This paper will report findings from the EU (Daphne-III) co-funded ‘Gap Work’ Project’s UK team, who are delivering training to teachers and other ‘youth practitioners’ on tackling gender-related violence over the first half of 2014 and so will have emergent data. The material selected for analysis for this paper will be the Action Plans that participants revise over the three-day Gap-Work Project training. These will be their intended interventions in their practice setting (usually schools) and will describe specific or time-limited actions that they identify and develop in order to promote gender equality, reduce gender normativity, homophobia or transphobia, or challenge sexually coercive behavior or attitudes.

In future we will have follow-up data from a small sub-group of participants on what happens when they attempt to implement these plans in their school or practice setting. For now, we will have a large set (n=200) of Action Plans which will allow us to examine the set thematically to understand what concerns and priorities teaching professionals have in the broad area of gender-related violence, and what actions they think are achievable in their particular settings. We will be able to analyse these (type and focus of intervention) in relation to their level of experience and seniority and the type of organization and role. This analysis will highlight the problems that teachers and youth practitioners face in supporting children and young people and the support they need to implement good practice in tackling gender-related violence.