



Country Report on Implementation of Bystanders Project – Malta

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Bystanders project – country report

COUNTRY CONTEXT

As noted in our county background report, the Maltese educational system consists of State schools, Private schools and (Catholic) Church run schools. The Bystander project was implemented in one of each type of school. It was very noticeable that each school had its own culture which affected how the implementation developed in each of them. The differences were especially noticeable in our engagement with teachers and students, and in the way the school took the work forward or not, after the implementation was completed.

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For the country context, it is pertinent to note the following:

- a) None of the schools had an explicit sexual harassment policy. School 1 had a dress code (which was described by the girls during the sessions as sexist and unfair)
- b) Sexual Harassment was perceived in all schools as a bullying problem and therefore there was no gender element considerations in any of the schools.
- c) School 1 and 2 were aware of the State Education Department anti-bullying policy paper.¹ School 3 had a “zero tolerance approach” published on their web-page.
- d) All schools dealt with bullying and/or sexual harassment in the same way. They have designated counselling teachers that students are meant to approach if they experience and/or witness something that needs reporting. Then the counselling teacher is tasked with resolving the problem internally or with making the decision to take the case further.
- e) School Ethos – School 1 seemed to be more geared up toward student’s individual academic needs rather than creating a communal environment between the students. This is a free state school.

School 2 teachers and administration appeared committed to building a school community between teachers, parents and students. This is a Church run school, no fees but parents often give ‘donations’.

¹Managing behaviour in schools, Ministry for Education and Employment, June 2015, available at <https://education.gov.mt/en/resources/Documents/Policy%20Documents/Managing%20Behaviour%20in%20Schools%20Policy.pdf>



School 3 gave an impression of creating more of a 'business' environment and preparing the students accordingly. For instance, one of the solutions to sexual harassment proposed by one of the boys was to offer payment (bribe) to the harasser to stop harassing. This is a fee-paying private school.

f) Sexual and Relationship education – Guidelines for teaching of sexual and relationships education were issued by the State Education Department in December 2013.² These are 'guidelines', and therefore it is not obligatory for them to be followed. This means that it is often at the discretion of individual teachers and/or an overarching school ethos as to what the students will actually be taught.

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School Context:

School 1 (State school) – participation of the students was voluntary, so that created logistical problems in terms of both numbers of students attending and students sticking to the same group for all of the sessions. We were alone with the students during sessions. The general environment of the school aims to support students' individual educational needs as opposed to cultivating a learning environment that functions from a common group or community perspective.

School 2 (Catholic church school) – the attendance was compulsory for the students from the classes that were selected by the school. The school also insisted that one of their teachers had to be present during the sessions. In addition to this, we could not be allocated the full 60 minutes, and instead had to complete our sessions within 45 minutes. The school appears to cultivate a sense of community for the students.

School 3 (Private school) – attendance was compulsory and the Bystanders project was integrated into the school's curriculum, which meant that students were to be assessed for a project they developed after the Bystanders' project was implemented in their school and they took the work forward. In this school, like in the state one, we were alone with the students. The majority of the students were not Maltese, some were studying in Malta because of their family's temporary stay in the country. The students came from different countries, including Germany, Russia, Ukraine, China, among others.

² Guideline on Sexuality and Relationships Education in Maltese schools, Stephen Camilleri, Ministry for Education and Employment, December 2013, available at <https://education.gov.mt/en/resources/Documents/Policy%20Documents%202014/Guidelines%20on%20Sexuality%20booklet.pdf>



Each of the combinations had its advantages and disadvantages for the implementation of the project.

Setting up the sessions:

In the first school, we worked with one dedicated teacher who gathered interested students by placing posters around the school, informing about the Bystander project, and by posting information on a Facebook group. Even then, some of the students who expressed interest in attending had to be contacted by mobile phone (i.e. text messages) to get them to show up for the sessions. There were also some minor issues with room availability and it was often not possible to enter the room in advance to set up for the session. Generally, however, we had power point and white board facilities to be able to conduct the sessions. There were no special rooms in the schools for these types of sessions, instead we had to use standard classrooms that were usually full of desks and chairs, so we had little extra room to move around for some of the activities.



In the second school, we worked with a school administrator who chose the groups and set up the schedule/times when we would come in and conduct the sessions. Since we had 3 sessions with each group of students, 3 of their psychology class sessions were replaced with the Bystander sessions, since during their psychology lesson, they were supposed to learn about the bystander role/effect. The school also appeared to be interested in improving students' understanding of sexual harassment and so the administrators and teachers had additional motivation to schedule the sessions in the school. At the same time, we were only given 45 minutes to conduct each session. This school had special rooms available for personal development sessions, which did not contain desks and allowed a more relaxed desk-free atmosphere.

In the third school, we organised the sessions with the head of the school. There was only one group of students in the 6th form (16-18 year olds) and so the head of the school separated that group into two, so that we could conduct separate sessions. The environment was less traditional in that students learned specific subjects but also took part in projects as part of the curriculum. The Bystander sessions were part of the students' project work.

Conducting the sessions:

In terms of the staff sessions, the second school had the highest number of educational staff present at the sessions who were interested in the topic of sexual harassment. In the first school, we did not conduct a first session with the educational





staff, since this was the school where we conducted the pilot, and all the staff who had interest in the topic were present during the pilot and so it was not possible to find additional teachers to attend. During the pilot, we had more than 10 teachers and administrative staff, which was about the maximum amount in that school that could be gathered to support the project. In the third school, we only managed to have three teachers present along with the headmaster. For our last session, we only had one teacher remaining. Generally, it appears that teachers have very limited time to take part in extra activities and also do not feel that they have the mandate to address topics outside of their teaching brief.

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In the first school, keeping the discipline in the student group was most difficult, but the majority of the students who attended the sessions were genuinely interested in the topic, and hence were open and engaged. Without a doubt, however, there were a few students, all male, who openly displayed disregard for the topic by being disruptive, not paying attention, or creating disturbances during the session. In the second school, there was no noticeable discipline problem, but we had to work harder to engage students and their responses were more measured and sustained. One advantage of the church school (second school) set-up was the precise organisation, in that we had the schedule allocated ahead of time and we consistently had the same students present in the sessions. In the third school, we always had the same number of students consistently as well, but, like in the first school, discipline was harder to achieve, partly because the students did not feel like the topic related to them. They were a smaller group and knew each other well and insisted that sexual harassment did not take place in the school. Due to this, we actually ended the last (3rd) session sooner because the students could not come up with good ideas for making a pledge, and instead we talked about gender, which they found more interesting.

We supported all the schools in taking the work forward by describing for the teachers (in the last teacher session) some highlights or key observations resulting from the sessions with the students. We then collated all of the information that we gathered during the sessions: concept map answers, taking action, pledge, and sent it to all the interested teachers via e-mails to support them in taking the project forward.

Only the first school conducted activities after we left the school, which included one student creating a website on sexual harassment that was to be made available to all students on the first day of school (September 2018). They also spoke to the school administration and got funds to prepare and print posters that were then to be hung around the school, dealing with sexual harassment. For this purpose, they organised a photo-shoot and had a number of students volunteering to participate. Teachers, on their part, initiated talks with the school administration about creating a brand new



sexual harassment policy from scratch. This process has now begun and the new policy is being developed by teachers to be reviewed and debated with the administrators of the school once it is completed.

The second school was unable to take the project forward because the students had to study for exams and could not allocate time to carrying out an additional project. In the third school, the headmaster changed and hence the Bystander project lacked continuity, although, the new person in charge stated that the students would work on a sexual harassment project in the upcoming scholastic year (September 2018) by making it part of their social studies for which the students will get marks at the end of the year, i.e. it will be part of their curriculum.

METHOD

Sessions in Malta lasted either 45 minutes or 60 minutes depending on the school. The second school could only allocate 45 minutes to the sessions. As a result, the sessions that were most impacted were the second ones, which included a total of 4 activities. Overall, we had to remain flexible in order to complete the sessions, both in terms of choosing some activities over others, but also in adapting the activities in a way that their desired impact could still be felt. Lastly, because the students presented a variety of attitudes, some harmful, while others an obvious sign of their times, we had to remain flexible and engage with our own belief systems in order to better connect with the students. In practical terms, this means that we engaged in debate with them and we encouraged them to express what they really think even if some of their opinions were harmful, whilst waiting for the right moment, context and/or activity to show what was wrong with their beliefs.

In the first sessions, the okay/not okay activity is usually carried out prior to the concept maps. Since the first activity requires discussion, in some cases (especially in the 45 minute sessions) this meant that the concept maps were not as completely filled out as when students had more time. In one situation, we did not have enough content on the concept maps and had to use the content from a different school in the second session just to show the students the types of responses that young people give as well as to note some differences between girls and boys.

The second sessions were always challenging, even when 60 minutes were allocated. The session has a total of 5 activities: review concept maps, more likely game, video, role play, and taking action. It was noticed that the boys tended to act more



disruptively during the second session (if they were not in the same group in the second session or did not take part in the first session). Hence, especially for the boys, it was much more difficult to get through all the activities in the session, due to the time lost in keeping order and/or discussions that had to be had about gender related issues such as victim blaming attitudes, etc. Discussions with the boys about gender took a lot of the time during the second session. The girls on the other hand, were better behaved, and so going through all the activities was not always problematic because the process was more structured. However, the girls were never interested in acting out the role play and instead chose to remain seated and do the role play activity in the form of a discussion.

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Hence, in the second session, we chose to adapt on the go and omit activities such as watching the video or having shorter concept map activity discussion or cutting down on the number of 'most likely' examples, as necessary. However, we recognised the importance of the 'most likely' activity as it increases students' awareness of gender. By discussing the concept map results, the students already see how girls and boys answer differently, and then have an additional opportunity to recognise gender difference through the 'most likely' game. The video itself is also useful, because it breaks up the session's pattern of 'discussing' and allows students another method of taking in information. Following the video, they already see some barriers to action, which allow them to take part in the other activities. As a result, whenever possible, we played the video. When we could not play the video, we would briefly describe its content in order to lead into the discussion of Taking Action.

The 'who is most likely' activity of the second session was interesting as some students (depending on their own experiences) could not always readily decide whether a particular statement applied more to women or men. Furthermore, the students recognised that the statements might need more context in order to be properly answered. For example, who is most likely to do well in art, depends upon the type of art. If tattooing would be the sort of art, then perhaps men would be more involved in that type of art. At the same time, students recognised that more women are becoming tattoo artists. The activity also shows that some gender shifts have occurred in the last decades and that while gender differences prevail, in some areas the gap is perceived to be narrowing.

The third sessions were generally challenging, either because the boys were disruptive (in some cases, seriously disruptive), but also because the girls were not participating to the same extent as the boys, even when the class was generally well behaved. In one such session, we had significantly more boys than girls and that also contributed to the girls speaking less than the boys. In order to ensure the girls' participation, we



had to quieten the boys down, but also ask the girls to speak. This means that for girls, we did not only have to make space but also encourage them or seek their participation by specifically asking them to speak. Due to lack of time the logo activity was not carried out, since we assessed it to be the least necessary exercise. We always continued the discussion on Taking Action and focused on making a Pledge so that the work could be taken forward. We also always showed them examples of activity from a school in the United Kingdom as a way to get them to start thinking about what they could do in their own school. This seemed necessary and allowed for some ‘creative’ ideas to be included in the Pledge, which clearly showed that the introduction to the UK school’s project (which was on the creative/artistic side) had some influence. Lastly, another reason we omitted the logo activity is because we identified the need for further discussions on gender, since time was short in the second session. We also wanted to take the opportunity of having girls and boys in the room, so that the boys can hear the girls’ perspective on their harmful attitudes.

Generally, since every session was connected to the previous one, we tried to make it a point to ensure that the activities we needed in order to complete the following session were carried out.

We held all the student sessions in all the schools as planned.

School	Number of students per group	Male	Female	Total
School 1	Class A	8	8	16
	Class B	8	6	14
School 2	Class A	7	5	12
	Class B	8	15	23
School 3	Class A	5	6	11
	Class B	4	4	8

- In our experience, finding sympathetic and interested teachers and working with them in organising the sessions worked much better than when dealing with school management.





- As part of conducting the sessions, it would have been useful to have a preparatory session with someone in the school to inform them in detail about the needs of the project: e.g., we need the same students throughout all the sessions, we need access to classrooms 15 minutes prior to the sessions, etc. (this happened in the 2nd school)
- Making the rooms as comfortable as possible and transforming them from a classroom into a group session / activity room helps to make the students more comfortable and improves the participation/engagement.
- Out of three schools, only one took the work forward. In this school, one particular teacher from the field of sociology was especially engaged in the project. This was definitely key in making sure that students carry out some activities after the sessions were completed. In other schools, it would have been useful, if we had at least 2 in-person follow up sessions, and in between e-mail exchanges, where we met with the school staff and teachers and gave them more guidance or support in continuing the project.
- The timing of the sessions in the school year needs to be considered carefully to allow for the taking forward activities to be implemented preferably before exam time and the end of the scholastic year.

RESULTS

Overall, both students and teachers in all schools participated quite actively. We had a couple of sessions which happened to be the last session of the day and students were a little bit tired and not so active, but overall they were engaged and found the topics we discussed interesting.

In all sessions and in all schools we noticed that the boys had a tendency to talk more and/or talk over the girls in the third session, so several times we had to intervene and ensure that the debate flowed both ways and that girls' voices were heard.

The main take from the concept maps is that:

- girls, as opposed to boys, are looking for support, rather than acting themselves, in order to be able to better intervene. Boys look more to direct action they or a bystander could take
- Girls understand that sexual harassment is more about power, whilst boys think that the sexual component is relevant



c) Boys are conflating sexual assault and rape with sexual harassment, whilst girls are more aware of a spectrum of verbal, non-verbal and physical behaviour that constitutes sexual harassment.

The activities that worked best were “Ok not Ok” and “Who is more likely?”.

“Ok not ok” was particularly useful in exposing the boundaries of behaviour that students find acceptable. We could see that there was a distinction based on gender lines – i.e. boys were more likely to place themselves somewhere along the lines of it could be okay in certain instances. Girls were more likely to state all or most of given situations as not okay.

“Who is more likely?” provided an opportunity to delve into the issues of gender further. It was clear that there was a lack of knowledge and understanding of gender, especially between boys, and this activity was the perfect tool to try and deconstruct some of the misconceptions. The downside however was that this activity used to take a lot of our time because it was seen as a contentious issue and students were eager to argue/debate.

The activities that were not that successful were the role-plays. We managed to implement it only with one group of boys for whom it was a good learning experience, a lesson in empathy. Most of the time they found it funny and were giggling through it, so all teaching points were lost in laughter.

The main take from the pre-post questionnaires is that there is a definite move from “Agree” to “Strongly agree” on most of the questions which suggests that their knowledge and understanding of sexual harassment was deepened.

Both boys and girls recognised barriers in taking action, some personal like fear of becoming a victim themselves, to practical – like teachers not being sufficiently trained. They generally stated that there should be more training, education and awareness raising and that they believe that this is what could make it easier to recognise sexual harassment and then act.

As referred to above, the main barrier to taking the work forward was the timing of the implementation of the project. The sessions we held in the school finished just before the start of their exams period. Both students and teachers gave priority to their academic responsibilities, although in the first school they still managed to carry out some activities. All three schools delayed the taking forward part to the next scholastic year.



DISCUSSION OF RESULTS

BY GENDER

There is a marked difference in how gender affected the students' understanding of sexual harassment.

There is a readiness to intervene, by both boys and girls, but the approach is different.

Most of the girls, in all schools, had a better understanding of actions and behaviours that constitute sexual harassment, but consider this as part and parcel of the experiences that one goes through. The main points coming from their experiences and understanding was that what they want is a better understanding of how it feels for them. They wanted to be trusted and believed. They want sexual harassment to stop, as their first concern. Intervening with a perpetrator (in terms of punishing and/or disciplining them) is secondary. Accordingly, they show the desire to have safe places where they can be free to express their grievances, without being judged and/or shamed, and again, most importantly, believed.

On the other hand, boys look at sexual harassment as something that can be stopped through direct action. Their ideas on how to prevent it/stop it usually involve some form of physical intervention, either personal and/or by using some form of technology to record the incidents of sexual harassment that can be later used as evidence/proof against the perpetrator.

Also, it is apparent that there are a lot of behaviours and ideas that are deeply ingrained and normalised that need deconstructing, especially with the boys, all related to dominant heteronormativity of their everyday discourse.

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BY SCHOOL

It seems clear that different school cultures affected the way the programme panned out in each school and, therefore, affected the results coming out of the sessions.

In School 1, where the groups were made up of students not necessarily from the same class and where the discipline and time-keeping of the sessions and number of the students present was challenging, was the school that most embraced the need to deal with sexual harassment in their school. Some of the most interesting and engaging debates on gender issues, what constitutes sexual harassment and how



gender affects it and what can be done about it, took place in this rather free for all environment.

The response by both students and teachers once we left the school was solid and something we hoped for. Students took initiative on creating an awareness raising campaign, whilst teachers, taking the cues from what students said to us during sessions, took it upon themselves to create a sexual harassment policy suitable to their school. Both the awareness raising campaign and the teachers' initiative received support, including financial, from the school management.

On an individual level, one student took it upon herself to create a sexual harassment info web page, to be made available to all students of the school.

In terms of what we wanted the Bystanders programme to achieve, in many ways, this was it.

School 2 and school 3 had a more disciplined and consistent approach and that made it easier to implement the Bystanders programme, but it also reflected the way these schools approached sexual harassment issues and how our programme affected the school.

School 2 and school 3 did not take the work forward in the way we had envisaged. Neither of them organised an awareness campaign, or made changes to their approach to sexual harassment or indeed created a new policy based on the information we provided them with. Rather, they opted for a more structured, top down approach.

School 2 committed itself to looking into ways of incorporating gender issues into their teachings of various subjects. They also committed themselves to dedicating more time to sexual harassment in particular and gender in general in their Personal and Social Development curriculum. This seems to be a fitting way of incorporating the topic into their community building school culture.

School 3 opted to include a sexual harassment project, compulsory for all students, into their curriculum for the following scholastic year, where students will be graded and receive marks for their efforts. Similar to school 2, providing a material, tangible incentive for students to take an interest and engage in the topic corresponds to the school's more business oriented culture.





CONCLUSIONS

Overall, we can say that all three schools were impacted and that the Bystander project achieved positive results in all three schools, but that each school adopted it and adjusted it into their own particular culture to fit their needs and academic programme.

REFLECTIONS AND RECOMMENDATIONS

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- The optimal number of students per session would be 6-8
- When putting together the concept map and taking action, it might be interesting to have a figure in the shape of a Venn Diagram, because it would show the differences and similarities between girls and boys more clearly, and provide a tool for discussion as to why the differences exist. The same would apply to taking action, as it is clear that girls and boys have different ways of thinking about how to get involved.
- Important to make ground rules sound positive and to keep reiterating that the sessions are a space for everyone
- In the third session, the facilitators have to be very aware of how much time is given to girls versus boys to speak to ensure equal participation
- We realised that the presence of teachers, especially in a small group, can be detrimental for a girls' group as they might be more shy getting to know a new person (the facilitator) and then also be expected to be open in front of a school staff member or teacher
- Classroom set up and physical comfort for the students can contribute to a more positive atmosphere that enables openness and sharing, though this is very difficult to achieve. In classrooms that are set up in more comfortable/informal ways, there might be issues with some of the programme materials such as completing the concept maps or writing ideas on the board. But then in classrooms that allow this, the atmosphere is more formal and the students feel as if they are in another lecture. As a result, it would be recommended to work on setting up the classroom together with the administrators of the school well in advance and tell them what is needed to make the sessions successful.
- In the second school which was a church school (and had a member of staff present), the students were polite and some were certainly engaged with the topic, but the students had a difficult time bringing their opinions forward.



- There was a sense of ‘sexual harassment not happening around them’ and on a couple of occasions the students challenged the programme itself saying that the vignette (boy trying to pass through a group of girls) is not serious or that speaking about gender differences actually leads to gender differences.
- It might be a good idea to also discuss the difference between bullying and sexual harassment
- It might be a good idea to have a discussion about ‘space for action’ after each vignette
- In the ‘most likely’ game, it might be good to get the students to see how there are stereotypes about boys speaking too much and girls not speaking enough – in order to ask them to challenge the stereotypes in the third session, so as to get the girls to speak more.
- Again, it’s important to have the same students throughout all the sessions
- The group (during the third session) seemed to have preferred to discuss gender rather than sexual harassment. This topic appears to be useful for the boys especially, and might be good to discuss during the 1st sessions to show them that behaviour is not always reflective of whether a person is good or bad, but rather about what expectations and roles they are trying to fulfil. This could show the boys how some of the behaviour is harmful for the girls, but also for them as well.
- It might also be a good idea to think of subtler and normalised ways that young men perform sexual dominance and have a couple of vignettes on that.
- Timing of the implementation also needs consideration – finishing sessions just before exam period interferes with the students’ ability to take action forward.



APPENDIX

SCHOOL 1: CONCEPT MAPS, TAKING ACTION, PLEDGE RESULTS

SEXUAL HARASSMENT CONCEPT MAP ACTIVITY – GIRLS & BOYS SESSIONS

WHO DOES IT?

Girls: males, females, people with no lives, old men, men, women (but less common)

Boys: pedophiles, teens, women, men, older people, old men, overly confident people, teachers, employers, students, gay, lesbian, male, female, bullies, harassers, adults, high self-esteem

WHAT DO THEY DO?

Girls: grab their bum, whistle, wink, annoy you, try to touch you sexually, make you feel special, try to seduce you, cat call, touch or grab without consent, violate their privacy, comment, insult, get too personal, touch, sexual talk, follow and stare, call out names

Boys: flirt, whistle, touch, rape, flash, hurt, talk in a bad way, cat call, talk, touch, physical contact, winking, verbal, pick on people, verbal abuse

WHO DO THEY DO IT TO?

Girls: teachers, colleagues, boys, old people, women, girls, pretty girls, boys, young girls

Boys: children, women, men, guys, teens, sensitive people, younger people, boys, girls, kids, friends, colleagues, people they're attracted to, weak persons, low self-esteem

WHERE DO THEY DO IT?

Girls: school, street, clubs, at night, somewhere not public, everywhere, anywhere, anytime, work, parties, street

Boys: school, park, clubs/bars, school, red light district, public places, streets, private, houses, outside

HOW DOES IT FEEL FOR THE VICTIM?

Girls: annoyed, scared, abused, lack of privacy, uncomfortable, unsafe, anxious, powerless, insecure





Boys: special, sad, happy, horny, traumatising, depressing, sad, embarrassing, demeaned, scary, shy, harassed, bad, afraid, uncomfortable, abused, sad

HOW DOES IT FEEL FOR THE HARASSER?

Girls: think it's attractive, think it's fun, in control/powerful, cool, satisfied, enjoyable, popular, cool, okay

Boys: embarrassing, cool, sexual, self-pleasing, score, empowering, horny, funny, power over other people, satisfying, good, happy, exciting, fun

WHY DON'T STUDENTS SAY/DO SOMETHING?

Girls: ashamed, threatened, scared, they're scared they'll be victims too, afraid to talk, don't know who to tell, peer pressure, to look cool in front of friends

Boys: they don't care, scared, selfish, no expectation to do something, awkward situation, not given importance, threats, forced not to, bullying, reputation, afraid

WHAT COULD STUDENTS DO?

Girls: tell their parents, look for support, talk to a guidance team, stand up for the others, learn more about it, help, talk, own up, stop someone from doing it

Boys: help, join in, report, fight for her, stand up for them, let others know, ask if s/he is okay, tell authority figure, make a scene, act, defend, talk, talk to other people

WHY DON'T TEACHERS SAY/DO SOMETHING?

Girls: don't believe the student, unaware, uncomfortable, not part of their job, not confident enough, they don't know it's happening, it's not their place always, don't want to get involved, boundaries with students, don't want to seem bossy, don't want to infringe on students' lives

Boys: they don't want to be involved, they don't care, they don't understand, it's a hassle they don't think it's their problem, life threat, bullying, they don't want to be involved, unsure, not sure how to handle it





WHAT COULD TEACHERS DO?

Girls: talk to the guidance teacher, speak up, help the student, report, teach about it, show more awareness, talk, seek help, give an opinion, stop if see someone do it, inform people

Boys: involve themselves, open up, report, stop it, help, pay attention, listen to students, better communication, involve police, console student, tell off the student, talk, ask, act, teach about sexual harassment, talk to the harasser, give advice, help

IF YOU SEE IT, WHAT DO YOU THINK ABOUT THE VICTIM?

Girls: annoyed, scared, sorry for him, poor girl, vulnerable, panicked, maybe s/he brought it upon themselves

Boys: help, sad, hot, helpless, unlucky, pity her, upset, poor girl or guy, weak, very scared, tell, stop

IF YOU SEE IT, WHAT DO YOU THINK ABOUT THE HARASSER?

Girls: he's sad, he's lonely, disgusted, has health issues, pervert, horrible, annoying, ugly, tries to be superior, tries to look cool, childish, furious, cool, wanna-be

Boys: angry, punch him, can burn in hell, bad person, pervert, idiot, immature, push, talk to him, stop him, film him

IF YOU SEE IT, HOW DOES IT MAKE YOU FEEL

Girls: uncomfortable, scared, not okay, angry, panicked, disgusted, unsafe, powerless as a woman

Boys: angry, annoyed, sad, awkward, makes you think what to do, disgusted, scared, miserable

TAKING ACTION

What can we do / what can everyone do?





- Confront the harasser
- Support the victim / Stay or stand close to the victim
- Get a group of people to support you
- Tell an authority
- Film / Record / Make a video
- Call for help
- Stand up / Interfere
- Get help from a teacher
- Support the victim (especially if the victim is not aware something is happening)
- Come up to the victim
- Shout
- Call help / call the police
- Get physical

What are the barriers to standing up to sexual harassment?

- No will to get involved
- Negative reactions (especially if the harasser is popular)
- Fear of judgment
- Will get harassed because you are associated to the victim
- Don't want attention on you
- Not sure if you should intervene
- Depends on who the harasser is
- People will turn on you
- Afraid we won't be believed
- Don't want attention on you
- Fear of retaliation
- Fear
- Time
- Embarrassment

What do you need in order to stand up to sexual harassment?





- Confidence
- Courage
- Talking to other people
- School-wide campaign
- Tools – how to react
- Counsellor
- Girls and boys need to be equally taken seriously
- Pepper spray (illegal in Malta?)
- Certainty that the situation is sexual harassment
- Evidence
- To be taken seriously
- Have a person in authority to support you
- Culture change
- Support from others
- Witnesses
- Guidance / Rules on sexual harassment that require action if something is reported
- To be believed



PLEDGE/AGENDA FOR CHANGE

What do young women need?

- Support groups
- More work on gender equality
- Young women need men to understand their perspective!

What do young men need?

- Support from friends
- More awareness / Teach men more
- Someone to trust
- Higher authorities to go to
- Someone outside of the school

Creative ways to end sexual harassment in the school?

- Painting
- Wall roll-up where people write about their experiences with sexual harassment
- Address the dress code – make it fair to women
- Anonymous way to report sexual harassment (text or e-mail)
- Create a peer group of helpers



SCHOOL 2: CONCEPT MAPS, TAKING ACTION, PLEDGE RESULTS

SEXUAL HARASSMENT CONCEPT MAP ACTIVITY – GIRLS & BOYS SESSIONS

WHO DOES IT?

Girls: Everyone/anyone, male and female, all age groups, aggressive people, men, sexists

Boys: Friends, strangers, people in authority, boy/girl friends, mostly males, married couples, anyone

WHAT DO THEY DO?

Girls: Actions of a sexual nature with no consent, touch in sexual manner, call undesired sexual names

Boys: Expose, tease, whistling, call names, rape, catcall, touching, impose themselves on others

WHO DO THEY DO IT TO?

Girls: Everyone, attractive people, women

Boys: Teachers, strangers, friends, boy/girl friends, children, younger people, females, revealing women, women/men, girls/boys

WHERE DO THEY DO IT?

Girls: Everywhere

Boys: Home, online, school, crowd, bedroom, public places, bus, street

HOW DOES IT FEEL FOR THE VICTIM?

Girls: Humiliating, objectifying, vulnerable, insulting, violating, embarrassing, afraid, demeaning, invasive





Boys: Awkward, threatening, scary, horrible, used, weak, no self-worth, annoying, derogatory

HOW DOES IT FEEL FOR THE HARASSER?

Girls: Superior, not wrong, it's a joke, satisfied, good about himself, powerful, proud, pressured

Boys: Fun, empowering, playful, wants to feel powerful, good, powerful

WHY DON'T STUDENTS SAY/DO SOMETHING?

Girls: Not taken seriously, not present to see, afraid, embarrassed, don't know the context, fear of bullying, diffusion of responsibility, uncomfortable, not their place

Boys: Fear, lack of knowledge, they do not have enough power, don't know who to address, are not aware, afraid of bullying, might lose friends

WHAT COULD STUDENTS DO?

Girls: Speak up, report to head teacher, report to helpline, tell parents, make discomfort clear to perpetrator, tell someone in charge of these situations, attempt to intervene, tell authority figure, call each other out

Boys: Speak up, report it, report secretly, talk to trustworthy people, speak to teachers, tell teacher, help victim

WHY DON'T TEACHERS SAY/DO SOMETHING?

Girls: Unaware of how bad it is, not taken seriously, don't want to get involved, they may become suspects, could have been threatened, don't know how to handle it, don't want to make the situation worse, don't know the context, feel it's not their business, don't realize

Boys: Not to get involved, afraid to get involved, are not aware, want to be popular with students, they don't think it's bad, they could be doing it themselves

WHAT COULD TEACHERS DO?

Girls: Try to help, inform authorities, discuss with students, keep attentive for signals

Boys: Address it anonymously, be more involved, more open to students, talk to administrator, yell at perpetrator, help victim





IF YOU SEE IT, WHAT DO YOU THINK ABOUT THE VICTIM?

Girls: Passive person, helpless, empathy, pity, 'poor' person, how did they get in this position?

Boys: Pity, Try to help

IF YOU SEE IT, WHAT DO YOU THINK ABOUT THE HARASSER?

Girls: Disrespectful, anger, hate, sexism

Boys: Animal, scary, no moral, look down on them, question his character

IF YOU SEE IT, HOW DOES IT MAKE YOU FEEL

Girls: Pitiful, confused, uncomfortable, angry, frustrated, sorry for victim

Boys: Disturbed, frightened, disappointed, angry

TAKING ACTION

What can we do / what can everyone do?

Girls

Support us / accompany and support victim
intervene

Understand us

Make us feel comfortable
take photo

Empower students to speak up

Believe students

Make students feel they are right

Take sexual harassment seriously

Create awareness

Do something in their lessons

Boys

Involve physically / physically

Get help / call for help

Use your mobile / make a film or

Focus on prevention





What are the barriers to standing up to sexual harassment?

Girls

- Need more information about the subject
- No education for teachers and staff
- Lack of guidelines for behavior
- Stereotypes harassment
- No punishment

Boys

- Lack of self-confidence
- Fear / too afraid to do anything
- Not knowing what to do
- Not realizing that it's sexual
- Not your business

What do you need in order to stand up to sexual harassment?

Girls

- Courage
- To be taken seriously
- Get support from others training
- Able to remain anonymous support
- Teachers and staff serve as role models
- Community environment
- Someone to go to
- Certainly that something is sexual harassment
- Remain anonymous

Boys

- Education
- Awareness
- Confidence building – assertiveness
- Clear knowledge about available
- Clear knowledge about what to do
- Empathy for the situation of others

Pledge Results Combined Girls and Boys

Creative Actions:

Play on the topic (role play)





- Cross-dressing gender (social experiment)
- Questionnaire to generate school statistics
- Quiz / Facts
- Anonymous box / reporting mechanism
- Debate with everyone in the school
- Storytelling from the victims' perspective
- Group that supports students
- Awareness of what is sexual harassment
- Visual aids set up around the school
- Present girls' and boys' perspectives
- Sexual harassment policy for the school

SCHOOL 3: CONCEPT MAPS, TAKING ACTION, PLEDGE RESULTS

SEXUAL HARASSMENT CONCEPT MAP ACTIVITY – GIRLS & BOYS SESSIONS

WHO DOES IT?

Girls: strangers, drunk people, men, older women, people who think it's okay, people looking for sex, people who are looking for empowerment (clear power situation), teens, family members, elderly, pedophiles, groups

Boys: boys/men, girls/women, gym people, teacher, boss, bus driver, classmates, doctors, step-parents, students, lonely people, priests

WHAT DO THEY DO?

Girls: anything without consent, make comments, touch, whistle, threaten, take pictures/videos, drug them, rape them, kidnap them, psychological violence





Boys: say stuff, touch things, staring, harass, abuse, post on internet, make fun, touch too much, flirt and annoy, photos, verbal, stalk, attitude, excessive flirting, flashing

WHO DO THEY DO IT TO?

Girls: someone attractive, someone who is weaker, someone who behaves inappropriately, young people, helpless people, children, peers among teenagers

Boys: bus passengers, gym girls, boys, girls, teacher, people they like, beautiful people (hot), students, employees, random people, stepson/stepdaughter, fellow students, children, patients, women, men, strangers, younger people

WHERE DO THEY DO IT?

Girls: everywhere, dark/private places, home

Boys: gym, school, public, private places, home, school, hospital, work, anywhere, bars/clubs, churches

HOW DOES IT FEEL FOR THE VICTIM?

Girls: disrespected, scary, ashamed, embarrassing, humiliating, frightening, weak

Boys: scary, annoying, shameful, bad, harassed, unpleasant, uncomfortable, horrible, painful, depressing, embarrassing

HOW DOES IT FEEL FOR THE HARASSER?

Girls: he/she feels stronger, that it's okay, exciting, empowering, guilty, forced by other people, powerful

Boys: feels goooooood, a little bit bad, satisfying, internally bad, good, releases anger, nice, great, sensational, funny, okay, obsession, needy

WHY DON'T STUDENTS SAY/DO SOMETHING?

Girls: don't want problems, no empathy for victim, fear of being judged, are afraid/scared, agree with the harasser, don't want people to know, embarrassed

Boys: don't care, don't want to get involved, they might be victims or harassers themselves, scared, not aware, shy, friends are involved, shamed, fear of bullying, they think it's funny, scared of what might happen

WHAT COULD STUDENTS DO?

Girls: tell teachers, tell parents, speak with psychologist, speak with headmaster, report it, talk to peers and correct their ways





Boys: go to teacher, go to parent, call hotline, speak up, report, talk with people involved, fight, stop it, stand up for the victim, get proof

WHY DON'T TEACHERS SAY/DO SOMETHING?

Girls: care about school reputation, don't want problems for themselves, don't know a lot about a particular case so can't really do anything about it, don't know what to do, don't care, do it themselves, not interested, not their competence, scared to lose job

Boys: school reputation, they don't mind, something may come up about them, scared, not aware, not interested, avoid trouble, they don't care, they did it also, shy, not bothered, no proof, scared to lose job

WHAT COULD TEACHERS DO?

Girls: involve other people, speak to the victim and harasser, organize talks about it with parents, e-mail parents, speak with student, speak with headmaster, speak to all students, report to police

Boys: teach about it, be more prepared, get advice and training, report, talk to victim and harasser, stop it, call parents, punish the harasser, make others more aware

IF YOU SEE IT, WHAT DO YOU THINK ABOUT THE VICTIM?

Girls: feel sorry, coward, go and help, needs help, girl, it is her fault

Boys: sucks to be you, want to help, sorry, pity, bad, scared, attractive, powerless, empathy, sad

IF YOU SEE IT, WHAT DO YOU THINK ABOUT THE HARASSER?

Girls: disrespectful, disgusting, man, no morals, violent

Boys: asshole, stay away from him, disgusting, not confident, depressed, pedophile, desperate, stupid, shocked, surprised, stop him/her, anger

IF YOU SEE IT, HOW DOES IT MAKE YOU FEEL

Girls: scared, unsafe, sympathetic, angry, confused, bad, disgusted, sorry for the victim

Boys: helpless, scared, sad, awkward, angry, disgusted, ashamed, powerless, bad, horrible,

TAKING ACTION





What can we do / what can everyone do?

Girls

- Ask others for help (e.g. in a crowd)
- Comment
- Film/Photo?
- Report to police
- Support the victim
- Pretend to be victims' friend
- Show harasser they are wrong
- Call a service
- Talk to peers/solve problem together
- Go to a teacher
- Go to someone in authority

Boys

- Tell someone (anonymous)
- Talk to victim
- Bribe the harasser
- Take a photo
- Distract him

What are the barriers to standing up to sexual harassment?

Girls

- Social pressure to conform
- Reputation
- Don't care about others' problems
- Not sure if it's really sexual harassment
- Fear of negative consequences
- Not sure if the person is telling truth
- Don't want to get involved if it's a stranger
- Not knowing if filming/photo is legal

Boys

- Getting into trouble
- You can get judged yourself
- Your ability to intervene depends on your character

What do you need in order to stand up to sexual harassment?

Girls

- Physical and mental strength
- Stand up to your morals
- Confidence/self-confidence
- Be prepared – self-defence
- Be prepared – tools how to (re)act
- Know what is effective/reliable response
- Privacy/confidentiality/anonymity
- Rules on appropriate/not-appropriate behaviour

Boys

- Confidence
- Strength
- Awareness





- Awareness of what's okay/not okay
- More awareness for men
- Support
- Proof/evidence/witness
- Anonymous place to report/pass on information

Creative ways of addressing sexual harassment in the school

Individual

- Be supportive
- Don't just walk away
- Get involved
- Inform others what to do if sexual harassment happens
- Don't take part in it (e.g. jokes about sexual harassment)

Teachers / Staff

- Be more aware themselves
- Teach teachers about sexual harassment
- Teaching about gender
- Focus on prevention
- Different teachers (women/men) who could be approached

School

- Questionnaire on sexual harassment online (anonymous)
- Information about what to do to support yourself / victim
- Create a support group for victims
- Create a group in charge of awareness raising and training
- A person who is responsible for this topic / Counsellor
- Healthy mixed gender relations
- Create a community between students and teachers
- Make respect cool !!!
- Guidelines / policy





Girls' need ... space to share

Boys' need ... to belong to a community of role models





CONCEPT MAPS





EVALUATION QUESTIONNAIRES RESULTS

STUDENTS' RESULTS

School: 1 Group: A Sex: Boys

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	0	5		7	1		1									
2	1	2		5	5		1	0		1						
3	0	1		3	3		5	4								
4	4	4		4	4											
5	0	1		7	5		0	3		1	0					
6	2	2		2	4		3	2		0	0		1	0		
7	1	2		1	3		5	2		1	1					
8	4	1		3	4		0	1		1	0					





School: 1 Group: A Sex: Girls

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	1	3		5	1		2	0								
2	1	2		3	2		3	1		1	0					
3	0	0		1	1		3	2		2	1		2	0		
4	0	3		7	2		1	0								
5	1	1		4	4		3	1								
6	0	0		0	2		6	2		2	0					
7	3	5		3	0		2	0								
8	2	0		2	4		2	1		2	0					





School: 1 Group: B Sex: Boys

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	0	4		8	1											
2	1	2		3	1		4	0								
3	0	1		2	1		5	0					1	0		
4	4	2		3	1		1	0								
5	1	1		7	0											
6	0	0		2	2		4	2		1	0		1	0		
7	0	3		2	0		3	0		3	0					
8	1	1		6	2		0	1					1	0		1 N/A



School: 1 Group: B Sex: Girls

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	0	1		4	1		2	0								
2	1	1		2	1		1	0		2	0					
3	1	1		4	1		1	0								
4	1	1		4	0		1	0								
5	1	1		4	0		1	0								
6	0	0		2	2		4	0								
7	0	1		5	0		0	0		1	0					
8	0	0		3	1		1	0		1	0		1	0		



School: 2 Group: A Sex: Boys

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	0	3		7	4											
2	0	1		3	3		3	1		1	1		0	1		
3	1	1		0	1		2	0		2	3		2	2		
4	2	0		2	3		2	2		1	2					
5	0	2		4	5		3	0								
6	0	1		1	2		4	4		2	0					
7	0	1		1	1		5	3		1	2					
8	0	0		2	6		4	1		1	0					



School: 2 Group: A Sex: Girls

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	1	3		3	2								1	0		
2	0	2		2	3		2	0		1	0					
3	0	0		1	2		1	1		1	2		2	0		
4	0	2		2	2		2	1		1	0					
5	0	1		4	3		1	1								
6	0	2		2	2		2	1		1	0					
7	0	3		1	0		2	2		2	0					
8	1	3		4	2											



School: 2 Group: B Sex: Boys

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	1	1		5	6		2	0								
2	1	1		4	5		1	1		2	0		0	1		
3	0	1		2	3		0	2		3	1		3	0		
4	2	3		3	4		2	0		0	0					1 n/a
5	0	3		4	4		4	0								1 n/a
6	1	1		1	4		5	2		1	0					
7	0	4		4	2		3	1		0	0		1	0		
8	2	2		2	5		3	0		1	0					





School: 2 Group: B Sex: Girls

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	1	9		14	4											
2	1	5		8	7		3	0		2	1		1	0		
3	0	0		2	9		8	3		4	1		1	0		
4	3	6		9	6		3	0		0	1					
5	1	7		9	6		5	0								
6	0	2		0	4		10	5		5	2					
7	0	5		8	6		5	2		2	0					
8	4	4		6	9		5	0								



School: 3 Group: A Sex: Boys

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	0	5		5	1								1	0		
2	1	1		4	4		1	1								
3	1	1		0	1		2	4		1	0		2	0		
4	2	2		2	4		2	0								
5	1	2		3	4		1	0		1	0					
6	0	3		2	3		2	0		1	0		1	0		
7	0	0		1	1		3	2		0	3		2	0		
8	0	2		3	3		1	1		1	0		1	0		



School: 3 Group: A Sex: Girls

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	0	4		7	1		1	0								
2	0	0		3	4		5	0		0	1					
3	0	1		1	2		4	2		3	0					
4	1	2		5	3		2	0								
5	2	3		4	1		2	1								
6	0	2		2	2		6	1								
7	1	1		2	3		3	1		2	0					
8	0	2		5	3		3	0								





School: 3 Group: B Sex: Boys

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	0	3		5	2											
2	1	2		4	2		0	1								
3	1	0		0	1		2	0		0	2		1	2		
4	1	4		4	1											
5	0	3		4	2		1	0								
6	0	0		1	5		4	0								
7	0	0		1	1		3	1		0	2		0	1		
8	0	0		3	3		2	2								



School: 3 Group: B Sex: Girls

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1		2			2											
2					1			3								
3		2			0			2								
4		0			4											
5		2			2											
6					4											
7		2			2											
8		0			3			1								



SCHOOL STAFF'S RESULTS

School: 1 Male School Staff

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1																
2																
3																
4																
5																
6																
7																
8																
9																



School: 1 Female School Staff

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1																
2																
3																
4																
5																
6																
7																
8																
9																



School: 2 Male School Staff

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	0	0		2	3		1	0								
2				2	3		1	0								
3				1	2		1	1		1	0					
4	1	2		2	1											
5				2	3		1	0								
6	0			2	2		0	1		1	0					
7	0	1		2	2		1	0								
8	0	1		1	0		1	0		0	1					
9	0	0		1	3		2	0								



School: 2 Female School Staff

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	1	3		5	4		1	0								
2	0	2		1	3		1	0		4	2		1	0		
3				2	4		4	3		0	0		1	0		
4	3	4		2	3		0	0		2	0					
5	1	4		3	3		3	0								
6	2	1		2	3		2	3		1	0					
7	2	4		3	3		2	0								
8	2	2		4	3		0	1		1	0					
9	2	2		1	5		4	0								





School: 3 Male School Staff

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1				2												
2							1			1						
3				1			1									
4				2												
5				2												
6				1						1						
7				1			1									
8	1												1			
9	1			1												



School: 3 Female School Staff

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	2															
2				1									1			
3				2												
4	1			1												
5				2												
6				1			1									
7	1			1												
8				1												
9	1						1									

