



Change

COMPETENCES FRAMEWORK FOR YOUTH WORKERS:

PREVENTING GENDER-BASED VIOLENCE THROUGH RESTORATIVE
JUSTICE & MEDIA EDUCATION

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1. Introduction

At the heart of the “Chance for Change” (C4C) project is the development of innovative, community-led, educational methods and tools to help address the root causes that lead to gender-based violence (GBV) and gender discrimination in youth settings, aiming at:

- Increasing young people’s awareness of their rights and responsibilities, particularly pertaining to GBV, discrimination, exclusion and abuse.
- Empowering young people to get involved in the project through volunteering and social action.
- Developing and piloting 2 accredited courses and a “ Youth Workers’ Competence Framework” based on “Restorative Justice and Media Education for Gender Pedagogy and GBV
- Building relationships among organisations servicing youth in the participating countries and across Europe, while providing key workers of the participating organisations with new skills and knowledge so that they can deliver the project’s objectives and transfer them to others.

The Competence Framework, provided below, consists of a nr. of competencies (precisely 14) which have been identified as not included in the fundamental and comprehensive Competencies Frameworks for youth workers already available in the EC literature, such as the ETS Competence Framework for Youth Workers (Salto Youth).

The second key element presented in this Deliverable is the ‘Competence Self-Assessment Tool’. The assessment tool is developed as an online tool that enables users to understand what each competence in the framework means and to assess their individual ‘level of proficiency’ in each competence. The tool is designed to match the competence areas and competences set out in the Competence Framework. The assessment results produced by the tool identify ‘strengths and weaknesses’ in individual competence and capacity, enabling the identification of competence gaps that can be focused on through the training programme. The results of the assessment can be reviewed to enable the training programme to be tailored to the needs of the individual user. Competences can be measured at the start of the project, and at the end, providing comparative data to evaluate the extent to which training has had a positive effect on competences.

The first version of this self-assessment tool is an online tool that uses a simple ‘Quiz’ model to deliver a Competence Report for the user. Users are asked to self-report on their competence level for each of the competences in the framework using a Likert Scale (1= Not at all confident to 5=‘Very Confident’).

This Deliverable is set out as follows:

- Following this Introduction, Section 2 sets out the background and context for the competence framework and assessment tool
- Section 3 presents the implementation model for the framework and tool and specifies who the target users are and how they will use the framework and tool
- In Section 4, we discuss how the framework and tool were designed and developed
- Section 5 - 6 presents the competence framework and the assessment tool in detail

• A set of Annexes accompany this Deliverable, which provide more detail on the research that fed into the design and development of the framework and tool, i.e. that was carried out with young people and “Country Reports”, that present additional research reviewing state of the art in youth work competence development:

Research Activities (Annex I - Collated Report)

Needs Analysis (Annex II - FG and Surveys Report)

2. Background and Context

The importance of integrating Restorative Justice and Media Education for Gender Pedagogy and GBV prevention into existing frameworks.

C4C Competences Framework will surely add value to existing youth work competences by combining them into a comprehensive approach and integrate these frameworks with a Restorative Justice perspective on GBV prevention, making attention to distinguish prevention activities from the intervention after the violent event.

Although the basic principles of Restorative Justice and Media Literacy are often included in different laws pertaining to GBV, and they support training that includes such competencies, explicit competency frameworks that include all three principles together have not been found. This supports the need for such a framework as proposed by A Chance for Change and its project partners.

Restorative Justice teaches us that the justice should focus on repairing the damage caused by a crime by including those most affected in the process of determining a resolution or at least, reaching a mutual understanding. Enhanced Media Education (ME) is widely understood to be needed for all members of society, and particularly young people, as technology and media presence in our lives proliferates. By combining both of these practices, Restorative Justice & ME, into a framework for C4C Youth Workers working with those affected by GBV, we will be providing an up to date competency-based skillset that allows the user to minimize new instances of GBV, and hopefully provide meaningful resolution to those caught up in such incidences (families, friends, 'perpetrators' and victim/survivors). The principles of Restorative Justice that we will chiefly be incorporating into the C4C Competency Framework include; enhancing community cohesion (GBV prevention), Restorative Justice-led conflict mediation (GBV intervention), compassion for all affected parties and their inclusion in conflict resolution (GBV prevention & intervention). C4C Youth Workers will also be encouraged through this framework to inspire critical thinking around digital media with those they work with, and improve the education of those involved in GBV on the potential life-long emotional consequences of those affected, and the potential legal ramifications, e.g. criminal justice implications, and the effects these could have on a young person's life.

Restorative Justice and GBV academic, Professor Mary P. Koss wrote that 'No crime victim should be forced to confront her perpetrator, but neither should she be denied the opportunity if she desires it' (Koss, 2000). This quote can be taken to address those from all backgrounds and apply to those of any gender. In the instance of Restorative Justice and GBV, Koss wrote numerous studies on the potential benefits of combining these approaches when executed sensitively and in agreement with the wishes of all parties involved. While we may not expect C4C Youth Workers to mediate extreme instances of GBV with full Restorative Justice practices, rather referring these to specialized professionals and services, through the framework that we create here we will expect that they consider such principles in their approach to supporting young people affected by GBV. It is also important that C4C Youth Workers are also made aware that not all of those who have experienced or perpetrated GBV will be suitable for introduction to Restorative Justice principles. This is a topic explored extensively by academics, Vince Mercer & Karin Sten Madsen (2011), in their EU Commission funded study on Restorative Justice and Sexual Violence (SV), who cite that while the correct application of Restorative Justice can 'empower the victim and the offender' to seek redress and understand the gravity of their crime, presenting Restorative Justice in such instances must be judged on a case by case basis. Nonetheless, as Restorative Justice has the power to positively impact all affected by crime, and aid their journey towards regeneration and recovery; its careful integration into C4C Youth Worker competency framework is desirable. Over many years, Restorative Justice4All has successfully integrated Restorative Justice principles

into a range work focused on community cohesion and young people's personal development. A prime example of this is our legacy project, The 3 Rs: Restoring Respect in Rotherhithe, and our ongoing project on Restorative Justice & Child Sexual Abuse, through which we have delivered a number of publications.

Presently, there are many resources indicating the need for improved Media Education, particularly for the younger generation, when it comes to understanding sexuality and GBV. Dr. Cicely Marston of London School of Hygiene & Tropical Medicine produced a particularly insightful, qualitative research article on this topic, entitled, 'Pornography and young people's health: evidence from the UK sixteen18 project' (2018). In his research paper, Marston noted that the study "did indicate some specific health harms that may have resulted from [young people] using pornography as 'sex education'," (Marston 2020). Also that, pornography and an underdeveloped understanding of consent can be attributed to negative behaviors among many young people in the sexual, private sphere. When considering that young people may lack impetus when it comes to thinking critically about Digital Media and it's representation of Gender and Sexuality, it becomes apparent that our C4C Youth Workers need be equipped with the skills that enable them to inspire critical thinking in this area, and therefore better understand what constitutes GBV and its impact.

The additional competences areas needed by a C4C Youth Worker that include a Restorative Justice and ME approaches are:

- Restorative Justice-led Community Cohesion – Encouraging young people to apply emotional intelligence and intercultural sensitivity to develop meaningful relationships with various groups in their community. This framework can also utilize a Media Education approach; allowing a community to, for example, set up an online community group page for events, collaboration or information sharing.
- Restorative Justice-led Mediation – Promoting a holistic understanding of communities; their dynamics and their issues. This entails the encouragement of young people to take a nuanced approach when understanding a community grievance which takes into consideration all side's perspectives, regardless of who is a majority or minority party. This can also involve introducing Restorative Justice principles and perspectives on how to mediate a community or individual dispute, with the young person first understanding all sides, acknowledging their concerns, and then sensitively promoting a mutual understanding between affected parties, so that a consensus may be more attainable.
- Restorative Justice-led Compassion – This will allow the C4C Youth Worker to explore with a young person the feelings of those involved in GBV online. This competency also includes a Media Education approach. Example scenarios can be explored with a young person in which GBV occurs digitally; reflections on both side's feelings and motivations will be discussed to improve compassion around how such instances can be more damaging than initially expected, when taking place in the digital sphere. Potential emotional consequences for both parties can also be brainstormed and discussed. Criminal Justice consequences and current legislation around online GBV will also be explained, e.g. the Protection from Harassment Act 1997, which allows someone who believes they are being discriminated against based on gender, sexuality etc., to report the 'perpetrator' to the police. Cyber bullying and 'revenge porn' reporting and cases.
- Digital Competences & Critical Thinking – Collaborate with young people to use technologies in a way which expands their understanding of social issues and IT, e.g. 'technology dependency'. This framework will also allow a C4C Youth Worker to encourage critical thinking in young people when consuming digital media in relation to Gender representation and GBV. (ME approach).

3. Users

Who the framework and tool is aimed at.

The evidence gathered through the Desk Research, the Focus Groups and the Surveys shows that youth services and organisations – youth workers and volunteers – lack some of the competences needed to engage with young people in the domain of GBV prevention, particularly regarding the application of an holistic approach which takes into account each phenomenon respect to the system of the community's relationships and values (Restorative Justice) and Media Education. C4C develops a 'C4C Youth Worker Competence Framework' and a self-assessment tool which is targeted at Youth Organisations Staff (youth workers and volunteers) in youth services and related organisations, like NGOs providing support for young people.

C4C develops a self-assessment tool, mapped against the competences in the competence framework (see Section 4)

This self-assessment tool enables users (youth workers and volunteers) to assess their level of competence in the domains of the framework. It provides them with a Competence Report that shows them where the gaps are in these domains. The results of the Report can help customise an individual 'Learning Plan' for the user in the C4C Training programme.

Users (youth workers and volunteers) then participate in the C4C Training programme. The programme helps them to acquire the competences they need to work with young people on GBV prevention.

The new competences acquired by participating youth workers and volunteers are absorbed back into their host organisations – youth services and youth organisations.

4. Methodology

How the competence framework and tools were developed.

The first step in developing the framework and self-assessment tool involved a comprehensive set of interlocking research activities carried out in the first phase of the project. These were as follows:

- A literature review of youth worker competence requirements and needs, and a review of competence frameworks generally, including digital competences, and in the field of youth work.
- A literature review and audit of good practice interventions providing support for marginalised young people.
- Field interviews. In practice it consisted of interactive Focus Groups in Greece, Italy, Spain, UK, Cyprus and in online surveys directed to youth workers in the same countries and in additional countries. It allowed us to understand the needs of youth workers; how they see the role respect to supporting young people in relation to GBV prevention and Gender Pedagogy; what needs to be in place to deliver this role and what barriers need to be overcome to ensure their participation.

The competence frameworks reviewed included:

- European platform (ESCO), which is a multilingual classification system for skills, competences, qualifications and occupations. (<https://ec.europa.eu/esco/portal>), having been developed collaboratively among the European stakeholders in order to address the needs for the understanding of the European labour markets
- The European Portfolio for Youth Leaders and Youth Workers, and the related 'ETS Competence Model' for youth workers, developed, through the European Training Strategy of Youth in Action (2007-2013).
- The European Digital Competence Framework for Citizens (DigComp) which was first de-

veloped by JRC-IPTS on behalf of DG Education and Culture in 2013 1 and which was further developed in DIgCompEdu and DigCompOrg by JRC-Seville.

The second step was to highlight the youth workers competence areas that could complement and add value to the existing competence areas youth workers are expected to have, as prescribed in the ETS framework including the additional competence areas youth workers need that are not currently covered by existing provision (i.e. the competence gaps) and that relate to their role in supporting young people respect to GBV and Gender Pedagogy.

5. Competence framework's organisation

The CF includes the following competences:

- Domain A: GBV and Gender Pedagogy Competences. These are the youth worker and volunteer competences adapted specifically to Gender Pedagogy and GBV prevention
- Domain B: Restorative Justice Competences. These are the youth worker and volunteer competences adapted specifically to GBV prevention within the Restorative Justice paradigm
- Domain C: Enabling Media Education Competences. These are media education competences adapted to the Youth Worker context that enable them to carry out their role in GBV prevention.

6. Self-assessment tool

This self-assessment tool enables users (youth workers and volunteers) to assess their level of competence in the domains of the framework. It provides them with a Competence Report that shows them where the gaps are in these domains. The results of the Report can help customise an individual 'Learning Plan' for the user in the C4C Training programme.

The self-assessment tool consists of 15 questions:

Domain A: 4 questions

Domain B: 4 questions

Domain C: Part 1: 3 questions | Part 2: 4 questions

7. The Competence Framework

Competence Area	A.1 GBV and Gender Pedagogy
Competence title	1.1 Understanding GBV
Competence description	Is able to understand GBV: its definition, the various forms it can take, its roots, its types, its dynamics.
Knowledge examples	Understanding the causes of GBV in the society
Skills examples	Take time to take stock, and reflect on the causes of GBV in the society
Attitude examples	Acknowledge importance of reflecting how GBV is rooted in the society

Competence Area	A.1 GBV and Gender Pedagogy
Competence title	1.2 Understanding the EU and national legal frameworks of GBV
Competence description	Is able to understand the EU and national legal frameworks of GBV
Knowledge examples	Understanding the principles of EU and national legal frameworks of GBV
Skills examples	Take time to take stock, and reflect on the principles of EU and national legal frameworks of GBV
Attitude examples	Acknowledge importance of reflecting on the principles of EU and national legal frameworks of GBV gender-based violence

Competence Area	A.1 GBV and Gender Pedagogy
Competence title	1.3 Understanding issues related to gender identity, gender roles and gender stereotypes
Competence description	Is able to starting a critical analysis of how gender differences have led to inequalities between men and women in multiple areas of society, on the link between stereotypes / normativity and gender-based violence
Knowledge examples	Understanding how gender differences have led to inequalities between men and women in multiple areas of society, on the link between stereotypes / normativity and gender-based violence
Skills examples	Carry out a reflection on how gender differences have led to inequalities between men and women in multiple areas of society, on the link between stereotypes / normativity and gender-based violence
Attitude examples	Acknowledge importance of reflecting on how gender differences have led to inequalities between men and women in multiple areas of society, on the link between stereotypes / normativity and gender-based violence

Competence Area	A.1. GBV and Gender Pedagogy
Competence title	1.4 Understanding how to tackle and overcome situations of gender discrimination / violence in working with young people
Competence description	Is able to understand how to tackle and overcome situations of gender discrimination / violence in working with young people
Knowledge examples	Understanding tools and practices to tackle and overcome situations of gender discrimination / violence in working with young people
Skills examples	Able to reflect on tools and practices to tackle and overcome situations of gender discrimination / violence in working with young people
Attitude examples	Acknowledge importance of reflecting on tools and practices to tackle and overcome situations of gender discrimination / violence in working with young people

Competence Area	B.1 Restorative Justice
Competence title	1.1 Understanding the Restorative Justice paradigm
Competence description	Is able to understand the definition and the paradigm of Restorative Justice
Knowledge examples	Understanding the principles and the practices of Restorative Justice
Skills examples	Able to reflect on the principles and the implication of Restorative Justice and its impact on the communities
Attitude examples	Acknowledge importance of reflecting on how Restorative Justice can impact on the communities

Competence Area	B.1 Restorative Justice
Competence title	1.2 Understanding the Restorative Justice paradigm in relation to GBV prevention
Competence description	Is able to understand how Restorative Justice practices and principles can relate to GBV prevention
Knowledge examples	Understanding how Restorative Justice practices and principles can relate to GBV prevention
Skills examples	Able to reflect on how Restorative Justice practices and principles can relate to GBV prevention
Attitude examples	Acknowledge importance of reflecting on how Restorative Justice practices and principles can relate to GBV prevention

Competence Area	B.1 Restorative Justice
Competence title	1.3 Understanding the interdisciplinary perspectives on restorative justice: development of insights for social and emotional learning (ie. Restorative Justice as a conciliation practice; Restorative Justice as an holistic approach for power balance)
Competence description	Is able to understand how Restorative Justice practices and principles can lead to development of insights for social and emotional learning
Knowledge examples	Understanding how Restorative Justice practices and principles can lead to development of insights for social and emotional learning
Skills examples	Able to reflect on how Restorative Justice practices and principles can lead to development of insights for social and emotional learning
Attitude examples	Acknowledge importance of reflecting on how Restorative Justice practices and principles can lead to development of insights for social and emotional learning

Competence Area	B.1 Restorative Justice
Competence title	1.4 Understanding the Restorative Justice paradigme in relation to intersectionality
Competence description	Is able to understand how Restorative Justice practices and principles can be seen in relation to intersectionality
Knowledge examples	Understanding how Restorative Justice practices and principles can be seen in relation to intersectionality
Skills examples	Able to reflect on how Restorative Justice practices and principles can be seen in relation to intersectionality
Attitude examples	Acknowledge importance of reflecting on how Restorative Justice practices and principles can be seen in relation to intersectionality

Competence Area	C.1 Media Education
Competence title	1.1 Fundamentals of Media Education
Competence description	Is able to understand what is Media Education and its importance within young people pedagogy (fundamental milestones of ME in Europe Definitions of media education: areas, approaches, paradigms Media education)
Knowledge examples	Understanding what is Media Education and its importance within young people pedagogy (fundamental milestones of ME in Europe Definitions of media education: areas, approaches, paradigms Media education)
Skills examples	Able to reflect on what is Media Education and its importance within young people pedagogy (fundamental milestones of ME in Europe Definitions of media education: areas, approaches, paradigms Media education)

Attitude examples	Acknowledge importance of reflecting on what is Media Education and its importance within young people pedagogy (fundamental milestones of ME in Europe Definitions of media education: areas, approaches, paradigms Media education)
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Competence Area	C.2 Media Education
Competence title	1.2 Using media safely
Competence description	Is able to use the media safely
Knowledge examples	Understanding the strategies for using the media safely
Skills examples	Able to reflect on the strategies for for using the media safely
Attitude examples	Acknowledge importance of reflecting on the strategies for using the media safely

Competence Area	C.2 Media Education for GBV prevention and Gender Pedagogy
Competence title	1.3 Critically reading media messages in relation to Gender Equality
Competence description	Is able to understand the techniques for the analysis of media messages to deconstruct and disarticulate the gender stereotypes that dominate the print media, on television screens, on social media
Knowledge examples	Understanding the techniques for the analysis of media messages to deconstruct and disarticulate the gender stereotypes that dominate the print media, on television screens, on social media
Skills examples	Able to reflect on the techniques for the analysis of media messages to deconstruct and disarticulate the gender stereotypes that dominate the print media, on television screens, on social media
Attitude examples	Acknowledge importance of reflecting on the techniques for the analysis of media messages to deconstruct and disarticulate the gender stereotypes that dominate the print media, on television screens, on social media

Competence Area	C.2 Media Education for GBV prevention and Gender Pedagogy
Competence title	1.4 Critically reading media messages in relation to GBV
Competence description	Is able to develop a critical and analytical approach to how the media relate, convey and communicate gender-based violence (ie. Problematic uses of media: cyberbullying, cyberstalking, sexting, revenge porn)
Knowledge examples	Knowing how to apply a critical and analytical approach to how the media relate, convey and communicate gender-based violence (ie. Problematic uses of media: cyberbullying, cyberstalking, sexting, revenge porn)
Skills examples	Able to reflect on how to apply a critical and analytical approach to how the media relate, convey and communicate gender-based violence (ie. Problematic uses of media: cyberbullying, cyberstalking, sexting, revenge porn)

Attitude examples	Acknowledge importance of reflecting on how to apply a critical and analytical approach to how the media relate, convey and communicate gender-based violence (ie. Problematic uses of media: cyberbullying, cyberstalking, sexting, revenge porn)
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Competence Area	C.2 Media Education for GBV prevention and Gender Pedagogy
Competence title	1.5 Using media creatively for Gender Pedagogy
Competence description	Is able to understand the techniques for using the media creatively to talk about healthy gender relationships and emotional intelligence, for sentimental education and an affectivity outside the stereotypes of identity.
Knowledge examples	Understanding the techniques for using the media creatively to talk about healthy gender relationships and emotional intelligence, for sentimental education and an affectivity outside the stereotypes of identity.
Skills examples	Able to reflect on the techniques for using the media creatively to talk about healthy gender relationships and emotional intelligence, for sentimental education and an affectivity outside the stereotypes of identity.
Attitude examples	Acknowledge importance of reflecting on the techniques for using the media creatively to talk about healthy gender relationships and emotional intelligence, for sentimental education and an affectivity outside the stereotypes of identity.

Competence Area	C.2 Media Education for GBV prevention and Gender Pedagogy
Competence title	1.6 Using media creatively for promotion of peer education and for supporting informal learning on GBV prevention: methodologies, materials, sources
Competence description	Is able to understand the techniques and the strategies for using the media creatively for promotion of peer education and for supporting informal learning on GBV prevention: methodologies, materials, sources
Knowledge examples	Understanding the techniques and the strategies for using the media creatively for promotion of peer education and for supporting informal learning on GBV prevention: methodologies, materials, sources
Skills examples	Able to reflect on the techniques and the strategies for using the media creatively for promotion of peer education and for supporting informal learning on GBV prevention: methodologies, materials, sources
Attitude examples	Acknowledge importance of reflecting on the techniques and the strategies for using the media creatively for promotion of peer education and for supporting informal learning on GBV prevention: methodologies, materials, sources

This C4C Competence Framework is the work of the 6 partners working on the project:
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The C4C Competences Framework will add value to existing youth work competencies by combining them into a comprehensive approach and integrating these with a Restorative Justice (RJ) perspective on GBV prevention. This will equip C4C Youth Workers with the tools to provide meaningful intervention both prior and post an incident of GBV; prevention and intervention.



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