



**Mentors in Violence Prevention**

Challenging Gender Based Violence, Everyone's Responsibility

## MVP Pre-course Learning



## Introduction

This document is intended to support the Mentors in Violence Prevention professional learning course and contains useful pre-course information.

You should work your way through this pre-course learning **in advance** of attending the training. This should take no longer than 30 minutes to complete and should be an individual, reflective activity.

When attending the MVP course in-person, you will either be on the 2-day course or the 1-day Capacity Building course, depending on the needs of your school community. On both courses, the following core components are explored:

- Exploring Violence Through a Gendered Lens
- Developing Leadership
- Using a Bystander Approach
- Recognising the Scope of Violent Behaviour
- Challenging Victim Blaming

Thereafter, your trainers will take you through an **example scenario** (lesson) which could be delivered in your school. You will also learn about the **structure** of MVP scenarios, where to find the **resources** and **next steps**. If you are on the 2-day course, there will also be time for you to **practise scenario delivery** and a session on **implementation planning** to ensure the MVP programme can be embedded effectively in your school community.

## Evaluation

Professional learning evaluations are extremely important to the programme. As a programme funded by the Scottish Government, our evaluations help us provide vital reports to ensure funding for the programme can continue. Evaluations are also invaluable in allowing the national team to monitor the standard of experience for participants and ensure the programme is achieving its professional learning aims.

With that in mind, the first activity is a pre-course evaluation. The link to the evaluation on Microsoft Forms is [here](#) and should take you no longer than 10 minutes to complete.

You will be asked to complete this evaluation again at the end of the course, so this is a really useful tool for us to gauge the impact of the professional learning.

## What is Gender-based Violence?

One of the aims of the Mentors in Violence Prevention programme is to increase the safety and inclusion of Scotland's young people by raising awareness of and challenging gender-based violence. It is therefore important that we understand the concept of gender-based violence, in order to effectively support this aim.

Gender-based violence is – violence directed against a person based on their gender. It includes physical, verbal, sexual and emotional violence, or even threats of it.

On 4<sup>th</sup> March 2024 the Scottish Government launched a whole-school framework for preventing and responding to gender-based violence, and provided the following definition: “GBV is defined as any form of violence used to establish, enforce or perpetuate gender inequalities and keep in place gendered orders”.

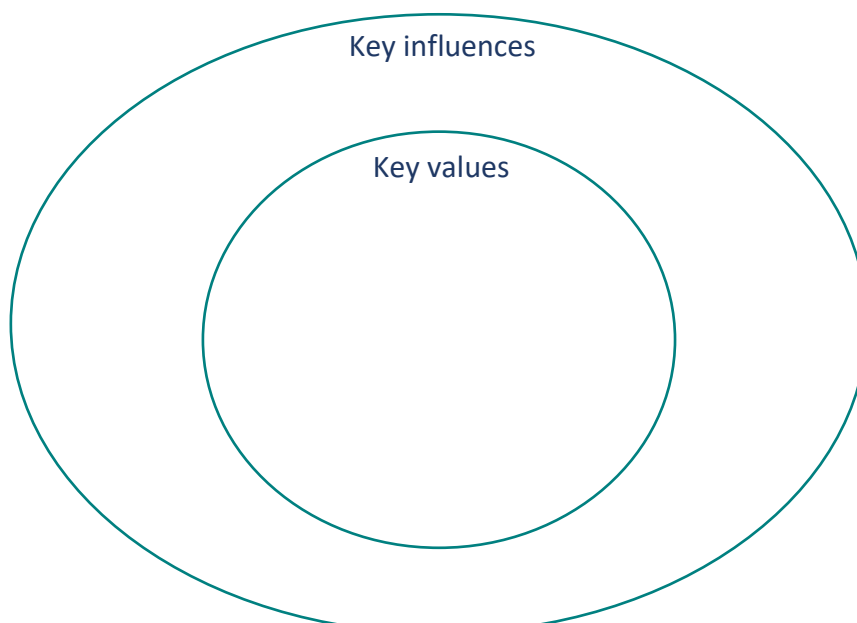
A short video which explains gender-based violence is available [here](#).

## Values Exercise

MVP is a values-based programme during which you are asked to explore your own values and how those shape your practice and attitudes. We ask that during the MVP course you firstly bring yourself as a person, before considering how your values shape your practice and attitudes when working with and supporting children and young people.

### Personal Values

We all have a set of values that are based on lived experiences and surrounding influences. Our values curate our ethos – in our home, in our friendship groups and also in our professional life. In the diagram below, jot down in the inner circle some of your key values – attributes and ideas which are important to you. In the outer circle write down key people/experiences that have helped form these values.



Consider:

- To what extent do you feel your values are shared with the people around you? How comfortable are you when your values are challenged by others?
- What current opportunities are there to explore the values that young people have towards gender-based violence?

## Professional Values

The values developed within MVP align closely with those of the GTCS Standard for Registration. You can find them [here](#). These are just a few from the section on Social Justice that stand out in relation to the MVP programme. Social justice is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.

- Promoting health and wellbeing of self, colleagues and the children and young people in my care.
- Building and fostering positive relationships in the learning community which are respectful of individuals.
- Embracing global educational and social values of sustainability, equality, equity, and justice and recognising children's rights.
- Demonstrating a commitment to motivating, and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning.

You may also be attending training from a different professional background such as Police Scotland, Community Learning & Development, Women's Aid, Rape Crisis, Local Authority or other professional bodies. In this case consider your own profession's values. For example within community learning and development: Self-determination, Inclusion, Empowerment, Working Collaboratively and Promotion of learning as a lifelong activity.

Now consider the following reflective questions:

- How are the professional values reflected in my professional actions?
- How have my professional values been developed and informed by knowledge and experience?
- How do I critically reflect on my own assumptions, beliefs and values?
- Who am I as a teacher/CLD worker/someone who supports children and young people?
- What has influenced me?
- What sustains me?

## Context of MVP

This section will inform you of how MVP as a programme began, and why it made its way to Scotland! There will also be some links to policy.

### Origin of MVP

Watch [this video](#) for a summary of how the MVP programme began.

The programme originates in the United States in the 1990s, and was founded by Jackson Katz who is an educator and activist on issues of gender, race and violence. His vision is to engage men and boys as partners and allies with women and girls against gender-based violence. His



work began in the world of college sports, as he felt many of the young men involved were role models, therefore had the potential to have a large impact on their peers and their culture. His approach was based on Bystander Theory – which aims to engage people witnessing an event as active bystanders, rather than passive spectators (more on this in the MVP course!). This initial work with athletes in universities

soon moved in to schools. Several research projects looked into the efficacy of the MVP programme in schools and found that there was a positive impact on young people's attitudes and ability to intervene safely in harmful situations to interrupt and challenge behaviours that could contribute to gender-based violence.



### MVP in Scotland

The programme was first piloted by the Violence Reduction Unit in 3 secondary schools across Inverclyde and Edinburgh, with an evaluation conducted in 2017 by the University of St Andrew's. Positive feedback was gathered:

- Peer-learning model used by MVP was found to be positive in engaging younger pupils and in developing support networks outside the classroom
- Positive attitudinal and behaviour changes were reported by staff and pupils and was particularly noticeable amongst mentors (the older pupils involved in delivery of scenarios)

The evaluation also noted that the programme had to be culturally relevant and fully integrated into school life for it to be fully effective. The national team review and adapt the programme and supporting guidance each year in line with emerging research and policy to ensure this can be achieved.

At the end of the pre-course section of this document you will see some testimonials from staff and pupils who have been involved with the MVP programme.

## Joining the Dots

MVP is directly linked to or helps to achieve a number of different policy frameworks that you may be familiar with. You can see some of these below:



That brings us to the end of the MVP pre-course learning – thanks for taking part! We have also provided a workbook for the training in which there is space to write notes whilst you are attending the training.

Let's finish by reading some testimonials from pupils and staff who have been involved with MVP, as well as some links to relevant materials.

*"Young people are challenged in a positive way by the training to provoke deeper thinking and debate and discussion on the issue of violence and how society contributes to this."* (staff, Braes High School)

*"It supports equality and diversity beyond the gender based approach to violence"* (staff, Braes High School)

*"before MVP I didn't think about what I said and how it might affect people, a lot of the time I could just say stupid and I actually hurt people's feelings but I feel now that I am better in censoring what I say to not hurt people anymore."* (mentor, Port Glasgow High)

*"Being a mentor has given me the confidence to challenge attitudes and behaviour and has made it more likely for me to spot what is going on"* (mentor, Braes High School)

*"Since I did the training I have come back and told other teachers who weren't able to attend 'You should do it as it really opens your eyes to a lot of things that you just don't think about – you thought it was just a part of school life and now think oh we could stop this'"* (staff, Dumfries High School)

*"MVP has made us feel like we are making some sort of difference and that feels good"* (staff, Paisley Grammar)

*"I know I could go to an MVP Mentor if I needed to"* (mentee, Braes High School)

*"made me more aware about what young people are dealing with"* (staff, Paisley Grammar)

*"I never realised the mindset of the pupils; I used to think they would all think about issues the same as me."* (staff, Paisley Grammar)

*"It helped us think about what we might do to support or challenge people in difficult situations."* (mentee, Dumfries High School)

*"I think it's had an impact when people hang out together out of school – name calling and stuff is getting less."* (mentee, Dumfries High School)

## Links to relevant materials

### Key Policies

[UNESCO Global Guidance on addressing school related gender based violence](#)

Equally safe (2018)Scotland's strategy for preventing and eradicating violence against women and girls

### Films

[Introduction to MVP in Scotland](#) (animation 2m 46s)

### Website

The Mentors in Violence Prevention website is [here](#). Some pages are password protected. The password will be shared after your training.

We also have a [Wakelet](#) produced with further materials.

This includes the latest progress/evidence report and a link to a range of support agencies.

### Pilot Evaluation

[Qualitative evaluation of the Mentors in Violence Prevention pilot in Scottish high schools](#)