cultural influences from the majority society.

<u>Focus on specific target group</u>. POL will be introduced in Roma community with the intention to influence the attitudes and the behaviour of young Roma people - men and women, towards GBV.

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[1] http://www.mcw.edu/cair/resources/PopularOpinionLeader.htm

POL methodology is designed for young people aged between 16 and 24. Since the intervention is based on group-dynamic training and experience-based learning techniques, it is vital to the successful implementation of the program that the groups are homogeneous by gender and age (15 - 18 and 19 - 24). The methodological frame of the intervention should be adapted according the needs and gender of the specific leaders' groups.

<u>Evaluation of the intervention.</u> Being initially intended for reshaping the risky sexual behaviours in community setting, the evaluation of the effectiveness of the intervention should be modified according the new application of the method.

3. Theoretical framing of the theme

3.1. Gender-Based violence

The theoretical frame of the topic Gender, including gender roles, stereotypes and inequality has been defined in details in p. *5.2 Gender*, in the "*Comprehensive diversity competence training in school setting*" prepared by SPI Forschung gGmbH.

For the purposes of this synopsis, we will define **Gender-based violence (GBV)** as an umbrella term for any kind of discrimination or harmful behaviour which is directed against a person on the basis of their (real or perceived) gender or sexual orientation[2]. We will consider GBV with all possible manifestations: physical, sexual, psychological, economic or socio-cultural. For the purposes of the community based intervention such as POL, GBV needs to be envisaged in the context of gender norms, values and beliefs which support unequal hierarchies of power between women and men within Roma community, where GBV is tolerated and even considered acceptable.

3.2. Anthropological studies in Roma Community – community norms and gender-roles expectations

The anthropological analysis of the preconditions for GBV in Roma community focuses on the traditional Roma family, which is rather a broader network than a nuclear family - a space for close relatives that offers self-preservation and protection, but also a place for strong public control that restricts women's freedom and autonomy. Traditionally in Roma community the women have subordinated position to the men. The social expectations about this role often appear as violence in the family. The manual "*Fighting men`s violence against Roma women: recommendations for prevention, detection and intervention*"[3] envisages the topic in details. The authors envisage the GBV in Roma community as part of the patriarchal functioning of the community and the traditional values for their culture:

- Obedience to male power - virginity before marriage, faithfulness, maternity and division of family obligations by gender. Often the young girls have to leave school early and to start their own family being very young. Being engaged with the children and domestic work they are completely

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[2] Definition by http://reliefweb.int, accessed: April 6, 2017

[3] Санглас Н. и Касалас М. (2012) "*Борба с мъжкото насилие върху ромските жени: Препоръки за предотвратяване, разкриване и намеса*", Surt. Fundació de dones. Fundació Privada, JUST/2010/DAP3/AG/1266;

dependent from the men in the family, they lack basic skills and education in order to make their own living.

- The identity of Roma women - they are not autonomous, they represent the honour of their families. Every decision a woman can take represents and involves her whole family. All decisions must be consistent with the community and must follow the established and rigid social norms for both sexes.

- Roma women must guarantee the honour of the family by meeting expectations of the whole community. The "good woman" is expected to be a faithful wife, a good housekeeper and a good mother – to have children. If for any reason, the honour of the family is compromised, it is very likely that the woman is pointed out to be responsible for this.

- The family is the institution where the cultural values are preserved and transmitted to the next generations, especially through the role of the woman who is the main guardian and educator of the children[4].

This understanding of the role of a woman is a prerequisite for imposing behavioural constraints and restrictions that can be regarded as violence - not only by spouse or father but also by other members of the extended family such as father-in-law or mother-in-law.

3.3 Other factors

GBV can happen in any community, but certain context factors seem to increase its likelihood in particular communities. Those are structural or behaviour risk factors related to the family such as poverty, unemployment, drug abuse and addiction, mental disease, financial stress or stress related to the parenting, bad health status or lower education, economical (financial) dependence of the women. There is a proven co-relation between the age of the women/mothers and the likelihood that they can become victims of DV (domestic violence) or GBV – the younger the mother, the more likely she will become a victim [iv]. Other factors related to the social environment are poverty, bad neighbourhood, violence within the community[v]. Cumulatively, these environmental factors are often observed in Roma neighbourhoods and create prerequisites for a high risk of violence.

3.4 Main principles when building intervention in Roma community

<u>Cultural competence.</u> Understanding the existing cultural differences without criticizing the practices in the community – building a capacity to understand, recognize, respect and work effectively with people from different cultural backgrounds[vi].

<u>Integration of the knowledge about the cultural norms and dynamics into the intervention.</u> Due to its relative closeness and patriarchal relations, social life in the Roma community is still determined by unwritten rules. Therefore it is crucial to the success of the intervention to gain the support of the communities' gatekeepers

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[4] Ibid.

– local leaders, key informants and to work together with them. Crucial for planning the intervention is to collect knowledge regarding the cultural norms of the community and the acceptable behaviours, gender role expectations, etc.

Using and developing the resources of the community. Informal communication channels in the community are the most effective and quick way to disseminate information within Roma communities. On the other hand, GBV is among the topics which are carefully protected from the outsiders of the community, any kind of external interventions are not accepted or even rejected. For this reason, the POL foresees young people from the community with strong leadership potential to be prepared for peer educators and to be actively involved in disseminating the GBV prevention message within their own social networks.

Group training. The experience of the Health and Social Development Foundation shows that working in groups (12-15 participants) selected on grounds of similar characteristics is the most effective way to work in the Roma community for changing attitudes and for life-skills building. On the other hand, training on GBV and DV in groups, despite their experience with GBV and DV, is cited as an effective method of preventing violence. A study by the Norwegian Center for the Study of Violence and Traumatic Stress states that this type of programs are among the most effective preventative interventions for dissemination of knowledge about the causes and consequences of violence and coping strategies[5].

4. Components of the intervention

POL as community-setting intervention is intended to turn the spotlight on awareness raising, sensitization towards factors that increase risks of GVB, such gender stereotypes and role prescriptions, change of attitudes and competence building of young Roma to prevent gender inequality and violence.

The POL intervention includes four phases of implementation, each of them featuring own goal and structure.

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[5] National Action Plan Against Violence "Turning Point" (2008-2011), Norway. Online:
http://www.gender.no/Policies_tools/Strategies_Action_plans, accessed: May 12, 2015
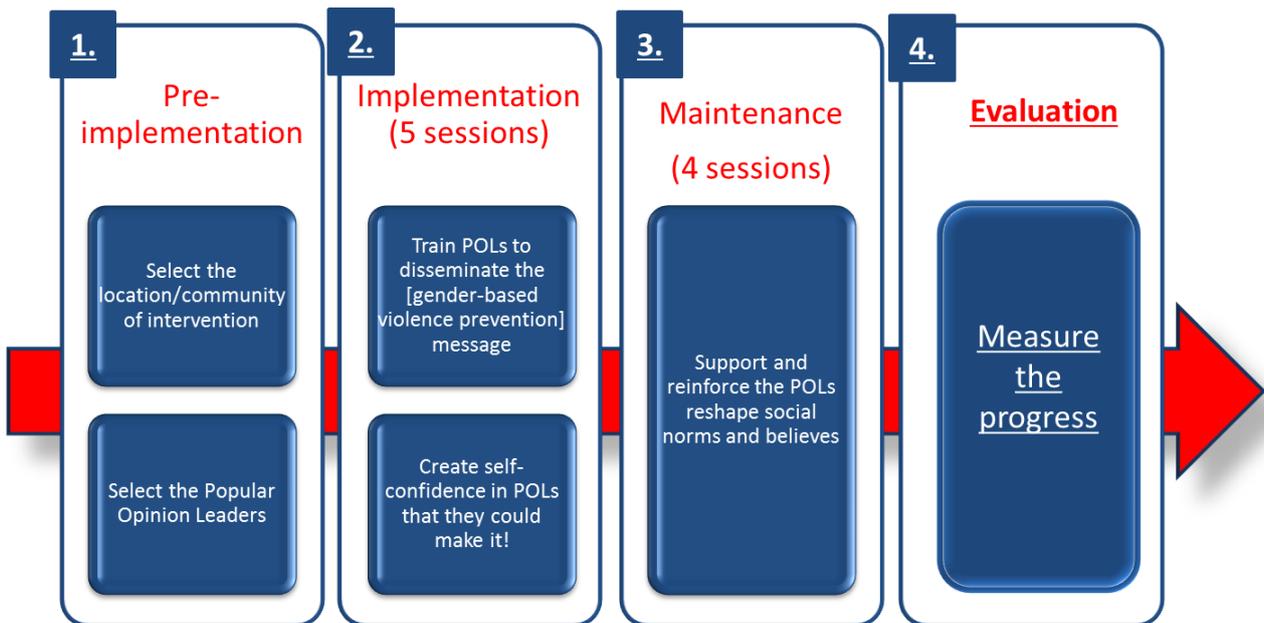
Figure 2. Phases of intervention

4.1 Pre- implementation

The background rationale of POL is to use the resources of well-structured community and important facilitating factor for its implementation is identifying the community structure, communication channels, and the key gatekeepers. POL will then build on and integrate the ongoing approaches of community work and outreach, mediators, peers.

The main purpose of the pre-implementation phase is to identify a sub-group within the community that could be involved in the intervention and to select the POLs, who could be empowered to influence the change.

4.1.1 Identification of sub-group within the community

Planning for this stage is very important especially for teams and organizations with no experience in the particular community, where the intervention is planned to take place. In this case the preliminary exploration of the situation (about three months) is crucial to the successful planning of the intervention. Usually there are three classical research methods applied to conduct this preparatory phase of the realization of POL methodology: observation, focus groups and/or key-informants interviews.

Steps :
1.   Select the location/community of intervention
2.   Gain the support of key community people
3.   Learn about the community norms and attitudes

Venues for reaching young POLs: those are neighbourhood locations where young people meet and gather together, coffee places, schools, clubs (where they go out to have fun).

The aim of the observation is to map the places where young people gather together, and their activities, interactions, habits. An important aspect of the observation is that it provides information who are the natural opinion leaders in the community and their social networks.

Access to the target population. It is important that the observation is conducted in manner that does not intimidate the subjects of observation, and does not make them feel threatened. For this purpose it is recommended that the observation is conducted by/or together with representatives of the same community.

Knowledge about the community norms and attitudes. An important step before planning the intervention is collecting reliable information about community norms, perceptions and attitudes related to GBV. This information is needed, in order to have practical material for creating realistic exercises such as case studies and role plays, but also for the facilitator to be prepared what kind of attitudes he/she would meet and have to deal with during the group work with the POLs.

The reliable information could be collected through focus groups and/or key informant interviews. Depending of the level of knowledge about the concrete community both methods could be applied or if the case only one to be chosen for the purposes of collecting information.

Steps:
1.   Specify what kind of information is needed for planning the intervention: gender roles and stereotypes in the specific community, what behaviour is considered as violence/or not, what are the reasons for GBV etc.
2.   Conduct one focus group with representatives of the same target group - 10-15 young people to be aware about their views and perceptions. Focus on 5 to 10 open questions in order to collect the information needed.
3. If needed conduct interviews with key informants from the community on the same topic. Plan at least three interviews, if needed conduct few more unless the information reported will start to be repeated.

4.1.2 Selection of the Popular Opinion Leaders

The second key task, crucial to the successful implementation of POL methodology is the selection of the natural popular opinion leaders. Five approaches can be used for the purposes of the selection:

1. Recommendations of the community leaders or gatekeepers;
2. Observations made in the venues;
3. Information based on prior programs your organization have conducted in the community;
4. Advice or surveys of target population members to find out who is most popular;
5. Key informants interviews.

> How to recognize the POLs? POLs are those members of the target population who:
> - ➢ Spend a lot of time talking with other peers
> - ➢ Are popular among others in the target population
> - ➢ Are trusted by their friends and peers
> - ➢ Are likely to be listened to by peers when they give advice

4.1.3 Competence required for conducting POL groups.

Since the goal of the work is a profound change and building communicative and social skills, the facilitators` team needs to include at least one professional experienced in group work (psychologist, clinical social worker, education professional with experience in facilitation group work processes).

4.2 Implementation

The main tasks of this phase are:
1. To train POLs to disseminate the gender-based violence prevention message
2. To create self-confidence in POLs that they could make it!

Here below 2 different versions of interventions are proposed – one directed to young male popular opinion leaders and the second one directed to young mothers.

Young male popular opinion leaders

The young male POLs are targeted within the intervention because they are potential perpetrators. The basic assumption extracted from the focus groups and the piloting sessions is that there are very strong expectations and community pressure to the young men, to prove their masculinity and to defend their superior position in the early relationships and in the young family trough power, control and physical domination.

The main goal of the training with young male POLs is to make them think and act out of the box of the expectations and to provide them with alternative behaviours (different from violence against the partner) and reactions in order to adequately respond to the public expectations directed to them. Those personal achievements and insights are expected to be reached during the first, "personal development" part of the sessions. The second part of the session is directed to the development of communication skills that will enable the POLs to disseminate the message in their social networks with the presumption that this would influence the social norms and the attitudes.

For the successful development of the intervention it is crucial those pre-conditions of the selections to be respected:

1/ the young men to have their own experience in intimate relationships and to be able to reflect on it. This pre-condition defines the age of the participants to be above 16.

2/ the POL not to be known as aggressive person with previous history of violent episodes against family or community members.

Content of POL Training sessions

Session 1

Session 1. Empowerment of the leaders and group cohesion
Goal of the session:
The goal of the session is to empower the POLs and to provide information about the project and its goals and to create good cohesion within the leaders` group. To introduce the GBV topic.

The empowerment of the leaders is a crucial element not only for the successful implementation of the intervention, but also for the motivation of the young leaders to participate in the training and to work for the change of the norms in the community. Since the intervention is planned to happen within few months and requires active involvement of the leaders this is a very important task to be accomplished.

Additional complication for the motivation of the young male leaders is that very often they do not understand the issue as problematic and they believe that being aggressive, violent or dominant is a part of the male role in the community and in the family in particular. Those perceptions for the role of the successful man also obstacles the young leaders to understand the need for changing the social norms and to understand their role in the process of social transformation.

The hierarchy within the group is a very important aspect of the group dynamic of the male leaders` group. In order to achieve good group cohesion and good confidence within the group, the first session should be directed to achieve those two important goals.

> Core messages:
> 1. You are selected because your opinion matters to your friends
> 2. You can make the difference
> 3. The group is a safe place where you can discuss different topics and try to do new things

Session 2

Session 2. The face of violence
Goal of the session:
To increase the awareness of the young leaders regarding the topic of violence

Through the exploration of the violence topic the group is generating the frame of the community norms regarding the GBV that need to be changed due to the intervention.
The diversification of the manifestations of the violence exceeds its definition and lighten very important but difficult to recognize aspects of the violence such as emotional/psychological violence and sexual violence.

A very important aspect of the work in the second session is introduction of the topic with the individual conversations and the individual role of the leaders for changing the community norms regarding GBV. In the frame of the second session the POLs are invited to make their first communication skills exercise on disseminating the anti-violence message in the community.

Core messages:
1. Violence is a learned behaviour
2. There are different types of violence
3. Violence does not equal physical aggression only

Session 3	Session 3. Understanding the cycle of violence

Session 3. Understanding the cycle of violence
Goal of the session: To build intention for change

The session is built on two essential elements - to help the POLs understand that violence is a learnt behaviour that usually is reproducing models observed in the family or in the immediate environment of the child (young man). Those models are important part of the behavioural repertoire of the young people who do not have other examples for successful implementation of the social expectations attributed to the gender role expectations. The cycle of violence represents the relation between the mechanisms of power and control (violence) used against the young man in the past or in the present and his own violent reactions.

The second key task of this session is to identify the networks of the natural leaders by listing the names of the friends on a sheet of paper. Every POL will be expected to talk and to disseminate the information learnt during the sessions with every single person included in his personal contact list and to report back in the group about the reactions and comments made by them during those conversations.

Core messages:
1. Violence is a learned behaviour
2. Gender-based violence (GBV) is based on gender based expectations
3. Being violent doesn't equal being masculine
4. The man knows what "no" means, and knows how to react when a woman refuses his help/ attention/ affection.

Session 4. Violet (flower) and violence
Goal of the session: Planning the change

The session is built on two essential elements – working on planning the change with focus on thinking and reacting "out of the box" of the socially declared expectations (act like a man). The session aims at enlarging the list with expectations related to the role of the man and to add some positive behaviours related to this role.

During first part of the session the participants should be enlightened how to achieve the change by planning non-violent behaviour intentionally and be aware of alternative reactions and role models. In the frame of the session, under the guidance of the facilitators the POLs explore together what are the advantages and the disadvantages of being a male/female in Roma community.

The second part of the session contains communication skills building block. The facilitators are demonstrating to the group how to start and to develop conversation on the topic. The participants

exercise by couples how to communicate planning the change message with their peers.

Core messages:
1. There is a way to express emotions in non-violent way
2. Each person in his life has experienced aggression/violence directed against him/her - we all know how the victim feels
3. Being violent shows weakness, not force/strength
4. Aggression/rage could be controlled

<table>
<tr><td>Session 5</td><td>Session 5. SMART (ROMA) man?
Goal of the session:
Emotional intelligence and self-control as manifestation of masculinity</td></tr>
</table>

The session is built on two essential elements – working on planning the change with focus on non-violent behaviour (expressing emotions in a positive way and anger control) and building communication skills of the POLs.

During first part of the session the participants should be enlightened how to achieve the change by planning non-violent behaviour intentionally and be aware of alternative reactions and role models. In the frame of the session, under the guidance of the facilitators the POLs explore together in what situations GBV occur, is there and what is the relation between emotions and violence, and discuss what are the positive/negative emotions and how they could be expressed.

The second part of the session contains communication skills building block. The facilitators are demonstrating to the group how to start and to develop conversation on the topic. The participants exercise by couples how to communicate planning the change message with their peers.

Core messages:
1. There is a way to express emotions in non-violent way
2. Being violent shows weakness, not force/ strength
3. Aggression/rage could be controlled

<table>
<tr><td>Session 6</td><td>Session 6. The advertisement
Goal of the session: change of attitudes</td></tr>
</table>

The session aims to encourage the POLs to continue working for changing the attitudes against GBV in their social networks by helping their friends to adopt new, alternative behavioural patterns in *their* relationships based on the respect for the woman and appreciation of her qualities and contributions for the family.

Core messages:
1. Each one of us could make the change

Young female popular opinion leaders

The young females POLs are targeted within the intervention because they are the most exposed to the risk of gender based violence within the community. The basic assumption extracted from the focus groups and the piloting sessions is that there are very strong expectations and community pressure directed to the young women to obey their husbands in all aspects of their everyday life and to accept different manifestations of power and control, including violence.

The main goal of the training with young female POLs is to make them think and act out of the box of the expectations, to help them understand that the violence against them is not tolerable and young women should be able to recognize the different manifestations of violence, and not to accept them as normal part of the relationship. Those personal achievements and insights are expected to be reached during the first, "personal development" part of the sessions. The second part of the session is directed to the development of communication skills and aim to enable the POLs to disseminate the message in their social networks with the presumption that this would influence the social norms and the attitudes within the community.

For the successful development of the intervention it is important to consider the following conditions:

1/ the young mothers are more likely to be engaged in training activities in the morning (before noon hours), when they have already finished the domestic work, and are more likely to have time to visit the community center. Another option is to perform the sessions in the early afternoon hours, but only in case that the babies and the toddlers are not having their afternoon nap.

2/ usually the young Roma mothers are much more willing to be engaged with community activities when there is an option provided for their children to be around during the sessions. It is strongly recommended an alternative playing group for children to be organized during the POL sessions.

3/ It is very important the POLs to understand that their role is NOT to propose solutions or to advise the victims of violence, but help the young women from the community understand that the scope of violence is much before the physical aggression, as well to help them understand better their role and opportunities in the modern society.

Content of POL Training sessions

Session 1	Session 1. He and She
	Goal of the session: Providing information
	Goal of the session is to empower the POLs and to provide information about the project and its goals. To introduce the GBV topic.

Direct involvement with the violence topic is not recommended, mostly because young women are very sensitive to it, but also because they avoid commenting on traumatic experience they have experienced or witnessed. In order to attract their attention and to connect with their main topics of interest, the facilitators emphasize on first love relationships, interactions between boys and girls, gender roles, sexual roles.

The main task for the facilitators is to extract the group understanding and knowledge related to violence

topic. Guided by the facilitators, the group explores what are the associations related to the notion "violence"? If there are different types of violence?

Within this context facilitators provide information about the problem – GBV. Definition of the violence within the relationship and out of it.

Core messages:
1. You are selected because your opinion matters to your friends
2. You can make the difference
3. Violence is not a demonstration of intimacy

<table>
<tr><td>Session 2</td><td>Session 2. Violet (flower) and violence
Goal of the session: to work with attitudes</td></tr>
</table>

The facilitators continue the topic related with GBV. The group is invited to think about all kinds of manifestations of violence. The focus of the work is the emotions of the victim of violence – during and after the act of violence. What are the community norms – what behaviours are tolerated and accepted and what are not. The most important task for the facilitators is to put the spotlight on the way the violence is communicated in the community, how people talk about it? What do they say – quotations.

The second key task of this session is to identify the networks of the natural leaders by listing the names of the friends on a sheet of paper. Every POL will be expected to talk and to disseminate the information learnt during the sessions with every single person included in her personal contact list and to report back in the group the reactions and comments made by them during those conversations.

Core messages:
1. The woman is more vulnerable to become a victim of violence in the relationship
2. There are different types of violence
3. Violence does not equal physical aggression only but none of its forms is not acceptable

<table>
<tr><td>Session 3</td><td>Session 3. Super(ROMA)man vs Super(ROMA)woman
What it is like to be a man/what it is like to be woman?
Goal of the session: to build intention</td></tr>
</table>

The session is built on two essential elements – working on gender role expectations and stereotypes and building communication skills of the POLs.

During the first part of the session the participants are trying to find the answers of the questions related to gender roles and stereotypes within the community: how it is expected the men/ the woman to behave within the community, being part of a couple.

The focus of the session is to encourage the young women to point out what community gender roles expectations they like and accept and what they find old fashioned or they would like to be changed and to suggest ideas how this change could be achieved.

The second part of the session contains communication skills building block. The facilitators are demonstrating to the group how to start and to develop conversation on the topic. The participants exercise by couples how to communicate the GBV prevention message with their peers.

Core messages:
1. Gender-based violence (GBV) is based on gender based expectations
2. Being violent doesn't equal being masculine
3. Being a "good woman" does not mean to accept every behaviour of the partner
4. The victim should not believe that she deserves to be treated this way

Session 4. SMART (ROMA) woman
Goal of the session: Planning the change

Session 4

The session is built on two essential elements – working on planning the change with focus on recognizing the situations of violence and building communication skills of the POLs.

During first part of the session the participants should be enlightened how to achieve the change by recognizing the situation of violence and avoiding them, but also not to take the responsibility for the aggression of their partner. In the frame of the session, under the guidance of the facilitators the POLs explore together the situations of GBV, is there and what is the relation between emotions and violence, and discuss what is the connection between emotions and violence.

The second part of the session contains communication skills building block. The facilitators are demonstrating to the group how to start and to develop conversation on the topic. The participants exercise by couples how to communicate planning the change message with their peers.

Core messages:
1. Emotions are not an excuse for the violence
2. The victim does not have any responsibility for the act of violence and should ask for help if she realizes she is in this situation

Session 5. Who I want to be?
Goal of the session: Building self-confidence

Session 5

The session is built on two essential elements – working on building self-confidence and assertive behaviour of the POLs and closing the training.

The first part of the sessions is assigned to support the POLs to build competence and skills for assertive behaviour - asserting position, positive communication.

The second part of the session aims at closing the training and appointing the maintenance sessions.

Core messages:
1. Improving communication skills
2. Confronting aggression vs with pro-active assertiveness
3. Self-confidence is the clue

4.3. Maintenance

This phase of the intervention contains 4 supporting sessions (with duration 1 hour and a half) with main task to support and reinforce the POLs reshape social norms and beliefs.

The core element for the maintenance section is to support and reinforce successive waves of Opinion Leaders to help reshape social norms against GBV.

The supportive sessions have place every month after the end of the main training, and aim to support the POLs in their mission. The group gathers together – the POLs share their experience and the challenges they have met when talking with their peers about the topic.

The structure of the session is very similar to the sessions from the implementation phase but **focuses only** on the reporting of the conversations conducted with the friends from the social network - main challenges and estimated achievements of each one of the POL during the period, and suggestions how to improve the conversations in order to optimize the effect of the intervention.

4.4. Evaluation

The main task of the evaluation phase is to measure the progress. The effectiveness of POL is measured by qualitative and quantitative methods.

The quantitative evaluation comprehends the scope and the intensity of the intervention. During the implementation period the participants are required to talk with their friends on the topics of intervention. The quantitative indicator for successful implementation is the number of the conversations with the members of the social networks for the period.

Qualitative evaluation regards the change in two components:
-        For change in the behaviour – during the intervention the leaders report about the conversations they have had with their friends regarding the change of the behaviour, which is indicative about the change in the networks.
-        The group dynamics - during intervision and supervision sessions a professional analysis is done for the progress of the group as a whole and for each one of the participants individually.
-        "Trainer logs" will be filed-in by the group facilitators, reflecting the main development of group process and dynamic. The trainer logs will be developed and used as all for the purpose of the project's internal evaluation.

Examples for training session programmes – POL groups with young male leaders

(examples for the programme of the training sessions – timing, themes, method, name of exercises but no detailed presentation of the exercises)

Session 1   Empowerment of the leaders and group cohesion

N	Sequence	Timing	materials
1	**Opening of the seminar** Why we are here?	10 min.	
2	**Empowerment of the leaders**	15 min.	
3	**Presentation of the informed consents**	15 min.	informed consents printed
4	**Group contract and group rules**	10 min.	
5	**Introducing each other:** (1) The story of my name (2) The circle of the favourite things	40 min.	Paper A4, pens, materials for drawing

    Break – 30 min.

N	Sequence	Timing	materials
6	**Activities for group cohesion** (1) Cat and mouse (2) Get into the circle	40 min.	 (1) (1)
7	**Work with the expectations** „The tree of expectations"	20 min.	Colourful sticky notes (2 for each participant), Flipchart with a picture of a tree
8	**Information block** Some facts about Gender based violence	10 min.	(2) **Resource sheet 2.** Basic facts
9	**Closing the session** How I feel at the end of the first meeting, what I will take home	10 min	

Session 2   The face of violence

N	Sequence	Timing	materials
1.	**Warm up activity**	10 min.	
2.	**Defining violence and the types of violence** 2 steps group discussions.	45 min	Flipchart/ markers (2) **Resource sheet 3.** Different types of violence
	Game	30 min.	EXTENDED HANDOUT (GPM1)

	Four corners of violence		SPI Forschung gGmbH

Break – 30 min.

3.	**Warm up activity**	20 min.	
4.	**Discussion on each type of violence**	40 min.	**Resource sheet 4**. Case studies
5.	**Communication skills block:** (1) Demonstration (2) Instruction for homework	20 min	**Resource sheet 5**. Example opening of the discussion with a friend
6.	**Closing the session**	10 min.	

<table>
<tr><td>Session 3</td><td colspan="3">Understanding the cycle of violence</td></tr>
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N	Sequence	Timing	materials
1.	**Warm up activity**	20 min.	
2.	**Feedback from the first conversations**	20 min.	
3.	**Understanding the cycle of violence**	50 min.	(2) **Resource sheet 6**. Questions

Break – 30 min.

4.	**Warm up activity - Stop**	10 min.	EXTENDED HANDOUT (GPM1) SPI Forschung gGmbH
5.	**Communication skills block** (1) **Role play** The origin of violence (2) **Brainstorming** (3) **Re-play** the role-play (optional).	70 min	**Resource sheet 7.** The case in Assenovgrad
	(1) Individual work Preparing the list of contacts of the friends **(2) Discussion** on the main massages from this session and how to communicate them with our friends		Template list of contacts
6.	**Closing the session**	10 min	

Violet (flower) and violence

N	Sequence	Timing	materials
1.	**Warm up activity**	10 min.	
2	**Feedback from the conversations with the friends**	20 min.	
3.	**Group discussion** Do not mess the violence with love!	20 min.	**Resource sheet 8.** How the partner feels
4.	**Dating situations**	20 min.	(2) **Resource sheet 9.** Dating situations

Break - 30 min.

N	Sequence	Timing	materials
5.	**Act like a man/ act like a woman**	40 min	(2)
6.	**Work in small groups on case**	20 min.	**Resource sheet 10.** Act like a man/ Act like a woman.
7.	**Communication skills block** (1) Instructions for homework (2) Demonstration (3) Role plays in the groups	50 min.	**Resource sheet 11.** Example dialogue
8.	**Closing the session**	10 min.	

Session 5

SMART (ROMA) man

N	Sequence	Timing	materials
1.	**Warm up activity**	10 min.	
2.	**Feedback on the conversations**	20 min	
3.	**Expressing emotions**	40 min.	(2) **Resource sheet 12.** Expressing emotions

Break – 30 min.

N	Sequence	Timing	materials
4.	**Energizer**	10 min.	
5.	**What do I feel when I am angry?/ What do I do when I am angry?**	30 min.	

6.	**Communication skills block** (1) Instructions for homework (2) Demonstration from the facilitators (3) Role plays	10 min.	**Resource sheet 13.** Example dialogue: Expressing negative emotions
7.	**Closing the session**	10 min.	

Session 6 — The advertisement

N	Sequence	Timing	materials
1.	**Warm up activity**	10 min.	
2.	**Feedback on the conversations**	20 min.	
3.	**Creative activity: The brochure** (1) Prepare the brochure (2) Discussion in the group	60	Materials: drawing materials, scissors, magazines with pictures,

Break – 30 min.

4.	**The final count down**	40 min	**Resource sheet 14:** Final countdown
5.	**Certification** of the participants and group picture	20 min.	Certificates
6.	**Appointing the date and the time** for the first maintenance meeting	5 min.	
7.	**Final circle**	5 min.	

Examples for training session programmes – POL groups with young female leaders

(prepare examples for the programme of the training sessions – timing, themes, method, name of exercises but no detailed presentation of the exercises)

Session 1 — He and She

N	Sequence	Timing	materials
1.	**Opening of the seminar** Why you are here?	10 min.	
2	**Empowerment of the leaders**	5 min.	
3	**Presentation of the informed consents**	15 min.	informed consents printed

4	**Introducing each other – game** The story of my name	20 min.	Paper A4, pens, materials for drawing
5	**Group contract and group rules**	10 min.	flipchart
6	**Work with the expectations** „The tree of expectations"	20 min.	Colourful sticky notes (2 for each participant), Flipchart with painted

Break – 30 min.

N	Sequence	Timing	materials
7	**He and She – first relationship.** Work in small groups – collages.	20 min	Newsprint, magazines, white flipchart, scissors, glue
8	**Information block** Some facts about GBV	5 min.	**Resource sheet 1.** Basic facts
9	**2 steps exercise:** Defining violence and types of violence:	45 min	**Resource sheet 2.** Types of violence
10	**Game: Violence – true or false**	15 min.	**Resource sheet 3.** Statements regarding GBV
11	**Closing the session**	10 min.	

Session 2	Violet (flower) and violence

N	Sequence	Timing	materials
1.	**Energizer**	10 min.	
2.	**Introduction of the topic**	5 min.	
3.	**Manifestations of the violence** (1) Work in small groups (2) Discussion	30 min.	
4.	**Group discussion** Do not mess the violence with love!	30 min.	
5.	**Information block** The circle of violence. Consequences of GBV.	20 min.	Handout. The circle of violence **Resource sheet 4.** The circle of violence

Break – 30 min.

6.	**Energizer**	10 min.	
7.	**Point of view -** (1) work with case studies (2) group discussion (3) possible answers	20-35 min	**Resource sheet 5.** Case studies **Resource sheet 6.** Possible comments
8.	**Communication skills block** (1) demonstration	20 min	**Resource list 7.** Opening of the conversation

	(2) main rules		**Resource sheet 8.** Main rules
9.	**Closing the session**	10 min	

Session 3   Super(ROMA)man vs Super(ROMA)woman

N	Sequence	Timing	materials
1.	**Energizer**	10 min.	
2.	**Feedback form the first conversations**	20 min.	
3.	**Introduction of the topic: The family** The typical Roma family – building a case study	20 min	flipchart

Break – 30 min.

N	Sequence	Timing	materials
4.	**Energizer**	10 min	
5.	**Introduction of topic: GBV is not acceptable!** How we can make the change?	10 min.	**Resource sheet 9.** 7 reasons why GBV is not acceptable
6.	**Communication skills block** (1) Demonstration from the facilitators (2) Role plays in the groups (3) Instructions for homework	60 min.	**Resource sheet 10.** Example of conversation
7	**Individual work:** preparing the list of contacts of the friends	10 min.	**Handout -** List of contacts
8	**Closing the session**	10 min.	

Session 4   SMART (ROMA) woman

N	Sequence	Timing	materials
1.	**Energizer**	10 min.	
2.	**Feedback on the conversations**	20 min	
3.	**Situations of violence** How to recognize them?	60 min.	**Resource sheet11.** Dating situations

Break – 30 min.

N	Sequence	Timing	materials
4.	**Energizer**	10 min.	
5.	**Map the resources in and out the**	30 min.	

N	Sequence	Timing	materials
	community		
6.	**Communication skills block:** (1) Demonstration from the facilitators (2) Role plays	40 min.	**Resource sheet 12.** Example of conversation
7.	**Closing the session**	10 min.	

Who I want to be?

N	Sequence	Timing	materials
1.	**Energizer**	10 min.	
2.	**Feedback on the conversations**	30 min.	
2.	**Information block:** Assertive behaviour	20 min.	**Resource sheet 13.** What is assertiveness
3.	**Cinderella** – or how to be assertive	20 min.	
4.	**Group discussion**	10 min	

Break – 30 min.

5.	**Energizer**	10 min.	
6.	**Finalizing exercise** What was for me to participate in this training	40 min.	
7.	**Certification of the participants**	20 min.	
8.	**Appointing the date and the time** for the first maintenance meeting	10 min.	
9.	**Final circle**	5 min.	

Training methods and learning activities

(1) Arsova Netzelmann T et al. (2016). Ideas for a bullying-free classroom. Manual for teachers and school staff accompanying the book LISTEN! Online: http://listen.animusassociation.org, accessed: April 28, 2017. In Bulgarian, English and German.

(2) Program M: Young Men's Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: www.youngmeninitiaitive.org

III.   Further reading

(List resources, which can be used to plan the implementation of the model)

1. GAIN, Global Intervention Network, Medical Colledge of Wisconsin, Center for AIDS Intervantion Reaserch (CAIR), Departement of Psychiatry and Behavioural Medicine, Medical college of Wisconscin, 414-456-7700- 1-800-644-1615 (English version)

2. "On My Own Two Feet" Educational Resource Materials for use in Substance Abuse Education (1997), ISBN No. 086387 044 9, Dept. of Education and Science, Marlborough St.,Dublin 1, Ireland (http://www.sphe.ie/downloads/mo2f/Assertive_Communication.pdf)

3. Youth for youth, *a manual for* empowering young people *in preventing* gender-basedviolence *through peer education,* © 2012, Mediterranean Institute of Gender Studies, BN 978-9963-711-10-9, www.medinstgenderstudies.org

4. Gender-Based Violence Training Manual, (2013), Restless development, Sierra Leone, http://restlessdevelopment.org/file/restless-sl-gbv-training-manual-2103-14-pdf

5. Gender Matters.A manual on addressing gender-based violence affecting young people. ISBN: 978-92-871-6393-6© Council of Europe, 2007 Printed in Hungary, https://www.scribd.com/document/105299654/Gender-Matters-A-manual-on-addressing-gender-based-violence-affecting-young-people

6. Handbook. for Coordinating Gender-based Violence Interventions in Humanitarian Settings (2010), GBV AoR, UNICEF, https://www.unicef.org/ecuador/GBV_Handbook_Long_Version.pdf

7. Roma women- known and unknown *Family Life And The Position Of The Woman In The Roma Communities,* RESEARCH REPORT, http://www.euromanet.eu/upload/80/83/Research_Report_Roma_Women_engl_09___OSI-Romania_.pdf

ii Amirhanian YA, Kelly JA, Kabakchieva E., at all (2003): Evaluation of a Social Network HIV Prevention Intervention Program For Young Men Who Have Sex With Men in Russia and Bulgaria. AIDS AIDS EDUC PREV 2003; 15: 205-221.

iii Kabakchieva E., Amirkhanian Y., Kelly J., at all (2002): High Levels of Sexual HIV?STD Risk Behaviour Among Roma Men in Bulgaria: Patterns and Predictors of Risk in a representative Community Sample, International Journal of SDT&AIDS, 13, p. 184-191

iv Behind Closed Doors: The Impact of Domestic Violence on Children (2006), UNICEF, Online: https://www.unicef.org/protection/files/BehindClosedDoors.pdf, accessed: October 5, 2016

vHerrenkohl, TI, Hawkins, JD, Chung, IJ, Hill, KG, and Battin-Pearson, S. (2001). School and community risk factors and interventions. In Child Delinquents: Development, Intervention, and Service Needs, edited by R. Loeber and D.P. Farrington. Thousand Oaks, CA: Sage Publications, Inc., pp. 211–246.

vi Санглас Н. и Касалас М. (2012) "Борба с мъжкото насилие върху ромските жени: Препоръки за предотвратяване, разкриване и намеса" ,Surt. Fundació de dones. Fundació Privada, JUST/2010/DAP3/AG/1266;