

# Same Violence, New Tools

How to work with violent men  
on cyber violence





## **Same Violence, New Tools** **How to work with violent men on cyber violence**

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# Foreword

**In order to understand cyber violence it is necessary to introduce a few basic definitions such as domestic violence and coercive control.**

## **1.1 Domestic Violence: Definition and statistics**

The Istanbul Convention (2011) defines violence against women as follows:

Article 3a: *“A violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”.*

Article 3b: *“all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim”.*

According to the World Health Organization (WHO), one out of three women have experienced some form of violence during their lives (since they were 15 years old).

In 2014, the first survey on violence against women carried out within the European Union by the EU Agency for Fundamental Rights (FRA) revealed that one woman out of five (22%) have experienced physical and/or sexual violence from their current or previous partner. About one third (31%) of the surveyed women that stated that they had been raped by their current partner says that it happened six or more times.

The survey results show that two out of five women (43%) experienced some kind of psychological violence perpetrated by their current or previous partner; more in detail: *“25% of women were disparaged or humiliated in private by their partner, 14% of women were threatened to be physically injured by their partner, 5% of women were denied leaving their home by their partner, they had their car key taken or were locked in”.*

## 2 Foreword

### 1.2. Coercive Control

Most abusive and violent behaviours are the result of a choice made by men in order to exert their power and maintain control over their (ex-)partner.

This type of abusive behaviour is called coercive control. Initially, even the professionals dealing with violence were not fully aware of such a mechanism, since it acts silently and invisibly and spreads slowly.

According to the *Domestic Violence Act* (Ireland):

***“Coercive control is formally defined as psychological abuse in intimate relationships that leads a person to fear that violence will be used against him or her, or serious alarm or distress that has a substantial adverse impact on his or her usual day-to-day activities, manifesting as a pattern of intimidation or humiliation that is identifiable as psychological or emotional abuse”.***

Perpetrators isolate their partners and make them emotionally dependent through assaults, threats, intimidation, humiliation, isolation and more, which creates a constant fear in their victims and a general loss of their sense of freedom.

Coercive control is a criminal offence in the following countries: Ireland, England, Scotland, Wales, and France.

***How does coercive control connect to the online world?***

### 1.3. Coercive Control in the 21st Century

In the 21st century, the Internet is not just a communication tool. It is actually an environment that forces society to reorganize itself in relation to ICT technologies. We are constantly connected and most of our daily actions happen through the internet. The distinction between reality and virtual reality is obsolete, from a relationship point of view (Lancini, 2015) and from a violence point of view.

Van Dijck and Poell (2013) talk about a “*technologization of social relations*”. On social networks, for example, users are the object and subject of surveillance: “*we monitor others when we visit their profiles and, at the same time, we are also monitored*”. Interpersonal relationships become “monitoring relationships” by default (Lancini, 2015).

On the one hand, the internet and the fast spread of information and communications technology can be seen as an opportunity for social and emotional relationships (as they help overcome physical distance, for example). On the other hand, they can also contribute to coercive control, especially in those relationships where violence is already present offline, therefore encouraging the behaviours that we will analyse more in detail in chapter 4.

In this context, cyber violence against women and girls is more and more widespread type of gender-based violence:

- The European Union (EU) estimates that one out of ten women has experienced at least one kind of cyber violence since they were 15 years old (CYBERSAFE Report, 2019)
- 23% of victims of criminal behaviours state that they had to change their telephone number or e-mail address after the most serious episode they experienced
- One out of ten women (11%) have experienced inappropriate advances on social networks or have received sexually explicit e-mails or text messages (SMS) (FRA, 2014)
- According to a UK study, 51% of teenagers between 13 and 17 years old have received naked or private pictures of one of their acquaintances during the last year (CYBERSAFE Report, 2019)

What’s more, the lockdown period caused by the Covid-19 pandemic seems to have increased abusive behaviours and various kinds of technology-related violence, which we will analyse more in detail in the next chapter.

# 2. Cyber Violence

## 2.1 Definition and Characteristics

Cyber violence is a generic term that refers to all sorts of violence that take place using information and communications technology (ICT).

Attrill et al (2015; 136-137) define it as the online access to and distribution of offensive, violent, or dangerous materials with the objective of causing emotional, psychological, or physical damage. The most common kinds are cyber bullying and harassment.

Within the scope of this manual, we will talk about online violence within relationships, that is, when someone's current or previous partner uses new technologies to, for instance:

- **Monitor or spy** on a partner
- **Threaten** her with the release of intimate pictures or videos
- **Release intimate pictures** or videos
- **Steal the partner's identity** or make debts in her name
- **Send her threatening or offensive messages**

We can therefore say that cyber violence within relationships is not separate from "real world" violence, since it often follows the same patterns as offline violence and is associated to both negative psychological and social consequences, including a poorer quality of life, and, often, to physical, psychological and sexual violence (EIGE, 2017).

Using social media and smartphones, perpetrators can make their partners feel paranoid and inspire constant fear.

Cyber violence can be carried out through various **methods**. Here are a few examples:

- **Slander:** Damaging someone's reputation by making a false statement about them (e.g. spreading rumours via social media).
- **Doxing or doxxing:** Sharing recognisable and often private information about a person (name, phone number, e-mail address, home address, etc.)

on an online platform without their consent. Such a behaviour is often accompanied by stalking, threats, harassment, physical and psychological violence.

- **Hacking or cracking:** Accessing communication and data stored online (for example on the cloud) or on private computers, without consent. This includes webcam hacking.
- **Identity theft:** Using someone's personal information in order to pretend to be them and to get money or goods in their name.
- **Sexting:** Sending, receiving, or sharing via smartphone, internet, or messengers, etc., sexually explicit videos or images of a naked or partially naked person (Levick & Moon, 2010). It is important to distinguish between:
  - **Primary sexting:** when a person shares an explicit image or video of themselves;
  - **Secondary sexting:** when a different person from the one in the image or video shares it (Lancini, 2015)
- **Monitoring or Tracking:** Using technology to monitor the partner's activities, social interactions, and movements. This includes the use of GPS location apps to track their movements and monitoring texts, calls and e-mails without their consent.
- **Creepshot voyeurism:** Taking non-consensual pictures or videos of a partner's or other (unknown) women's intimate body parts (e.g. backside, legs, or cleavage).

Cyber violence can thus be further summed up in the following categories:

**1) Cyber stalking:** E-mail, text or online stalking; it encompasses *repeated behaviours* perpetrated by the same person (EIGE, 2017) and can include: sending offensive or threatening e-mails, texts (SMS), or instant messages, publishing offensive comments when interacting on internet forums or social media platforms, sharing intimate photos or videos of the victim on the internet or via mobile phone.

## 6 Cyber violence

**2) Non-consensual sharing of images:** Sexual images or videos shared or obtained without a person's consent. More specifically:

- **Sextortion:** A sex-related threat by which, after obtaining, either with or without consent, compromising photos or videos from a person, the perpetrator threatens the victim to make them public to extort sexual favours or money.
- **“Revenge porn”:** Publishing, sending or sharing intimate or private images or videos of another person without their consent to humiliate an ex-partner, resulting in women receiving harassing, demeaning or threatening messages from unknown people.
- **Recordings of rape or sexual abuse:** Abusers sometimes share these recordings online, e.g. by posting them on platforms such as Pornhub.

**3) Cyber harassment:** Threats or other offensive behaviours aimed at offending, disparaging or belittling a person through channels such as internet forums, online messengers, text messages, etc. (Jones et al., 2013). Cyber harassment includes behaviours such as:

- **Cyber bullying:** *“Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”;* (Hinduja and Patchin, 2015). Cyber bullying will be analysed more in detail in paragraph 2.3 below, dedicated to cyber bullying amongst teenagers.
- **Threats of violence:** Including rape or death threats directed at the victim.



Internet  
trolling



Internet  
shaming



Cyberstalking



**4) Using sexist jokes or encouraging sexist hate:** Expressions that spread or encourage gender-based hate, depicting women as sexual objects or targets of violence.

**5) Human trafficking:** Trafficking, especially of women, using technological devices and social media, often leading to prostitution.

**6) Child pornography:** A type of crime consisting of producing, circulating, spreading and publicizing, images or videos of minors engaging in sexually explicit behaviours, either real or simulated, and any representation of sexual organs for sexual purposes.

**7) Online solicitation or grooming:** An adult psychologically manipulating a child or teenager to start an intimate or sexual relationship. Contact often happens through online platforms and messengers.

## 2.2 Stalkerware

The use of stalkerware is more and more widespread amongst male perpetrators and used to control their partners. According to the definition by the Coalition Against Stalkerware (2019), stalkerware is *“software, made available directly to individuals, that enables a remote user to monitor the activities on another user’s device without that user’s consent and without explicit, persistent notification to that user in a manner that may facilitate intimate partner surveillance, harassment, abuse, stalking, and/or violence”*.

Depending on how much money they are willing to spend, abusers can:

- **See** pictures
- **Read** texts
- **Read** WhatsApp, Facebook Messenger conversations, etc.
- **Obtain recordings** of calls
- **Access** camera and microphone
- **See** locations of where a person is, etc.

By January 2019, 4483 Kaspersky users had experienced an attack on their mobile phone. The number went up to 9546 by September 2019 and reached 11,052 by December of the same year.

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The countries with the majority of such cases are Germany (3.1%), Italy (2.4%) and France (1.8%) (Kaspersky, 2019).

To counter the problem, Kaspersky co-founded the Coalition Against Stalkerware together with global tech companies and NGOs. Their key objectives include *“improving detection and mitigation of stalkerware, educating victims and advocacy organizations about technical aspects, and of course raising awareness about the issue”*.

### How does stalkerware get on someone's phone?

- Anybody can find stalkerware with a simple google search and download it
- Abusers need to have physical access to a phone to install stalkerware. Many sellers have detailed information how to install the software or even offer cell phones with pre-installed stalkerware that the abuser can give as a present.
- Stalkerware can be installed both on Android and Apple devices.
- Once the stalkerware is installed on a phone, it is invisible. There is no icon and it doesn't send notifications.



How can somebody find out whether they have stalkerware on their phone?



The phone disappears for a while and then re-appears.



When they look at the app permissions, there is an unknown app with access to camera, microphone, location, etc.



They constantly need to charge the phone even if the phone use has not changed.



The phone uses a lot more internet data even if the phone use has not changed.



They use simple passwords that someone close to them could guess, or a fingerprint that can be “stolen” by the abusive partner when they are unconscious or sleeping.



They find an app called Cydia (iOS devices) or Superuser (Android) installed on their phone. These apps allow the installation of software bundles on your phone.



They are in a violent relationship and their partner is increasingly controlling, has access to their phone and knows their passwords.



Camera permissions are active on apps that they have not authorized.



Their partner always knows where they are, knows about conversations he was not involved in, makes comments as if he always knows what they are doing.

**Attention!** Perpetrators can also use “simpler” ways to control their partner, such as installing their partner’s WhatsApp Web app on their computer, so they can access it and read their chats.

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### Is it safe to remove stalkerware?

- Some stalkerware notifies the abuser when it is deleted! The violence might escalate if they remove the app from their phone. Victims must make a safety plan first. They should reach out to a support service for help or contact the police.
- Survivors should NOT use their phone to research information on stalkerware or support services – the person who installed the stalkerware will see what they are doing!
- In addition, it might not be safe for them to use their personal computer. Rather, they should use the computers at their local library or ask a friend if they can use their computer.

### How can stalkerware be removed?

- **Remember:** Removing the app from a cell phone deletes evidence in case the victim wants to report the person who installed the stalkerware to the police.
- The easiest way to get rid of the stalkerware is to buy a replacement phone if the victim has the money.
- It is possible to reset the device to factory settings, which deletes all the apps and puts the phone settings back to the way they were when the victim first got the phone. However, this does not work for all stalkerware.

### How can somebody protect themselves from stalkerware?

- **Change all passwords** regularly and use complex passwords that are different for every account.
- **Regularly check** which apps are installed on the device and which permissions they have.
- **Block the installation** of apps from unknown sources on the phone (Android only).
- **Do not use fingerprint or face recognition** to unlock the phone: An abusive partner can easily trick these systems while the victim is unconscious.

## 2.3. Cyber Bullying Among Teenagers

Last year 6% of children and teenagers between 9 and 17 years old were victims of cyber bullying and in 58% of cases they were not protected. (EU Kids Online, 2019). WhatsApp is the social app that is most widely used for cyber bullying (80%).

### Cyber Bullying:

- is intentional
- is repeated
- has the objective to be harmful
- is carried out through computers, mobile phones, or other electronic devices
- mainly involves teenagers

#### Some common forms of cyber bullying:

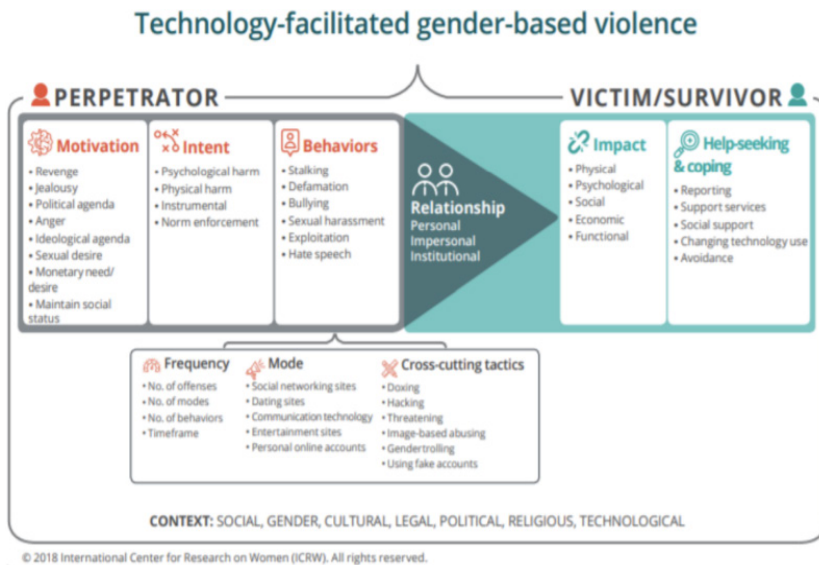
- **Harassment:** Repeatedly sending annoying and unpleasant messages
- **Denigration:** Spreading gossip and lies online, aimed at damaging a person's reputation and relationships
- **Impersonation:** Obtaining personal information and accessing data (nickname, password, etc.) of their victim's account to manipulate their content
- **Outing or trickery:** Deceitfully forcing a person to reveal sensitive personal information to publish it online and damage them
- **Exclusion:** Intentionally excluding someone from an online group (chat, friend lists, forums, etc.)
- **Happy slapping:** Harassing and attacking a person while others film the scene with their smartphone cameras with the objective of spreading and sharing them online

The exchange of intimate or sexual images ("sexting") is also very common: 15% of teenagers between 11 and 16 years old said they had received "sexual messages or images" from their peers, while 3% said they had sent or published these kinds of messages online (EU Kids Online, 2019).

# 3. The Victim

## 3.1. Consequences and Effects of Cyber Violence on the Victims

The International Center for Research on Women developed a conceptual framework to understand technology-facilitated gender-based violence, including what motivates perpetrators to commit cyber violence acts and the potential impact they might have on the victims (Hinson et al, 2018). Below, the structured graph:



Cyber violence has the potential to be even more harmful than in-person harassment because it is anonymous and not sufficiently regulated. In fact, just like any type of offline violence, it can permanently traumatize a woman or a girl

## Some common consequences for victim are:

- **Depression and anti-social behaviours**
- **Low self-esteem**
- **High anxiety** (with avoidance coping and control mechanisms)
- **Self-destructive behaviours** and suicide attempts.
- **Financial damage:** online violence and incitement to hate can have a long-term effect on women's reputation and can be harmful to their work prospects and means of support
- **Retreat from society**
- **Sleep disorders**
- **Difficulties in sexual relationships**

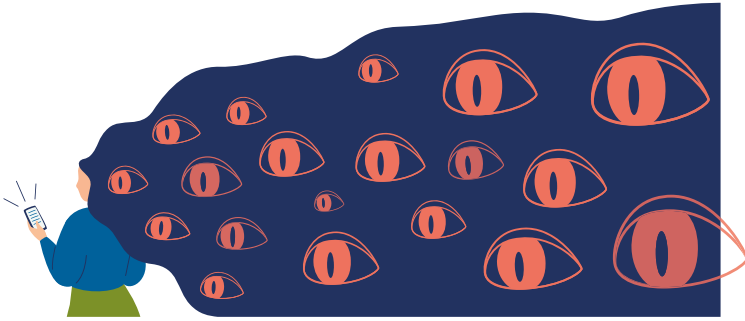
Online harassment contributes to a culture of violence, where violence is seen as normal and unavoidable, thus more easily perpetrated both on- and offline.

## 3.2. How Can Victims Protect Themselves?

Several member states of the European Union, such as the UK, France, Germany, and Italy, have recently passed laws to regulate some forms of virtual violence, such as revenge porn and sextortion.

However, studies show that the actual legal and political approaches in the EU do not adequately reflect the social and physical damages caused by cyber violence (Henry, N. and Powell, A., 2015).

Völlink, Bolman, Dehue & Jacobs (2013) studied the use of coping to deal with cyber bullying and its negative impact on mental and physical health. In their study, many of the victims stated that they rely on social support from their parents, teachers, siblings, or relatives due to the lack of clearly defined laws.



### 3.3. How Can We Support and Protect Victims?

The responsibility of protecting themselves cannot lie on the shoulders of the victims.

#### We must:

- **Raise awareness** about cyber violence, the need for safe online spaces and the way offline misogyny continues online.
- **Focus** on those using the violence and what we can do to stop them.
- **Educate the police**, legal personnel about the effects of cyber violence and how to deal with victims, as well as those who use cyber violence.
- **Educate service providers** for both victims and men who use violence on how to respond to cyber violence.
- **Educate youth** about the power they have online and how they can potentially harm others.





# 4. Male Perpetrators

## 4.1 Social and Cultural Factors Underlying Cyber Violence

Cyber violence reproduces and strengthens gender inequalities and discrimination.

### **What makes it more dangerous than other kinds of violence?**

As underlined by Fascendini and Fialová (2011), cyber violence presents higher risks because:

- **It is anonymous:** The victim might not know their perpetrator's identity (for example in the case of sexist jokes).
- **It can be perpetrated remotely:** The victim can be reached anytime and anywhere, making them feel unsafe everywhere.
- **It can be carried out using automated technologies:** This requires less time and effort from the perpetrators. This kind of technology is often inexpensive and easy to use. For example, some stalkerware apps are free and can be easily downloaded by anyone.
- **It is accessible:** In the case of revenge porn, for example, a video shared on the internet as an act of humiliation against someone's partner can be watched, commented and re-shared by millions of people and become "viral".
- **It is pervasive and permanent:** Once published, the picture, videos, comments or rumours can be online for an unlimited amount of time and can potentially never be removed.

### **Anonymity**

The concept of anonymity deserves to be analysed in more detail as it is tied to the ideas of:

- **Moral disengagement:** "A reduction or deactivation of internal moral control and self-regulation" with a consequent minimization of individual responsibilities" (Lancini, 2015)
- **Deindividuation:** Loss of self-awareness and self-control that a person experiences when they act within social and group dynamics (Zimbardo, 1971)

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Anonymity provides people with a sort of “protection”, both real and perceived. What’s more, the lack of identification and social rules can be perceived as lack of rules and responsibilities, lowering inhibitions. Lastly, the distance and separation provided by the use of technology make people less empathetic and therefore less sensitive to someone else’s reactions (Lancini, 2015)

Let us take these two phenomena as examples to better understand this concept:

- **Happy slapping:** The victim is attacked by a bully and the scene is filmed. The images are later published online, shared, and commented for a long period of time;
- **Cyber stalking:** Perpetrated for instance using anonymous e-mails or messages that can be easily deleted or destroyed.

The perpetrator’s anonymity is one of the major causes of stress for the victim.

### Misogyny

Cyber violence is often a byproduct of social inequality, which, in turn, underlies a misogynistic culture based on heteronormativity (Henry & Powell, 2016; Laxton, 2014). Banet-Weiser and Miltner (2016) have defined cyber violence as “networked misogyny”, where power and control mechanisms, which underlie misogyny offline, are still present and become even more rooted.

Misogyny is often expressed through online sexist and offensive jokes and sexual harassment on Twitter, Facebook and Instagram comments, where, thanks to their anonymity, they become even more powerful and widespread. Online hate is often directed at people who do not fit into patriarchal stereotypes and expectations and are not seen as a single individual but as a whole category (e.g. women). Other factors such as race, ethnicity, disability, sexuality, or sexual identity make a person even more likely to experience online sexual harassment.

It is also necessary to reflect on the concept of the “continuum of sexism”



(Funk, 2006). According to Funk, sexism, undesired sexual attention, and sexual harassment underlie more serious forms of sexual violence, such as rape. Today these underlying structures of “less serious” sexism are still perpetrated and widespread, especially online. Moreover, the internet and the media often show images that imply men can exclude themselves from active engagement against gender-based violence and that ending violence against women is a women’s problem.

### 4.2 Characteristics of Perpetrators

A comparative research on cyber violence against women carried out by women’s rights organizations in Iceland, Denmark and Norway shows that victims are typically young women between 15 and 35 years and perpetrators are typically men (Van der Wilk, 2018).

The research project “The end of violence: women’s rights and online security” carried out by the Association of Progressive Communications (APC) 2012-2015, highlighted that the majority of the perpetrators involved in their case studies were known to the victims. In most cases, the perpetrators were the victim’s current or former partner, family members, colleagues, or friends.

# 5. Addressing Cyber Violence

## 5.1 Detecting Cyber Violence (For Professionals)

We recommended to start with general questions and then move to more specific questions about the possible use of violence. This technique is known as **funnel questions**.

**IMPORTANT!** On- and offline violence are often associated. It is therefore important to verify which other abusive behaviours might be perpetrated by the men.

You should not talk about domestic violence with any of the men if their (ex-)partners or children are present: if women or children are involved it could be risky for them, for example if they reveal more details than the men would like them to.

### Possible questions:

- **Do you think** it is important in a relationship to share everything and that there are no secrets?
- **Do you get angry** if your partner does not want you to see her phone?
- **Do you ever check** your partner's phone without her knowledge?
- **Do you get angry** when your partner doesn't answer your texts or calls?
- **Have you ever created** a fake social media profile to control your partner?
- **Do you share** intimate pictures of your partner online or with friends?
- **Do you check** your partner's pictures, messages, location or calls with an app?
- **Have you ever shared or published** intimate pictures of your (ex-)partner to get revenge after a breakup?

## 5.2 Sessions With Male Perpetrators

### SESSION 1

#### Case study

*“Mark and Donna have been living together for six years and have a one year old daughter. Mark has always been very protective of Donna, even more so since their daughter was born. A few months ago, Mark asked Donna to share her phone and PC passwords as he might need them “in case of emergency”. Donna was doubtful because she was afraid she would give up some of her privacy, but she trusted Mark and decided to share her passwords. Since then weird things have been happening: Mark seems to always know where Donna is or was and he mentioned a conversation she never shared with him. Donna became suspicious and talked to him about it, also mentioning that she would change her password. He got very angry and blamed her because he thought she had something to hide.”*

#### Objectives

- **Help stop** online control and coercion behaviours
- **Have perpetrators take responsibility** and face the consequences their behaviour has for their (ex-)partner
- **Prevent** further cyber violence
- **Raise awareness** on the legal consequences (fines, etc.) connected to cyber violence.

#### Session

*Duration: About 2 hours*

The men sit in a circle and two facilitators (if possible, a female facilitator and a male facilitator) moderate the session, in order to stimulate the exchange of opinions, thoughts and experiences, facilitate discussion and critical thinking on the subject.

## 20 Addressing cyber violence with violent men

### Structure:

- Reading the case or role playing (simulation) by two facilitators or two of the men
- The group is split into three sub-groups and each one of them works on one of the following questions:
  - Do you think what just happened is violence? If yes, please write on a post-it which one of these behaviours are an indicator of violence.
  - What do you think the effects of this behaviour are on Donna?
  - Do you think there might be legal consequences? If yes, which kind?
- Discussion and reflection with the whole group
- Presentation of the different forms of cyber violence and the laws that regulate it in different countries
- The men are asked to name the types of cyber violence written on the post-its to verify that the topic has been understood
- At the end of the session, the men can be invited to share some personal experiences, for example using some of the questions from the previous paragraph

Depending on the level of confidence and trust in the group, men can decide whether to share their experiences or not, to start a discussion and an exchange without being judged.

### SESSION 2

#### Objectives

- **Increase knowledge** about the types of cyber violence and the mechanisms attached to it;
- **Contribute to the understanding** of the impact of violent behaviour on the (ex-)partner;
- **Encourage the interruption** of online violence behaviour;
- **Increase understanding** of the seriousness of the behaviours
- **Prevent** the commissioning of future online violence.

# Addressing cyber violence with violent men 21

## Session

*Duration: about 2 hours*

The men sit in a circle and two facilitators (if possible, a female facilitator and a male facilitator are preferred) moderate the session, in order to stimulate the exchange of opinions, thoughts and experiences, facilitate discussion and the development of critical thinking on the subject.

## Structure:

- The men are invited to brainstorm on two concepts:
  - NON-violent behaviour;
  - Violent behaviour.

Once the group finds common definitions, we proceed with the second part of the session.

- This table will be used for the second task.

The man saves his partner's WhatsApp Web login on his computer. Every day he checks her conversations without her knowledge	She sends him naked photos via WhatsApp. He shows them to his friends.
The man gets angry because his partner doesn't want him to look at her phone. He then accuses her of not loving him enough and of having something to hide.	He threatens his ex-partner that if she doesn't sleep with him, he will post nude images online that she sent him in the past.
He installs (without consent) on his partner's phone an app to control her movements, messages, calls...	Both decide, by mutual agreement, to exchange Instagram and Facebook passwords.
He creates a fake profile on Instagram to write to his ex, posing as another person, with the aim of getting her back.	He installs the bank app with his partner's data on his phone to check her expenses and earnings.

- The men have to place each situation along a continuum from 0 to 10. 0 represents non-violent behaviour and 10 represents serious violent behaviour.
- Each situation is analyzed in detail, asking the various men in the group to explain the reasons for their choices. Depending on the degree of trust and intimacy within the group, the men can decide whether to share their experiences or not in order to initiate a discussion and confrontation. The group does not judge or interpret the choices and experiences.

## 22 Addressing cyber violence with violent men

- The facilitators reflect with the men about the types of cyber violence and the physical and psychological consequences on the victims, as well as the potential legal consequences for the perpetrator.

### **Attention!**

When working with men, it is important to stress the need for them to take responsibility, understand the emotional and legal consequences of their violent behaviour, and understand the power and control mechanisms that underlie online coercive control. Do not explain the technical details of the apps and stalkerware software, as it could be risky for the women's well-being.





# 6. Workshops With Adolescents

## PRIMARY PREVENTION

### Case study

*Lucy and John have been together for a month. They both really like each other. Lucy thinks that if she sends naked pictures to John, he will like her even more. She also thinks all her friends have done it at least once. John, when he receives the photos of Lucia, can't believe his eyes. Caught up in the excitement he sends the photo to his best friend Marcos. Marcos wants to show everyone "how cool his friend is" and decides to publish the photos of Lucy in the class group. The next day, when Lucy comes to school everybody looks at her strangely... only a short time later she understands what has happened.*

### Objectives

- **Increase knowledge and skills** about aspects related to online behaviour;
- **Promote the recognition and management** of emotions and affectivity in the offline and online world;
- **Increase the knowledge** of the types of cyber bullying and cyber violences and the impact of these behaviours on the other.

### Session

*Duration: about 2 hours*

Teenagers are arranged in circle time to facilitate discussion and comparison. The activity can be co-conducted by two facilitators, preferably men and women.

- The facilitators read the case. They ask the teenagers the following starting questions: "How do you evaluate the behaviours of Marcos and John? Do you think they are on the same level?"; "What emotions would you have felt if you had been in Lucy's shoes?" The teenagers are asked to write their impressions on post-its and put them on a board;
- The teenagers are invited to reflect on what has emerged and in particular on some issues such as: 1) "it was just a joke"; 2) "is it the girl's responsibility?";
- The concepts of sexting, sextortion and revenge porn are introduced, explaining to young people the mechanisms and consequences of such phenomena. the facilitators will use relevant videos and images;
- A discussion and comparison with the personal experiences of boys and girls begins;
- The activity is closed with feedback, the facilitators propose a game of three cards to the teenagers: "Something I learned that I will use right away"; "Something I learned that I don't need for anything"; "Something I learned that I set aside for the future." If they want, the teenagers can put the cards in three different boxes that the facilitators have prepared.

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