



# Identification of Target Behaviours & Objectives

## Project framework



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## CYBERSAFE Project

810264 — CYBERSAFE — REC-AG-2017/REC-RDAP-GBV-AG-2017

### WP2 – Target Behaviours & Objectives

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UNIVERSITY OF TARTU



**Tartu Women's Shelter**

Violence is not the way out.  
There is a way out of violence.



International Child  
Development Initiatives





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## The purpose of the Framework

In this framework we provide some theoretical and empirical background which will be used for the implementation in the Cybersafe project. The purpose of this framework is to define the target population of the project, to set definitions of cyber violence against woman and girls, to identify the categories of cyber harassment, which will be the basis for other Work Packages (specifically in the development of the educational prevention intervention in WP3). In the framework we identify the characteristics of the abusive behaviour which will be tackled with educational activities of the Cybersafe project; as well as the behaviours which we will try to change with the developed intervention towards Cyber VAWG.

## CYBERSAFE Objectives

- Create an evidence based, attitude-changing prevention educational intervention, for teenagers on Cyber Gender Violence Against Women and Girls (Cyber VAWG), applicable to all EU countries;
- Address cyber VAWG as a form of violence against women and girls and develop a systematic gender sensitive approach to prevent it and promote healthy relationships and gender equality online;
- Develop and promote innovative experiential as well as playful educational ICT tools that facilitate behavioural change among teenagers (12-18) on cyber VAWG;
- Facilitate professionals working with teenagers (12-18) to run and implement educational prevention programmes on cyber VAWG;
- Build on and scale up the results of the “CYBERVAW” project;
- Disseminate the developed intervention throughout Europe.

## CYBERSAFE target group

Boys and girls, aged 12-18 are the primary target group of the project, as they constitute a population group that heavily builds relationships and communication online.





## Theoretical and empirical background

Violence and discrimination against women are global social issues, where abuses are afflicted systematically, relentlessly and are often times tolerated, if not explicitly condoned. The United Nations Declaration on the Elimination of Violence against Women (GA Resolution 48/104, 20 December 1993) defines violence against women (VAW) as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.”<sup>1</sup>

In the last decade, the rise of technological advancement as a popular mode of socialization has extended gender violence to a new dimension. As a result, young women negotiate the digital world both as a site of empowerment and a source of sexual repression.

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Studies show (E.g. FRA study (2012)) there are between 5% and 18% of women in the EU over 15 years of age who have already experienced cyberviolence. EIGE - The European Institute for Gender Equality (2017) notes that one in ten women older than 15 years, experience cyber violence. This proportion is even higher among adolescents. A Slovenian survey finds that over 50 % of girls older than 13, has already experienced some form of cyberviolence. Cyber violence victimization is reported to be associated with depression and anti-social behaviour (Sargent et al. 2016), diminished self-esteem, and fear and anxiety. Some assert that cyber violence actually might be more damaging than in-person abuse because it has a wide audience, can be anonymous, and is insufficiently regulated.

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<sup>1</sup>[https://www.apc.org/sites/default/files/VAW\\_ICT\\_EN\\_0.pdf](https://www.apc.org/sites/default/files/VAW_ICT_EN_0.pdf)

<sup>2</sup>[https://www.apc.org/sites/default/files/VAW\\_ICT\\_EN\\_0.pdf](https://www.apc.org/sites/default/files/VAW_ICT_EN_0.pdf)

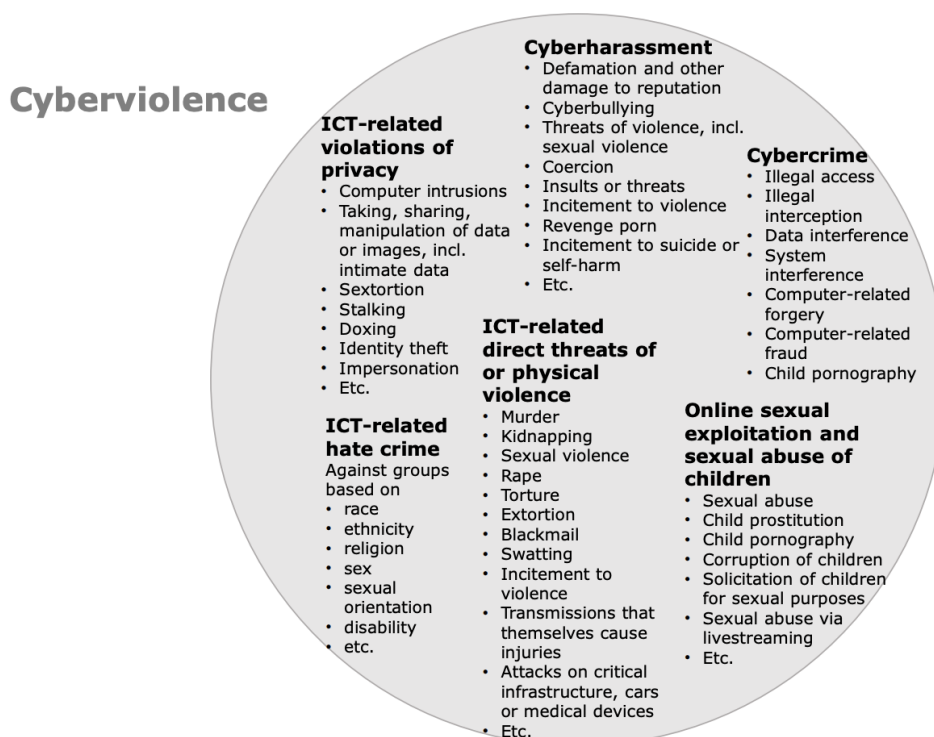


## Cyber violence definition

When addressing cyberviolence, we are faced with the challenge as literature review indicates a lack of consistent, standard definitions or methodologies used to conceptualize and measure cyberviolence. As also pointed out by Council of Europe (2018) there is not yet a stable lexicon or typology of offences considered to be cyberviolence, and many of the examples of types of cyberviolence are interconnected or overlapping or consist of a combination of acts. There is a plethora of different terms, describing similar forms of violence. In this project we use the term **cyber violence**, which includes all forms of violence/harassment/bullying that happens with the use of ICT.

In the project we propose the definition by Attrill et al (2015; 136-137), who defines cyber violence *as accessing and distributing of injurious, hurtful or dangerous materials online to cause emotional, psychological or physical harm*. The most common form of cyber violence is bullying and harassment. We understand cyber violence as an umbrella term for many of other forms of violence which happen with the use of ICT.

Picture 1: *Different forms of cyberviolence*



Source: Council of Europe, 2018



**Cyber violence against women and girls** is gender-based violence that is perpetrated through electronic communication and the internet. Although cyber violence can affect both women and men, women and girls experience different and more traumatic forms of cyber violence.

There are various forms of cyber violence against women and girls, including, but not limited to, cyber stalking, non-consensual pornography (or 'revenge porn'), gender-based slurs, hate speech and harassment, 'slut-shaming', unsolicited pornography, 'sextortion', rape threats and death threats, and electronically facilitated trafficking.

Compared to boys, girls are more often victims of sexual harassment also online.

In the CYBERSAFE project we tackle gender based cyber violence - sexual harassment that happens to girls online.

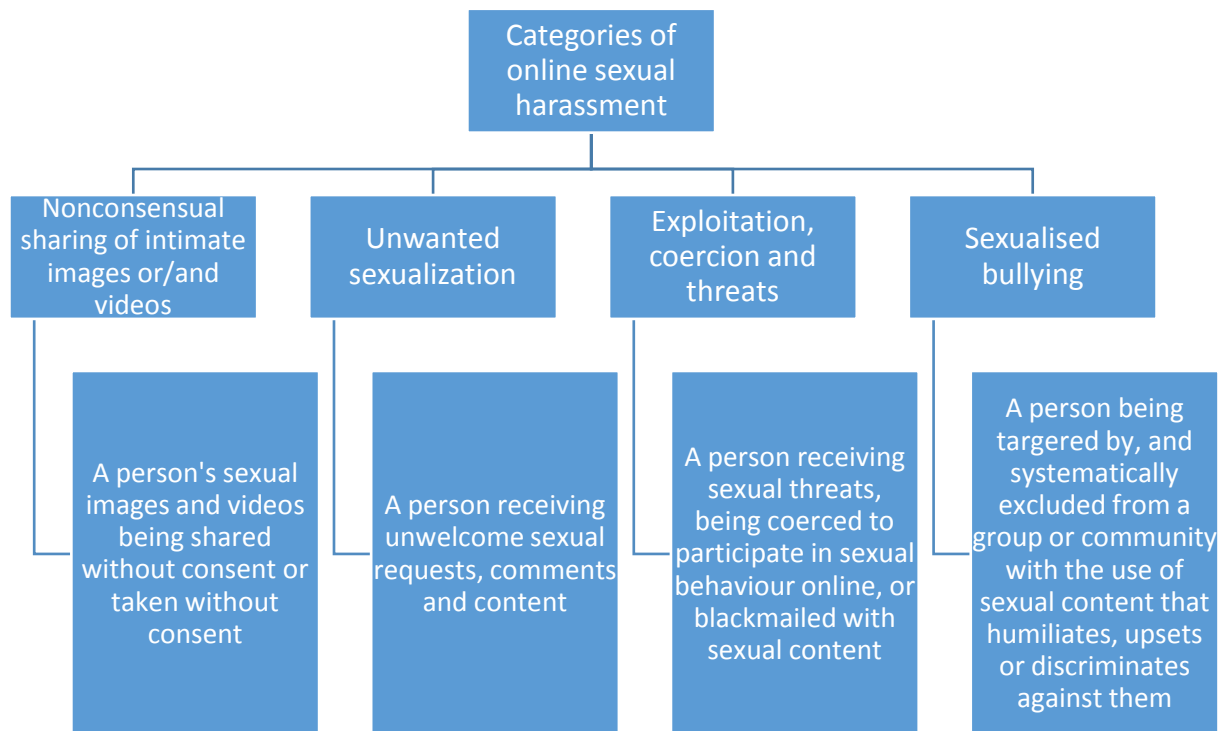
As defined in deShame project, **online sexual harassment** is any **unwanted sexual conduct** on any digital platform and it is recognized as a sexual violence.

Online sexual harassment can include a wide range of behaviours that use digital content (images, videos, posts, messages, pages) on a variety of different online platforms (private or public). Victims and perpetrators may be numerous. It can make a person(s) feel threatened, exploited, coerced, humiliated, upset, sexualized or discriminated against. Online sexual harassment is often focused around schools and local communities and can often play out online in front of an active, engaged audience which can add to the distress caused. Bystanders can also be affected by witnessing online sexual harassment regardless of whether they engage with it or not. Young people may or may not know the peer(s) who is committing the harassment. (However, as the research shows (Odklikni!,Cybersafe focus groups), victims mainly know who is their perpetrator.



DeShame categorizes online sexual harassment into four categories:

Picture 2: Categorization of sexual harassment



Source: deShame project, 2017

## Characteristics of abusive behaviours

### ➤ Non-consensual sharing of intimate images or/and videos

- Sexual images/videos taken without consent ('creep shots')
- Sexual images/videos taken with consent, but shared without consent
- Non-consensual sexual acts (e.g. rape) recorded digitally and potentially shared

### ➤ Unwanted sexualisation

- Sexualized comments (e.g. on photos)
- Sexualized viral campaigns that pressure people to participate
- Sending someone sexual content without them consenting





- Unwelcome sexual advances or requests for sexual favours
- Jokes of a sexual nature
- Rating peers on attractiveness/sexual activity
- Altering images of a person to make them sexual

#### ➤ **Exploitation, coercion and threats**

- Harassing or pressuring someone online to share sexual images of themselves or engage in sexual behaviour online (or offline)
- Threatening to publish sexual content (image, video, rumours) to threaten, blackmail or coerce someone (sextortion)
- Online threats of sexual nature (e.g. rape)
- Inciting others online to commit sexual violence
- Inciting someone to participate in sexual behaviour and then sharing the evidence of it
- Cyber dating abuse (CDA) using technology to monitor and control the behaviours of a partner; using a partner's password without permission to access his or her mail or social media accounts; installing tracking devices or apps to monitor a partner's location; or perpetrating emotional aggression and verbal threats through digital means during or after a relationship has ended

#### ➤ **Sexualized bullying**

- Gossip, rumours or lies about sexual behaviour posted online
- Offensive/discriminatory sexual language or name calling online
- Impersonating someone and damaging their reputation by sharing sexual content or sexually harassing others
- Personal information shared non-consensually online to encourage sexual harassment (doxing)
- Being bullied because of actual or perceived gender and/or sexual orientation
- Body shaming
- Outing someone where the individual's sexuality or gender identity is publicly announced online without their consent.





## Behavioural elements and behaviour change

There are several behavioural elements connected to cyber violence - there are behaviours related to commitment of cyber violence and the behaviours which can be changed with the implementation of the intervention.

The theory of planned behaviour (Ajzen, 1991) and integrative model of behavioural prediction (Fishbein and Yzer, 2003) offer frameworks, which enable us to understand the multiple layers of factors that may explain a given behaviour, such as violence against women or under-reporting among victims.<sup>3</sup>

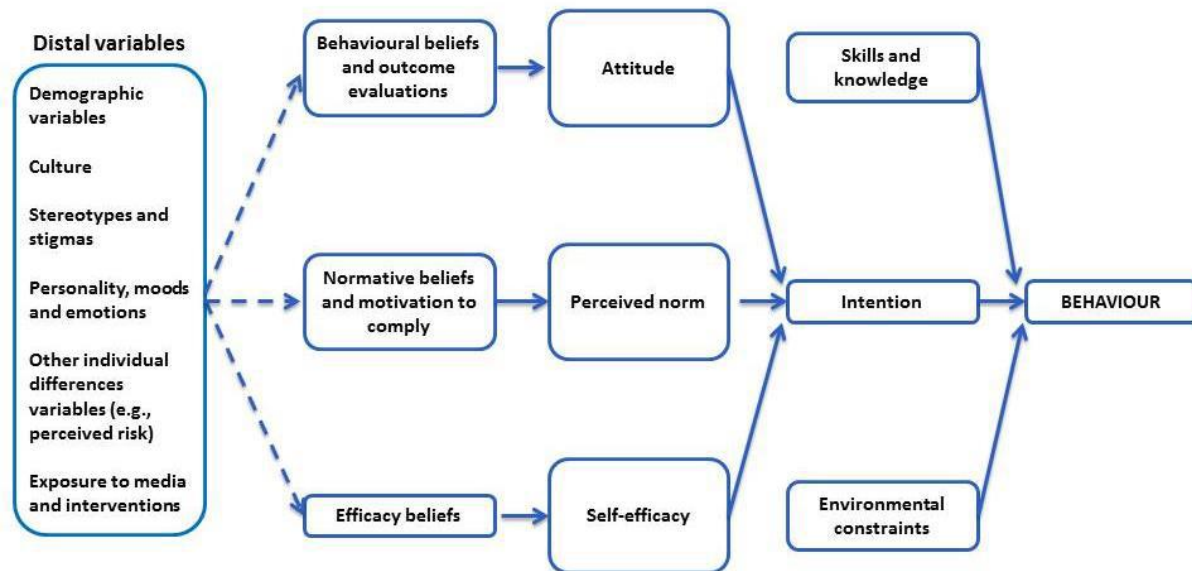
The theory of planned behaviour states that a prerequisite for someone to perform a given behaviour is that this person has an intention in line with this behaviour. There are, three immediate conditions for an intention to take shape: one has to (1) hold a positive opinion toward the behaviour (i.e. **attitude**); (2) consider that this behaviour is socially acceptable (i.e. **norms**); and finally (3) believe that one is actually able to perform that behaviour (i.e. **self-efficacy**). The integrative model of behavioural prediction adds to those three factors more indirect layers of behavioural causes, such as beliefs, demographics, culture, personality and exposure to media. The model brings together a variety of factors into a single and very helpful framework of analysis that allows a thorough understanding of the very roots of violence against women.

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<sup>3</sup>Sara Rafael Almeida, Joana Sousa Lourenço, François J. Dessart and Emanuele Ciriolo, Insights from behavioural sciences to prevent and combat violence against women, EUR 28235 EN, doi:10.2788/412325



Figure 1: An integrative model of behavioural prediction (adapted from Fishbein and Yzer, 2003)



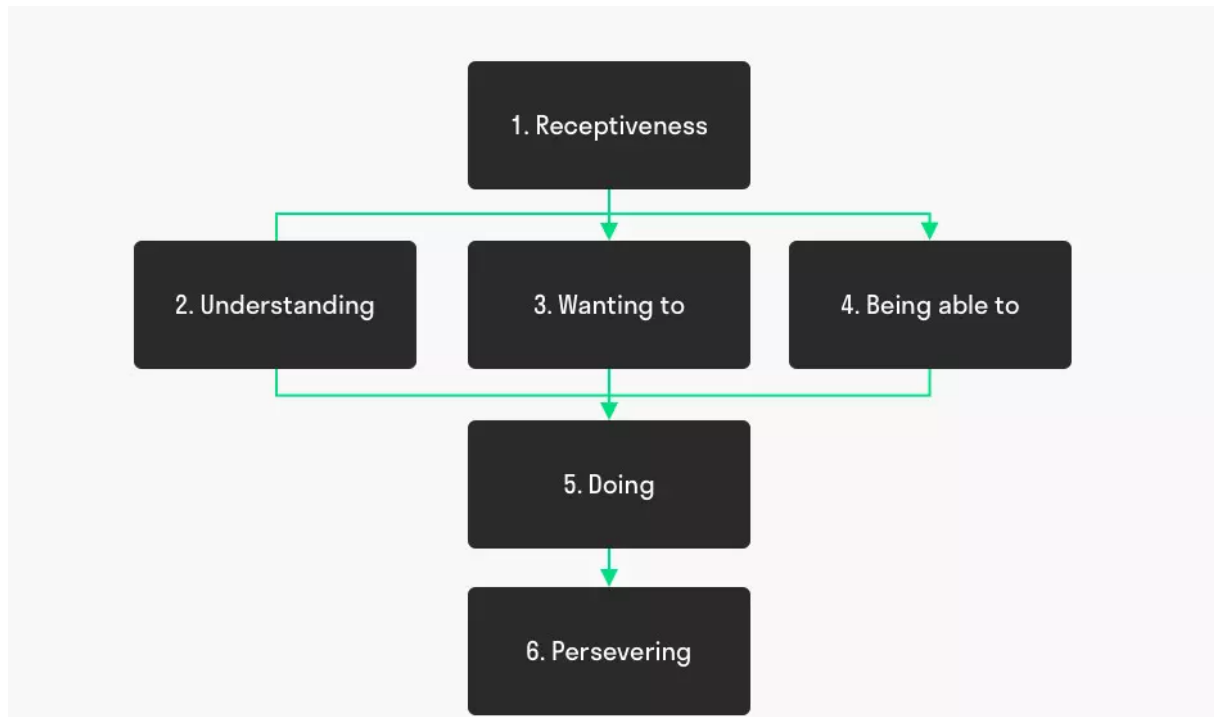
Source: Almeida et. al. 2016

As behaviour is a complex process influenced by many factors, the behaviour change is a very demanding task, as some of the variables cannot be changed (e.g. demographics, culture, personality...) and some are difficult (but not impossible) to change (e.g. attitudes, norms, efficacy).

The behavioural change demands several conditions to be fulfilled. As shown in one model example - Balm's Behavioural Change Model, there are 6 stages which need to be fulfilled for behaviour change. Among those are receptiveness (being open) to change, understanding the new behaviour, wanting and being able to change, change the behaviour and maintain the behaviour.

Behaviour change is not a simple or quick process. It takes time, the person needs to be motivated and able to change, and the final stage in the model is to keep the new behaviour, which is more possible when there is a support from the environment.

Figure 2: Behavioural Change Model by M. Balm



Source: M. Balm 2002

## Why cyber violence happens?

As the Cyberwav (2018) study and others show, there are several reasons for cyberviolence, most often is perceived as a joke or fun. **Most often reasons for cyberviolence:**

- It was a joke, for fun;
- To hurt someone;
- Because someone did it to me;
- To get their own back on an ex;
- To get respect from friends;
- I was scared not to participate.



## The needs identified

- It is important to talk about stereotypes;
- It is important to emphasize the victim should never be blamed for (cyber)violence;
- It is important they learn to recognize cyber violence;
- Teenagers suggested the following topics to be included in a serious game:
  - Sexting
  - Online harassment and stalking
  - Stereotypes about boys and girls
  - Pressures put on boys and girls
  - Body image and peer pressure;
- What to do when cyberviolence happens.

## Behaviours to tackle in the project– Targets

With the focus groups and existing research, we have identified several behaviours that need to be tackled in the project. Often cyberviolence is tolerated, especially by the boys, who often see cyberviolence as fun and not harmful behaviour. Cyberviolence is not always recognised nor by victim nor by perpetrator and it is important to raise awareness among teenagers that there are several forms of cyberviolence. Very often teenagers blame victims for cyberviolence (a girl, the victim is guilty, because she has sent the pictures) and it is important to change this opinion, as victim is never guilty for the violence that happens to her, the one responsible for the violence is the perpetrator and there are no excuses for violence. When cyberviolence happens, the victim should talk to adult person, if needed they need to be encouraged to go to police, friends who know about cyberviolence have to be encouraged not to be silent, but to tell about it.

Gender stereotypes represent generalised and simplistic characteristics, abilities and interests defined solely on the basis of gender. They create an unrealistic and unjust idea of men and women. Stereotypes are the forerunner of prejudice and can lead to gender based violence.





- Tolerance of cyberviolence (Cyberviolence should not be tolerated, there is no excuse for cyberviolence);
- Recognition of the cyberviolence (teenagers don't recognize all violent actions as cyberviolence);
- Victim should never be blamed for cyberviolence;
- Perpetrator is the one responsible for violence;
- It is important to talk to someone, if cyberviolence happens;
- Bystanders should not be quiet about cyberviolence – **react**;
- Rooted gender stereotypes (gender stereotypes can lead to violence).



