



**Challenging social and gender norms
to reduce violence against
children in school**

A project co-founded by the European Union



CURRICULA ON GENDER-BASED VIOLENCE PREVENTION BY ADDRESSING THE EXISTING SOCIAL AND GENDER NORMS

October 2023

The CARING - Challenging social and gender norms to reduce violence against children in school project is co-funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the granting authority can be held responsible for them.



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List of abbreviations

ACTIV - ACT Against Violence

CAB - Child Advisory Board

CARING - Challenging social and gender norms to reduce violence against children in school

CFS – Child-friendly schools

GBV - Gender-based violence

PAR - Participatory Action Research

REVIS - Responding to violence against children in schools and adjacent settings project

SRGBV - School-related gender-based violence

Tdh - Terre des hommes

ToT - Training of Trainers



1. INTRODUCTION

This [Curricula](#) is developed by the team of Association "Zona Family" Bulgaria: Diana Ruseva and Natalia Hristova-Mihaylova, PhD as a part of the project entitled "[CARING - Challenging social and gender norms to reduce violence against children in school](#)", co-funded by the European Union. The project is being implemented by Terre des hommes (Tdh) Romania, Terre des hommes Hungary, Terre des hommes Greece, Brave Phone, SAPI and Association Roditeli between the 1st of May 2023 and the 30th of April 2025 in Bulgaria, Croatia, Greece and Romania, coordinated by Tdh Romania.

The Curricula is readjusted based on Tdh's piloted methodologies: the YouCreate methodology¹, the REVIS project's Manual on Shifting Norms around Violence in Schools² and ACTIV's training methodology for teachers on GBV³.

This Curricula is developed for adults, including trainers, facilitators, teachers, or educational staff working with children and young people, in order to be able to address the gender dimension of violence against children by better understanding its manifestations, and by enabling them to empower boys and girls to transform unequal and harmful gendered power relations. The Curricula is also for children and young people in schools who will be trained to become youth leaders and promote positive behaviours. The program will be used in different activities in the frame of the CARING project, as follows:

- 3-day Training of Trainers per country on shifting social and gender norms for the school facilitators
- 2-days training per school to min. 10 educational staff and school management trained by school facilitators
- 3-day trainings per school to min. 8 young people aged 13 to 18 (ensuring gender balance) trained by school facilitators

This Curricula aims to increase the capacity of children and young people aged 13-18 and adults to deal with gender-based violence at school focusing on prevention by developing safe and friendly environment and ensure child participation transforming the status of children from passive recipients to active agents of change.

The main characteristic of the methodological approach used in the Curricula readjustment is related to the participation of the project partners. This involvement occurs at any stage of the process, from the concept note development to the design of the final deliverables and transmission to the national trainers. The stakeholders' perspective and feedback are sought in the consulting process. Stakeholders' involvement cultivates increased ownership of the process and higher commitment to the recommended solutions.

This Curricula is divided into two layers: for educational staff and young people. Each Manual has three modules:

- Manual for school professionals: Module 1: Shifting norms around violence in schools; Module 2: Development of a protective and safe school environment and Module 3: Peer-to-peer Support.
- Manual for students: Module 1: Development of a protective and safe school environment; Module 2: Social and Gender Norms and Module 3: Steps to Organize a Youth Activity.

¹ <https://childhub.org/en/child-protection-online-library/youcreate-toolkit-participatory-arts-based-action-research-well>

² <https://childhub.org/en/child-protection-online-library/shifting-norms-around-violence-schools-guide-trainers-and-facilitators-working-children-and-young-people>

³ https://tdh.ro/en/activ-act-against-violence?fbclid=IwAR13QvPGT21LEI-tL6WSzIG98ItNysVfzE_1Rtw-KCe1rldEQd1VKqaituY



1.1. PROJECT OUTLINE

The project aims to address school violence by challenging gender and social norms at schools. At the level of the European Union, violence in schools is one of the most visible and pervasive forms of violence against children. Violence in schools can take many forms, ranging from physical violence to psychological violence. It is often expressed through acts of bullying, intimidation, and repression. Violence in schools creates insecurity and fear which harm the general school climate and infringe pupils' right to learn in a safe, unthreatening environment. Schools cannot fulfil their role as places of learning and socialisation if children are not in an environment free of violence.

The purpose of the project is to challenge social and gender norms and support shifting attitudes, and behaviours of educational staff and young people to become "agents of change" in order to improve practices and gender equity in their communities. The project adopts an integrated and holistic approach to address SRGBV (School-related gender-based violence) by working at the same time with young people (building up their knowledge, awareness on GBV (Gender-based violence), social and gender norms and empowering them to take action in preventing violence at school), with schools to reinforce their prevention measures, with educational staff to build their capacity to change behaviours and endorse positive attitudes, with parents/carers to better communicate with their children and support them in raising awareness on SRGBV issues in the community, as well as with relevant public institutions to improve cooperation with schools on violence prevention.

The project's overall ambition is to decrease gender-based violence (GBV) in the 32 participating schools by equipping around 1200 facilitators educational staff and management, parents, as well as youth with increased awareness of harmful social and gender norms and behaviours, knowledge on how to challenge them and promoting positive ones.

The project has the following specific objectives:

- To assess the specific social and gender norms which are promoting and maintaining GBV in the 32 selected schools from 4 countries;
- To increase the capacities of educational staff and school management (estimated 320 people) to adopt a tolerant, inclusive, and non-violent communication and behaviour and to promote positive practices related to gender equity in schools;
- To improve the awareness and knowledge of at least 250 young people, aged 13-18 on gender stereotyping and gender equality with a focus on empowering them to become agents of change and promote a non-violent behaviour and communication.
- To strengthen the multi-agency cooperation at local/county level in partner countries during the project and beyond to promote a gender-sensitive approach in their efforts to address prevention of violence in schools and communities.

1.2. NATIONAL CONTEXT

The [Rapid Assessment](#) conducted in the framework of the project aimed to measure school related gender-based violence in 32 schools in the 4 implementing countries of the CARING Project (Bulgaria, Croatia, Greece, and Romania) among children, young people and educational staff including school management.

The main objectives of the rapid assessment are:

- Understanding, knowledge, and perception: stereotypes, norms, prejudices on gender in schools among children, young people and staff.
- Understanding assets and barriers of educational staff and children, young people to reduce gender-based violence in schools.



- To specify actions, support to reduce GBV among children, young people and educational staff.
- Identifying a few objectives will help us identify our needs assessment activities—including who to collect data from, which tools to use and what questions to ask.

A mixed-method approach was implemented, including both quantitative and qualitative data collection with the aim to assess and understand people's common knowledge, shared perceptions, experiences, norms and behaviour towards a specific topic and sensitive, school-related gender-based violence.

The results of the rapid assessment can be grouped into five main categories: **perception of gender roles and societal expectations based on the gender, perception of school climate, disciplinary practices of school staff, occurrence of violence in school environment and student's and staff's ability to manage GBV cases.**

Perception of gender roles and societal expectations based on the gender

In **Bulgaria**, the perceptions of students and teachers on gender role is related to the need of girls to be protected. Stereotypes of boys and girls have clear roots in traditional perceptions of both genders, with girls being assumed to be more feminine and in more need of protection. Having more boyfriends does not make a girl necessarily looking as a "bad girl". Defining girls as the 'weaker sex' can be a reason to inflict violence on them. A possible hypothesis is that if a girl perceives herself as part of the 'weaker sex', she may, intentionally or not, put herself in the position of victim. There is a break in the traditional stereotype of boys in terms of showing emotions - a total of $\frac{3}{4}$ of students (75%, including 45% "completely disagree") think that a boy crying does not make him weak. Teachers had a similar view students and teachers do not consider this to be a reason for a girl to be tagged "bad girl".

In **Croatia** no one or very few students and staff think it is more important for boys than girls to perform well in school and that it is acceptable for a boy to hit his girlfriend, to some extent there is a perception that boys who cry are weak, that boys should always defend themselves, even if it means fighting, and that girls need more protection than boys. Also, although not to a large extent, there is an opinion that girls should have long hair and dress ladylike, and that girls who have more boyfriends are "bad".

Some stereotypes and beliefs in **Romania** are widely challenged, while others continue to persist to varying degree. Most of students do not agree that boys who cry are considered weak. There is a big group of respondents stay neutral that girls should have long hair and dress ladylike. The same tendency is observed about the belief that boys should always defend themselves even if it means fighting. Most students disagree with the statement that boys and men should never do housework such as cleaning and cooking.

Disciplinary practices of school staff

When it comes to **disciplinary procedures**, **Bulgarian** teachers explain that in case of the incidents they firstly discuss the reasons with students, and only $\frac{3}{4}$ of them involve parents. The rapid assessment in **Croatia** shows that staff has more ways to punish students than to reward them. The most frequently used forms of punishment are discussions with the student and with the students' parents. Although it is rare, it happens that staff yell and shout at students when they do something wrong or give them extra tasks at school. School staff in secondary schools in **Greece** are neither prepared nor feel supported to deal with GBV cases. When faced with visible, explicit forms of GBV incidents, teachers employ the disciplinary measures they use in all other incidents which involve violence. In **Romanian schools** that there is a range of disciplinary approaches employed, with a strong emphasis on open communication, involvement of parents, and praise as rewards. While most disciplinary actions involve non-punitive strategies, there is a recognition of the importance of maintaining discipline in the school environment.



Perception of school climate

In terms of perception of **school climate**, the educational staff in all countries is more positive than students. **Bulgarian** teachers seem to be unaware about the tension and conflicts between students. When students need support, they seek help mostly from a school psychologist and parents rather than educational staff. In **Croatia** the staff evaluates the school climate more positively than the students. They more often, compared to students, believe that students treat each other with respect, they less often notice that staff treat girls and boys differently, and they believe that staff are more open to listening to students' problems. In addition, a smaller percentage of students believe that students always or often feel safe at school. The students state that threats and name-calling among students occur more often than teachers recognize, and they believe that students report cases of violence less often than teachers. The majority of students in **Romania** feel safe at school, with a significant percentage feeling safe always or often and believe that teachers listen to them when they have problems and that teachers take action when acts of violence are reported.

Occurrence of violence in school environment

The most prevalent form of violence at school in four countries is verbal violence. According to **Bulgarian** students being called abusive names and nasty words or phrases was observed by 71% of them, and 67% had witnessed it several or multiple times. In **Croatia** 13 % of students share that shouting thing at other classmates in public, making them feel embarrassed has happened many times and more than 40 % of them says it happened few times. More than 60 % of students saying mean things to each other or calling each other with names the other does not like happened many or few times. Peer-to-peer violence, including gender-based violence is presented in secondary schools in **Greece** in two main categories: direct, overt and explicit expressions of violent acts and incidents (such as targeted violent attacks towards individuals or groups) which can involve various types of violence (physical, verbal, psychological etc.) and structural violence, often expressed in covert, hidden, and hard-to-spot forms. All the responding students in **Romania** indicated that the most frequently encountered type of violence is the verbal one realized through insults, swearing and / or ironies addressed to a certain person to make them feel inferior in front of the peers. Students threaten other students and call them names - is a reality that happens sometimes in the view of 29% of the students questioned, while 25% of them say this takes place often and 21% appreciate as being something rare.

Student's and staff's ability to manage GBV cases

The **student's ability to manage GBV cases** in **Bulgaria** is a challenge when they have to responding to types of abuse such as online bullying and sexual abuse and harassment. They try to sort things out for themselves first, then, eventually, seek out a parent, teacher, or educational counsellor/psychologist. Most of the teachers look for opportunities for confidential conversations, work with psychologists and the family. In the situations of sexual violence, such as persuasion to send nude photos, students in **Croatia** agree that they would not do it and that they would tell others not to do it. They feel more prepared how to react in case of witness bullying in class but do not prefer to talk with teachers. In contrast, in cases of physical violence, they would more often turn to adults, but primarily to their parents, and only then to someone at school. The teachers share that interventions at school are not sufficient to protect children. They also state that many students and school staff are not clear about what they must and should do in a situation when they experience or witness violence. **Romanian** schools have implemented procedures, reporting mechanisms, and preventive measures, but stills need improvement of formal documentation, inter-institutional collaboration and role of mediators supporting victims of violence. School staff in secondary schools in **Greece** are neither prepared nor feel supported to deal with GBV cases.



Some recommendation from the rapid assessment in Bulgaria:

- *Teachers may be unaware of tensions and conflicts between students.*
- *Teachers may assume girls are 'more obedient' and favour them.*
- *Work on interventions aimed at building trust between students, teachers, and parents on key topics such as reporting incidents of violence, especially online violence and bullying and sexual violence.*
- *In view of the strong effect of the group as a tool for change: knowledge and observations about grouping children in school to be developed and complemented. Interventions targeting witnesses of violence should be considered, not so many victims or perpetrators.*
- *Seek opportunities to talk to teachers and parents about sex-related topics. This could be in the form of a small project, led by an adult trusted by the pupils or an outside professional, in which pupils "educate" parents and teachers about sex and show them the importance of talking about it with children, including what sexual abuse is and how they can protect themselves from it.*

Some recommendations from the rapid assessment Croatia:

- *There is a need to educate both students and staff about gender, gender norms and gender stereotypes, and raise their awareness of the different norms that are present among children and that can be associated with different forms of violence, whether supporting violence or preventing a response to violence.*
- *Besides identifying and raising awareness of negative social norms, it is important to focus and promote positive norms. Such an approach can strengthen further interventions aimed at reducing violence against children.*
- *Workshops organized for students, staff and parents and events where students would become familiar with the diversity that surrounds them should be organised.*

Some recommendations from the rapid assessment Greece:

- *Organise and conduct activities aiming to sensitise on identifying hidden forms of GBV.*
- *Further understand the role and use of social media by children and parents' group.*
- *Advocate for open discussions on gender norms in earlier stages than secondary education.*
- *Offer clarity and meaningful support over teachers' roles and responsibilities and what they can/cannot communicate to the students, incl. when it comes to socially difficult matters despite potential social backlashes.*
- *Invest in qualitative and contextual research to capture in essence how inequalities intersect and affect people in different contexts.*
- *Allocate resources for sufficient psychological support in schools.*

Some recommendations from the rapid assessment in Romania:

- *Addressing and challenging gender stereotypes and beliefs in educational settings to promote gender equality and prevent harmful gender-based attitudes and behaviours.*
- *Maintaining and improving a safe and respectful school environment.*
- *Addressing issues related to verbal violence and ensuring consistent reporting mechanisms for violence incidents.*
- *Education, intervention, and fostering positive social relations to address GBV and create a safer and more inclusive school environment.*



- *Addressing multifaceted factors contributing to violent behaviour requires a holistic approach that involves schools, families, communities, and broader societal contexts to create a more inclusive and supportive environment for students.*
- *Educating students on bystander intervention and the importance of reporting GBV incidents is essential for creating a safer school environment.*
- *Promoting open discussions about GBV, consent, and healthy relationships can help students develop better coping strategies and responses to such scenarios.*

The analysis of the national country findings and recommendations shows that there is still a need to provide training for children and teachers on **gender, gender norms and gender stereotypes**, and raise awareness of the different norms that are present among children and that can be associated with different forms of violence or **preventing a response to violence**.

For some of the countries work on prevention is more important to be done at the earlier stages than secondary education and also to be related to **creating a safer and more inclusive school environment**. Addressing multifaceted factors contributing to violent behaviour requires a holistic approach that involves schools, families, communities, and broader societal contexts **to create a more inclusive and supportive environment for students**. This means that it is essential to focus on promoting positive norms and fostering positive social relations and to promote gender equality and prevent harmful gender-based attitudes and behaviours.

Additionally, most of the recommendations emphasise the needs for implementing **activities with children** such as workshops where students would become familiar with the diversity that surrounds them and promoting open discussions about GBV and healthy relationships, so this can help students to develop better coping strategies and responses.

Some of the findings point out the need to address issues related to violence and ensuring consistent **reporting mechanisms for violence incidents** as well as educating students on **bystander intervention** and the importance of reporting GBV incidents is essential for creating a safer school environment.

1.3. CHILD PROTECTION AND SAFEGUARDING

All children have the right to be protected from violence, abuse, and neglect (UNCRC, 1989). This means that adults are responsible for keeping children and young people safe from harm. Children also have a responsibility to recognise the rights of other children, and this includes not intentionally causing them harm or being violent to them.⁴

Child safeguarding refers to a set of policies, procedures and practices employed to make a business safe for all children they work with. Child protection is about making the world safe for children. It refers to actions done to protect specific children from concerns of risk or harm.⁵ The goal of child protection is to promote, protect and fulfil children's rights to protection from abuse, neglect, exploitation, and violence as expressed in the UN Convention on the Rights of the Child.⁶

All children have an equal right to protection and promotion of their wellbeing. They should have the chance to participate actively in their society – regardless of their ethnic origin, social background, age, gender, skin colour, possible disability, sexual orientation, religion, caste, or beliefs.⁷

All organisations and public institutions that work with children should have safeguarding policies and procedures to ensure that every child, regardless of their age, disability, gender reassignment, race,

⁴ https://childhub.org/sites/default/files/library/attachments/Shifting%20Norms%20around%20VAC%20in%20Schools%20Guide-%20REVIS-FINAL%20Participant%20Version_3Aug2021.pdf

⁵ <https://www.savethechildren.org/us/what-we-do/safeguarding-children#:~:text=Child%20safeguarding%20refers%20to%20a,all%20children%20they%20work%20with.&text=Child%20protection%20is%20https://resourcecentre.savethechildren.net/document/save-childrens-definition-child-protection/>

⁷ Tdh, Safeguarding Policy, https://www.tdh.de/fileadmin/user_upload/inhalte/02_wir_ueber_uns/Kinderschutz/tdh_Child-Safeguarding-Policy_web.pdf



religion or belief, sex, or sexual orientation, has a right to equal protection from harm. The main principles underpinning the safeguarding policy of organizations should include actions and responsibility of all adults.

All actions regarding child safeguarding must be taken in the best interest of children. This includes the commitment that children's rights are respected in all our programs and activities and do not cause harm. Additionally, the safeguarding policies point out that everybody has a responsibility and is mandatory for all those who work in the organizations. One of the main principles of safeguarding is child participation.

Terre des hommes' Child Safeguarding Policy is based upon several principles and beliefs, including⁸:

- Everybody has a **responsibility** for safeguarding.
- Work in a **transparent and open way** where child safeguarding is made a priority, recognising that situations of abuse and harm are able to flourish when staff, volunteers, partners, children, families, and community members do not feel able to raise their concerns.
- All reports of concern regarding **the safety and protection of a child** will be taken seriously. Where necessary, appropriate steps will be taken to protect the child and to take action against the alleged perpetrator.
- Maintain **confidentiality** and do not disclose personal details of those involved in child protection concerns.
- **Raise awareness** and influence others on the importance of safeguarding children, using policy and procedures as a way of both highlighting our commitment and also of explaining our values.
- Work within the **framework of international and national laws** and policies regarding safeguarding.

Save the children's⁹ Child Safeguarding Policy is based upon a number of principles such as:

- **Awareness and Training:** All representatives receive training and contextualized support in order to prevent, report, and respond to safeguarding concerns.
- **Prevention:** Through awareness raising, implementation of procedures, and good practice, representatives demonstrate an understanding of the risks to children within and across programs and operations, and engage effective strategies to mitigate harm, abuse, and exploitation.
- **Reporting:** All Save the Children representatives know how to report and who to contact when any concern arises, no matter how seemingly small or trivial.
- **Responding:** Engage in action that supports and protects children, with a child driven approach, to address concerns and ensure children's well-being.

These principles should be taken into consideration in all activities with children including training and the trainers should handle disclosure of child abuse or neglect paying special attention and ensure safeguarding to potential victims of harm and abuse.

The Curriculum for children does not include per se sensitive activities and discussions. All activities and discussions are adjusted and tailored to children's age milestone's traits and do not aim to provoke and push for disclose intentionally or expose them to potential harm. However, if there are any questions and exercises, which would potentially cause the child to disclose information regarding abuse, violence, neglect, or similar occurrence or if the child decides to disclose such information

⁸ <https://tdh.rokka.io/dynamic/noop/fb322718d77865703defcf68f5674b4acfc4ce68/955ede1a-c959-4e91-914e-5aa7fb944b28-r-pse-d-pol-en-original.pdf>

⁹ <https://www.savethechildren.org/content/dam/usa/reports/2023-scus-%20external-csg-policy.pdf>



him/herself, trainers will follow the necessary steps, according to the national/organisational Code of conduct (if any). Trainers should be aware of the established/ suggested referral pathway that exists in each context, to follow specific steps for dealing with a Child protection concern.

However, the general steps are the following:

- If a child shows in some way (face gestures, way of talking, blushing, etc.) that he/she experiences discomfort to talk on a specific topic or to participate in an activity, the trainer could stop the exercise or any further questions on the topic could be avoided.
- In case of disclosure, the trainers have to stop the activity and remove the person from the group. Then he/she has to take relevant information and proceed accordingly school/organisational procedures.
- If a child discloses information regarding abuse, violence, neglect or similar occurrence, there could be potential limits to confidentiality, meaning that the case could be reported, depending on what has been disclosed according to the national legislation in the country.
- If such a reporting is necessary, the child's name and other personal data may be disclosed, but the child will be informed prior to that.
- In addition to this, the trainer will inform the child on where to receive help from relevant authorities and services.

Additionally, it is important for trainers to be prepared **Working with Young People on Sensitive Subjects** (Adapted from International Institute for Child Rights and Development & Films for All, 2020).¹⁰

This project explores social and gender norms around violence against young people and engages young people in addressing harmful norms and building on positive norms. We never want young people to feel that we are asking direct questions about their lives or asking them to share something they are not comfortable with.

- Ask questions that use pretend situations and explore young people's understanding of common experiences in their schools or communities. For example, what kind of behaviour online makes young people you know feel comfortable and what makes them feel uncomfortable? Note, that we do not use "you" or "your friends" but rather, keep it general and therefore safe.
- Watch young people's non-verbal cues and stop the discussion if a participant becomes upset.
- Sit with someone who is upset and listen attentively and with compassion.
- Work with your co-trainer to follow up with a young person who shows signs of distress during an activity.
- Remember to connect young people to additional support people, such as counsellors or psychosocial support workers. You may want to put the support workers' names on a flip chart paper (or in the chat box of your online meeting platform) in case young people want to self-refer, or you may need to contact this person yourself and help connect them with a young person.
- Talk with your co-trainer to make sure you have read and understand Terre des hommes' *Child Safeguarding Policy* and your responsibilities for keeping young people safe.

¹⁰ https://childhub.org/sites/default/files/library/attachments/Shifting%20Norms%20around%20VAC%20in%20Schools%20Guide-%20REVIS-FINAL%20Participant%20Version_3Aug2021.pdf



2. DEFINITIONS

The purpose of the Curricula is to help in understanding of the basic concepts in order to contribute to the shifting norms around violence at school. In this sense it is important for trainers and participants to share common understanding of the definitions related to the topics.

In terms of target group of the Curricula it is important to define the groups of:

- **Children:** Every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.¹¹
- **Young people:** The United Nations, for statistical purposes, defines ‘youth’, as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. The Secretary-General first referred to the current definition of youth in 1981 in his report to the General Assembly on International Youth Year (A/36/215, para. 8 of the annex) and endorsed it in ensuing reports (A/40/256, para. 19 of the annex). However, in both the reports, the Secretary-General also recognized that, apart from that statistical definition, the meaning of the term ‘youth’ varies in different societies around the world. When the General Assembly, by its resolution 50/81 in 1995, adopted the World Programme of Action for Youth to the Year 2000 and beyond, it reiterated that the United Nations defined youth as the age cohort of 15-24.¹²
- **Educational staff:** Broad term covering three categories: 1 - Teaching staff (see Teaching staff); 2 - Other pedagogical and administrative personnel (see Other pedagogical and administrative personnel); 3 - Support personnel (see Support personnel).¹³
- **Facilitators:** There is no universal definition about role of the facilitator. In terms of CARING project, facilitator is someone that supports and makes it easier for a group of people to work towards a common goal.

The basic concepts and approaches as well as working definitions are presented in the table below.

Basic concepts and approaches	Working definitions
Social norms	Social norms are the perceived informal, mostly unwritten rules that define acceptable and appropriate actions within a given group or community, thus guiding human behaviour. ¹⁴
Gender norms	Gender norms are ideas about how women and men should be and act. Internalised early in life, gender norms can establish a life cycle of gender socialisation and stereotyping. ¹⁵
School-related gender-based violence	SRGBV can be defined as acts or threats of sexual, physical, or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics. In every country and region of the world where SRGBV has been studied, incidents have been reported yet data remains limited in terms of both coverage and scope. Along with the lack of understanding that surrounds the concept and the sensitive nature of the issues, this impedes efforts at mounting an appropriate response. ¹⁶
Participatory action research	PAR focuses on social change that promotes democracy and challenges inequality; is context-specific, often targeted on the needs of a particular group; is an iterative cycle

¹¹ United Nation Convention on the Rights of the Child. <https://uis.unesco.org/en/glossary-term/child>

¹² UN definition of youth, <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

¹³ UNESCO definitions, <https://uis.unesco.org/en/glossary-term/educational-personnel>

¹⁴ UNICEF (2021) Defining social norms and related concept, <https://www.unicef.org/media/111061/file/Social-norms-definitions-2021.pdf>

¹⁵ European Institute for Gender Equality, https://eige.europa.eu/publications-resources/thesaurus/terms/1288?language_content_entity=en

¹⁶ UNICEF (2016) Global-guidance-addressing-school-related-gender-based-violence <https://www.unicef.org/media/66506/file/Global-Guidance-SRGBV.pdf>



	of research, action and reflection; and often seeks to ‘liberate’ participants to have a greater awareness of their situation in order to take action. It involves researchers and participants working together to understand a problematic situation and change it for the better. There are many definitions of the approach, which share some common elements. ¹⁷
Child participation	According to the United Nations Convention on the Rights of the Child (Articles 2 and 12), all children, regardless of their sex, race, colour, language, national origin, age, class, religion, or political beliefs, have the right to participate in decisions that affect their lives (United Nations, 1989). ¹⁸

3. TRAINING APPROACHES

The training approaches used in this Curricula are related to the main goals of the project and at the same time their implementation depends on the participants, their age, experience, way of learning, etc. Generally, the main approaches are focused on the active learning principles since the purpose of the training is not only to provide knowledge, but rather to increase understanding and develop skills for implementation.

Training approaches	Working definitions
<i>Adult learning principles</i>	Adults have a higher sense of self-direction and motivation. Adults use their life experience to facilitate learning. Adults are focused on achieving goals. Adults need to know how the information is relevant. Adults are practical. Adults are looking for help and mentorship. Adults are open to modern ways of learning. Adults want to choose how they learn. ¹⁹
<i>Active learning</i>	Active learning is any approach to instruction in which all students are asked to engage in the learning process. Active learning stands in contrast to "traditional" modes of instruction in which students are passive recipients of knowledge from an expert. ²⁰
<i>Interactive approach</i>	An interactive approach is a teaching or learning technique that involves active participation and engagement between the teacher and the learner. It is based on the idea that learning is most effective when students are actively engaged in the learning process and when they are given opportunities to apply what they have learned in real-life situations. ²¹
<i>Peer-to-peer support</i>	Peer-to-peer support can be defined as the support given by a person who belongs to the same group or shares the same experience (Mead, 2003). In contrast to mentorship, where help is provided by an expert, in peer-to-peer support all peers are equally qualified to help each other. Importantly, peer-to-peer support is built on common trust among individuals, enabling them to express issues that are difficult to express in classical mentorship. ²²

Characteristics of adult learners

When preparing and providing training of professionals it is necessary to have in mind key principles of adult learning. Adult Learning Strategies help the trainer to focus on the way adults learn and give the way to teach them what they need to know. When adults are required to learn something new for work, it is very important to create an environment where they can feel comfortable, positive, and

¹⁷ <https://www.participatorymethods.org/glossary/participatory-action-research>

¹⁸ https://www2.ohchr.org/english/bodies/crc/docs/gc/crc_c_gc_14_eng.pdf

¹⁹ <https://www.valamis.com/hub/adult-learning-principles>

²⁰ <https://cei.umn.edu/teaching-resources/active-learning>

²¹ <https://www2.ohchr.org/english/bodies/crc/docs/advanceversions/crc-c-gc-12.pdf>

²² <https://www.eurodoc.net/news/2020/peer-to-peer-support-as-an-effective-tool-to-combat-mental-health-issues-in-academia#:~:text=Peer-to-peer%20support,qualified%20to%20help%20each>



empowered. When the trainers are part of the school team, their goal should be to find ways to do their job better together. In practice this means that the trainer has to give feedback focusing on the positive changes that need to be made instead of pointing the finger at what was wrong with an action or behaviour.

Characteristics of child learners

The unique attributes of child learners set them apart from their adult counterparts. These characteristics are shaped by their developmental stage and are central to how they assimilate information. Dependence on adults: child learners heavily rely on their parents, teachers, or guardians to guide their learning journey. They need an adult to structure their learning environment and provide appropriate educational resources.

4. LEARNING STRATEGIES

Active learning strategies integrated in the Curricula are defined from the project goals and activities. They have to ensure active participation in the training and preparation of the application of knowledge and skills of teachers and students in order to address successfully gender-based violence in the schools. For instance, there are some specifics in the adults' learner needs which outline some strategies or tips for trainers to meet them.

Adult learner's needs ²³	Some Tips for trainers how to meet participants' needs
Need to know why they are learning something	Tell participants how the training will be useful to them on the job, share the clearly defined goals, objectives and agenda for the training. Explain the project goals and expected results. Make a connection with problems of violence at school and their experience with it.
Adults need to learn in their own way	Use different learning styles for providing information: visual (<i>use handouts, graphs, diagrams, illustrations, and writing on the white board</i>), auditory (<i>using stories, examples, case studies, pneumatic devices to help them remember information, discussion</i>) and kinaesthetic (<i>role playing, simulation games</i>).
Need to feel respected and encouraged	Provide productive learning climate through showing respect for the participants' individuality and experiences and being sensitive to the language you use so that learners are not inadvertently offended.
Use experiential learning	Recognize the life experiences and knowledge an individual brings by asking participants to share stories, using case studies and problem-solving exercises. Encourage active participation in activities during the session through small group discussions, experiments, role playing, writing, or drawing something specific – activity of any kind.
Prefer social interaction	Use exercises to get know each other, to communicate and make fun.
Want to use their life experiences in the group	Ask for examples from their professional and personal experience and make connections with the topic.

²³ <https://pce.sandiego.edu/15-top-strategies-for-teaching-adult-learners-faqs/>



Some tips for the trainers:

Suggestions: *Keep sessions relevant to the context; Break up the information to avoid a cognitive overload; Get everyone involved; Keep them engaged; Focus on participants’ life experiences; Be mindful of different learning styles of participants; Make your material visually stimulating; Let them explore on their own; Encourage questions and discussion; Provide feedback; Offer encouragement; Be flexible; Be passionate.*

When it comes to children as participants in the trainings, adults should bear in mind that child learning depends on different factors such as:²⁴

- Socio-economic conditions: The socio-economic background of a child can significantly impact their learning opportunities and educational outcomes.
- Parental involvement: Active parental participation in a child’s education often results in better learning outcomes.
- Innate Abilities or Disabilities: Some children may face learning challenges due to physical or cognitive disabilities.
- Active learning encourages students to take a central role in their own learning.

Needs of children	Some tips for trainers how to meet participants’ needs
Child learners heavily rely on their parents and teachers to guide their learning journey.	Provide structure and appropriate educational resources. Give clear instructions.
Curiosity and exploration:	Strategies that stimulate curiosity and promote active exploration. They can be implemented through art activities. Encourage child participation.
Absence of prior experience, which they can link with new learning	More contextual support to grasp new concepts when explaining definitions. Visual aids: Using charts, diagrams, videos, or physical models can help them understand complex concepts. Give more examples when explaining the concept. Make connections with their future life
Motivate by the external	Children need to be inspired from the ideas/topics. They are driven mostly by emotions and an aspiration to be better versions of themselves. For children, motivation often comes from external factors like competition, peer pressure or consequences of failure. Use praise to motivate children.
Use specific concrete thoughts	Be careful not to use generalizations, especially in front of younger teens, as well as professional jargon. Visual aids: Using charts, diagrams, videos, or physical models can help them understand complex concepts.

Another very important issue is related to **group dynamics**. The trainer has to be aware of the group dynamics and how they influence the learning session. This requires him/her to be equipped with some techniques to manage the different personalities, expectations, and needs of participants.

²⁴ <https://thepeakperformancecenter.com/wp-content/uploads/2014/01/How-Children-and-Adults-Learn.jpg>



The trainer has to monitor the group dynamics and the learning progress of participants throughout the training. This can be achieved through observing the performance of participants and proposing any changes of the program according to the group’s level. Usually in the team of two trainers one of them has the task to observe the group and propose adjustments, if there are conflicts or the group moves away from the learning objective. The trainers also should look for feedback from the participants asking them and trying to understand their satisfaction, interests, and challenges. Based on the observations and the participants’ feedback, trainers adjust the content and methods to appropriately meet the needs and expectations of participants.

Stages of group development ²⁵	
Stage	Participants behave
Forming stage	If the group members don’t already know each other, this is usually the time when they are extremely polite, a bit tentative, and even cautious of one another. Most are usually thinking to themselves, “What’s expected of us?” or “What’s this person like?”
Storming stage	As this phase where personal values and principles are challenged, roles and responsibilities are taken on and/or rejected, and the group’s objectives and ways of working together are defined. In this stage, participants are in the process of learning how to work together. As they begin collaborating, conflicts may arise, whether that’s from clashing personalities or opinions on how a project should progress.
Norming stage	The group has settled down and developed a clear identity. The members have begun to understand their roles in relation to one another and establish a shared vision or goal. People know each other better, they have accepted the rules and probably developed little sub-groups.
Performing phase	Once these norms have been established, the group will be ready to focus on output and will enter the performing phase. It is in this phase that they will work most effectively as a team. The confidence level of the team will have reached the point where they are willing to take significant risks and try out new ideas on their own

Another topic in terms of training implementation is **dealing with difficult participants**.²⁶ Every trainer meets difficult behaviour in his or her practice. Difficult behaviour is not a reason to discount someone in a group. The role of the trainer is to manage it and to lead the whole group through the topics in a constructive and respectful way. The most common difficult participants and some tips for dealing with their behaviour:

The Talker - Someone who always has an answer and an opinion to share or a participant who talks too much.

- Try to summarise what the talker says in order to stop the behaviour. *‘Thanks, this sounds as an interesting point, can I summarise what you’re saying so we all know about it?’*
- Turn your body and break eye contact or show the participant that it is time to stop talking.
- Give this person a special role which encourages him or her to listen the others, e.g., write notes on a flipchart about the group discussion.

²⁵ <https://asana.com/resources/stages-of-team-development>; <https://langevin.com/using-the-5-stages-of-group-development-to-manage-group-dynamics/>

²⁶ <https://www.targettraining.eu/train-the-trainer-dealing-with-difficult-participants-part-2/>



The Quiet One - Someone who is shy or feels uncomfortable in a group setting.

- Be gentle and encouraging - *“I know you have some experience in this area, we would really like to hear what you think.”*
- Make sure that language is not a barrier for this participant.
- Participation of any quiet participant in a small group work will help him or her.
- Try to understand in a private conversation with the quiet one if there is any specific reason for such a behaviour and try to help.

The Challenger - Someone who wants to disagree or argue with everything you say.

- Recognize the participants’ right to have an opinion and remind them why they are here, e.g. *“I don’t need you to agree with everything I say. My wish is to share some information and you will decide what could be useful for you”.*
- Propose to the group to reflect on the argument by asking what others think; often. The pressure coming from the group will calm the challenger down.
- Ask questions to encourage the challenger to self-reflect on what they are saying, e.g. *“That’s an interesting perspective, tell me more”* or *“Can you tell me why you think that?”*

The Know-It-All - Someone who pretends to know much more than the trainer and even gives the impression that he or she should be leading the training!

- Do not leave such participants to lead too long.
- Get them to “teach” the group and ask them or encourage the group to ask difficult questions, which could show gaps in their knowledge.

The Clown - Someone who loves to tell jokes, make light of serious issues, and distract other participants.

- Use your body language and eye contact to show that their behaviour must stop.
- Invite such participants to energise the others when they have such a need, for example after a difficult task.
- Involve them in a role that keeps them busy and focused on the activity.

The Complainer - Someone who seems to have a negative opinion about everyone and everything.

- Ask such a participant- *“Tell me why you think it can’t be done”* or *“So if this won’t work, what else could we try?”*
- Speake private with such participants and give him or her feedback about negativity in order for them to become more aware of their behaviour.

The Sceptic - Someone who thinks that *“This is fine, but never works here”.*

- Ask them *“So, you don’t think this would work here. What can we think of that would work?”*
- Use examples from practice that show that the obstacle could be overcome.

5. MANUAL FOR EDUCATIONAL STAFF

The Manual for educational staff includes 3 modules:

- Shifting norms around violence in schools
- Development of a protective and safe school environment
- Peer-to-peer support

Each module has a summary explaining logic of the topics, objectives and expected results. A description of the modules provides information about itinerary, topics of the 2 or 3 sessions (a total



8 sessions, 12 hours), time of duration and materials. The sessions include a set of suggested activities for trainers, tips, resources sheets and additional information. In the Module 1 an additional Session is suggested with the topic of non-conforming gender expression.

The trainers could use the activities or choose other ones which are more appropriate for the group and to use extra ice breakers to help people to get to know each other, energisers to increase energy and motivation of participants and exercises helping people think through issues and can help to address problems. Additionally, they can develop Power point slides and to prepare handouts for enable implementation of the learning strategies.

5.1. MODULE 1: SHIFTING NORMS AROUND VIOLENCE IN SCHOOLS

Summary of the module: The module puts the training in the context of the project and present the whole programme and approach. It provides a background information for the training, introduces key ideas, and gives participants the opportunity to explore them with one other. This module focuses both on binding the group and providing an understanding of the main concepts. In this sense, it is of essential importance to give participants the opportunity to understand that this is a process starting from knowing social and gender norms, and later exploring conditions and school environment, identification of violence, its forms, and reasons. The understanding of social and gender norms is a basic precondition in the process of change.

The module is adapted from ACTIV’s training methodology for teachers on GBV²⁷ and REVIS project’s Manual on Shifting Norms around Violence in Schools.²⁸

Objective: To provide information on social and gender norms at schools and increase awareness for shifting harmful social and gender norms.

Expected results: At the end of this module participants will have knowledge and skills to:

- Explore conditions and school environment.
- Self-reflection towards the identification of violence, its forms, and reasons.
- Understand social and gender norms.
- Become aware of the need for change and shifting harmful social and gender norms.

What’s included in Module 1: Shifting norms around violence at schools	Time
Session 1: Social and gender norms	90 min
Activity 1: Introduction	10 min
Activity 2: Acquaintance exercise and the bag of expectations	10 min
Activity 3: Input-reflection on what social and gender norms are	20 min
Activity 4 Forms of violence	20 min
Activity 5: The gender violence tree	30 min
Session 2: Exploring the context	90min
Activity 1: Gender inequality – power walk	30 min
Activity 2: Norms, violence, school – case study	60 min
Session 3: Non-conforming gender expression (optional)	60 min

²⁷ https://tdh.ro/en/activ-act-against-violence?fbclid=IwAR13QvPGT21LEI-tL6WSzIG98ItYsVfzE_1Rtw-KCe1rldEQd1VKqaituY

²⁸ <https://childhub.org/en/child-protection-online-library/shifting-norms-around-violence-schools-guide-trainers-and-facilitators-working-children-and-young-people>



Activity 1: <i>Non-conforming gender expression - definitions</i>	30 min
Activity 2: <i>Supporting children and youth</i>	30 min

Materials: Video projector, Power point slides, post-it notes (or badges), flipcharts, markers

SESSION 1: SOCIAL AND GENDER NORMS

Activity 1: Introduction

Welcome, administrative details, general aspects about the project

Suggestions: Introduce the trainer and welcome participants. Provide some context for the training and explain the main objectives. While explaining the context, you could refer to the violence at schools and the consequence of it. Violence in schools creates insecurity and fear which harm the general school climate and infringe pupils' right to learn in a safe, unthreatening environment. Schools cannot fulfil their role as places of learning and socialisation if children are not in an environment free of violence.

Activity 2: Acquaintance exercise and the bag of expectations

Introduce and connect each other. We propose here several useful methods like the following: The name and the personal sign; The name and the ball; The name and a quality beginning with the first letter of the name; Repeated names; The drawing of the heart: A heart split in four boxes: my name, what I like doing, what I am best at, my personal motto; My name is I am and I am not.....; The name and the photo;" Checking" – lining the participants in the alphabetical order of the first letter of their names.

Suggestions: Use one of the presented exercises which is more appropriate for the group. Be sure that each participant has the opportunity to present themselves and share require information.

The bag of expectations: Share the expectations in an interesting way

Suggestions: Post-it notes are distributed to the participants and the participants are asked to formulate expectations for the course. On the flipchart (on the whole sheet) a bag is drawn, inside which the post-it with the students' expectations will be stuck. The expectations are read, and an answer is given - if there is a place or sense for that expectation to be fulfilled within the seminar.

Activity 3: Input-reflection on what social norms are

Present: What are social norms?

Resource sheet: Social norms

Social norms are the rules of action followed by people in a group. They define what is normal, or what acceptable behaviour for group members. Norms shape our attitudes, influence our behaviour, and define who we are—for better or for worse. We live within social structures that we shape and are shaped by us. The social norms that influence behaviour within these social structures greatly influence individual behaviour. These behaviours and norms are adaptive. We can relate to social norms as the expectations others have of us or the expectations, we think they have of us. Social norms refer to the unspoken rules in our groups or community that people find acceptable or unacceptable. Social norms refer to what is "normal".

For example, when a person sneezes, the social norm makes you respond in a certain way: by saying "Bless you." The way you react is influenced by the social norm in the group or community you belong to.

For more information: https://tdh.ro/en/activ-act-against-violence?fbclid=IwAR13QvPGT21LEI-tL6WSzIG98ItNysVfzE_1Rtw-KCe1rldEQd1VKqaituY;



<https://childhub.org/en/child-protection-online-library/shifting-norms-around-violence-schools-guide-trainers-and-facilitators-working-children-and-young-people>

Reflection and exercise around social norms

Suggestions: After presentation in groups of 4-6 people, reflect a little on what you think are the common social norms in your country or community. Write down the ideas on a flipchart sheet. After you have listed several functional social norms, try to divide them into positive social norms, which contribute to the better functioning of society, neutral social norms (things that your community or group does, without having a long-term positive or negative impact) and potentially harmful social norms. Continue until the group has given examples in each category.

Activity 4: Forms of violence

Resource sheet: *Forms of violence against children*

Most violence against children involves at least one of six main types of interpersonal violence that tend to occur at different stages in a child's development.

- *Maltreatment (including violent punishment) involves physical, sexual, and psychological/emotional violence; and neglect of infants, children and adolescents by parents, caregivers and other authority figures, most often in the home but also in settings such as schools and orphanages.*
- *Bullying (including cyber-bullying) is unwanted aggressive behaviour by another child or group of children who are neither siblings nor in a romantic relationship with the victim. It involves repeated physical, psychological, or social harm, and often takes place in schools and other settings where children gather, and online.*
- *Youth violence is concentrated among children and young adults aged 10–29 years, occurs most often in community settings between acquaintances and strangers, includes bullying and physical assault with or without weapons (such as guns and knives), and may involve gang violence.*
- *Intimate partner violence (or domestic violence) involves physical, sexual, and emotional violence by an intimate partner or ex-partner. Although males can also be victims, intimate partner violence disproportionately affects females. It commonly occurs against girls within child marriages and early/forced marriages. Among romantically involved but unmarried adolescents it is sometimes called "dating violence".*
- *Sexual violence includes non-consensual completed or attempted sexual contact and acts of a sexual nature not involving contact (such as voyeurism or sexual harassment); acts of sexual trafficking committed against someone who is unable to consent or refuse; and online exploitation.*
- *Emotional or psychological violence includes restricting a child's movements, denigration, ridicule, threats and intimidation, discrimination, rejection and other non-physical forms of hostile treatment.*

When directed against girls or boys because of their biological sex or gender identity, any of these types of violence can also constitute gender-based violence.

For more information: <https://www.who.int/news-room/fact-sheets/detail/violence-against-children>



Activity 5: The gender tree

Identifying the gender norms in the school that lead to violence. Present and discuss around gender norms.

Resource sheet: What are gender norms?

Our beliefs, attitudes and values often tell us how we should behave. The way we behave is influenced by our beliefs, values, and attitudes, but it is also influenced by how our peers behave and how we think they think we should behave. We are social beings and our tendency to conform to social norms is often stronger than our beliefs and attitudes. They also constitute acquired behaviour. This also applies to our gender norms, beliefs, and attitudes.

What is gender?

Sex Biological and physiological characteristics that define humans as female or male.

Gender Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men.

For more information: <https://eige.europa.eu/publications-resources/thesaurus/terms/1046>

Gender violence tree

Suggestions: In the beginning ask participants to discuss shortly the difference between gender and sex. Please consider whether the language has different words for gender and sex.

Then divide your working group into three and give out different colour post-its. The first group will have to write, on each post-it, one cause that leads to gender violence. The second group will have to write, on each separate post-it, an action/inaction on our part (the group, the community, etc.) that leads to the perpetuation of gender violence. The third group will have to write, on each post-it separately, forms of gender violence.

Then draw a tree on a large sheet of flipchart paper.

After the groups have finished writing, stick group 1 (causes) post-it at the root of the tree, group 2 (gender-based violence) post-it on the trunk, and group 3 (shapes) post-it on the crown of the tree.

It is a visual and intuitive method by which participants see the connection between the three. It is a method of awareness of the fact that the fruits of this tree (gender violence) will grow only to the extent that the tree is fed on the one hand, by causes, on the other hand, by the attitude and non-intervention of reference groups.

Additional resources:

1. UNICEF. (2018). *INSPIRE Indicator Guidance and Results Framework Ending Violence Against Children: How to define and measure change. Co-funded by the Rights, Equality and Citizenship Programme of the European Union (2014-2020)* <https://www.unicef.org/media/66896/file/INSPIRE-IndicatorGuidance-ResultsFramework.pdf>
2. *Community-based Norms Focused Interventions: Definition & Attributes.* (n.d.). https://www.alignplatform.org/sites/default/files/2019-11/lc_nsi_attributes_brief_final_08262019_eng.pdf
3. *If you are interested to know more about the kinds of gender norms that occur across various countries, this guide provides a good overview: Muñoz Boudet, A. M., Petesch, P., & Turk, C. (2013). On Norms and Agency. The World Bank.* <https://doi.org/10.1596/978-0-8213-9862-3>. World Bank Document



4. *The inclusion of LGBT people in education settings of paramount importance to “leaving no one behind” available at <https://www.ohchr.org/en/statements/2019/10/inclusion-lgbt-people-education-settings-paramount-importance-leaving-no-one>*

SESSION 2: EXPLORING THE CONTEXT: GBV VIOLENCE AT SCHOOLS

Activity 1: Gender inequality

Identifying inequalities arising from social and gender norms and our own attitude towards harmful social and gender norms

Suggestions: *Explain to the group that you are going to do an exercise to explore how far a human can go in the context of today's society. Give each participant a slip of paper with the one of the characters presented below. Ask them not to tell anyone what is written on their note. To highlight the gender differences as best as possible, place the paired characters side by side. The characters are:*

- *only child, boy with parents from a wealthy family*
- *only child, girl with parents from a wealthy family*
- *the oldest boy in a poor family with many children*
- *the oldest girl in a poor family with many children*
- *boy from a traditional Roma community*
- *girl from a traditional Roma community*
- *boy from an isolated village*
- *girl from an isolated village etc.*

Place the characters in a line (as at the start) and let them know that you are going to read a series of affirmations. If their Characters can do that easily, have them take two steps forward. If their character can do that thing, but harder, ask them to step forward, and if their character can't do that thing, ask them to stand still.

Then start the race by reading the following statements out loud:

1. *I can go home safely at night.*
2. *I have access to quality education, up to university level.*
3. *I have access to medical services if I need them.*
4. *I am not at risk of being sexually abused or exploited.*
5. *I decide what the money is spent on in the household.*
6. *My community leader listens to what I have to say.*
7. *I am treated well if I have to go to the police or the public administration.*
8. *I can read and write.*
9. *If I want, I can travel without restriction.*
10. *I can decide who I want to marry (or not marry).*
11. *If my spouse (boyfriend/girlfriend) were to hurt me, I would know where to go for help.*
12. *If I lost my job, there is a social security system that would help me.*
13. *If I asked a person on the street for help, they would help me.*

After all the statements have been read, or after the group has separated significantly, ask the participants to stand still and look around at their fellow runners.

Now volunteers can reveal their character. Initiate a discussion with the whole group, not just the volunteers, about their character's place in the "race of life".



- *Reveal the character of the group - who were they?*
- *Explain where their character finished in the race and how they feel.*
- *What prevented them from advancing?*
- *How did he feel as the person who is always ahead of the rest.*
- *How they felt when they could not advance.*
- *Did they feel included in society/community?*

Debriefing: Ask the group to think about why you asked them to do this exercise. What are the results of this "race" in society? Explain that the statements were purposely chosen to depict, in particular, the things we can/cannot do because of gender and cultural stereotypes, in particular, and not because of the physical and physiological characteristics that set us apart.

Activity 2: Norms, violence, school

Explore the consequences of violence and change the attitudes

Suggestions: *Invite participants to get into two groups. Explain that we want to learn about what are positive and harmful norms and how they are related to violence in schools. Distribute a hard copy (or read) the two cases to.*

Please note that the cases have to be relevant to the national and school context and most prevalent cases of violence among children (gender-based, LGBT +, ethnicity, disability, etc.).

Let the two groups work in pairs. Invite the group to draw a sketch of cases (like body maps of the characters). Ask each person to draw on the body map things that symbolize some of the positive norms that might protect or support characters. Let them use their imaginations to describe how they perceive the life of children in relation to the lives of young people they know in their school/community.

Ask each group to draw on the body map things that symbolize harmful norms that could affect children's heart, mind, body or soul.

Invite each group to write a positive message at the bottom of the body map, communicating something they would like to say to characters of the cases.

After each group has completed their drawing, invite them to share their thoughts with the group. Invite participants to share their positive message with others.

Start a discussion with the group, using the following questions as a guide:

- *What would be some social norms that create the context for young people to feel safe or protected from violence in your school if they were to experience a situation similar to what characters of the cases experienced?*
- *What are some of the main harmful social norms related to violence against young people in your school if they were to experience a situation similar to what characters of the cases experienced? (For example, adults who hit young people when they don't listen.)*
- *Why do you think these rules exist? What causes or maintains them?*
- *How do you think we could cooperate to begin to reinforce some of the positive norms and change some of the harmful ones?*



Reflection around shifting violence against young people, particularly in schools

Resource sheet: How can we shift violence against young people, particularly in schools?

Changing behaviour can be challenging, it takes time and patience and there may be backlash. Working on shifting social norms that promote violence against young people should also be done alongside supporting victims, changing policies, and shifting attitudes on violence. Remember, “social norms are informal rules that structure behaviour in ways that allow individuals to gain the benefits of collective action” (Ensminger & Knight, 1997). Think about how to change collective action because interventions are most effective when they do this and when they respond to values, beliefs, behaviours, and norms within the community. Researchers across a range of disciplines have highlighted some important areas to cover when working towards social norm change. They include:

- **Understand the local context**, including the norms, behaviours, beliefs and attitudes towards violence, gender, and young people. The more specific the better, for instance map the behaviours and the norms that occur in particular locations and understand who is most affected.
- **Understand what people believe are facts about violence against young people** and challenge them if they are incorrect.
- **Identify the specific norms you wish to shift**, for example that young people do not report experiences of violence or boys must demonstrate power over others; or acting as though violence is normal and inevitable.
- **Share information about the impacts of violence**. Sometimes by sharing stories about how people are hurt by behaviour can prompt a different behaviour.
- **Acknowledge there is an issue**. Before a group of people can shift norms around an issue, they need to know more about why continuing the behaviour is harmful. As an example, fewer people smoke in restaurants now because it is no longer the social norm to do so.
- While trying to shift social norms, also **try to shift beliefs about violence against children**. These are two different processes, and they change will not happen at the same rate, but trying to shift both, will make both more likely to change.
- **Understand what the current attitudes are** around different aspects of violence and name what you would like to see instead. For example, you may see that many people have the attitude that reporting violence shows weakness, but instead suggest that reporting violence shows you care.
- **Raise awareness and keep messaging simple**.
- **Ask people to try perspective-taking exercises**, where they are asked to try to imagine what it would be like to experience someone else’s experience.

For more information:

https://childhub.org/sites/default/files/library/attachments/Shifting%20Norms%20around%20VAC%20in%20Schools%20Guide-%20REVIS-FINAL%20Participant%20Version_3Aug2021.pdf

Additional resources:

1. ODI (2015). *Social norms, gender norms and adolescent girls: a brief guide* (Research and Practice Note Is Part of the Knowledge to Action Resource Series 2015). <https://odi.org/en/publications/social-norms-gender-norms-and-adolescent-girls-a-brief-guide/>
2. Institute for Reproductive Health. (2020). *Social Norms Exploration Tool*. <https://www.irh.org/social-norms-exploration/>



- Petit, V., & Zalk, T. N. (2019). *Everybody Wants to Belong: A Practical Guide to Tackling and Leveraging Social Norms in Behaviour Change Programming*. UNICEF. <https://www.unicef.org/mena/media/4716/file/MENA-C4DReport-May2019.pdf.pdf>
- UNICEF (2016) *Global guidance on addressing school-related gender-based violence* <https://www.unicef.org/documents/global-guidance-addressing-school-related-gender-based-violence> at <https://www.unicef.org/media/66506/file/Global-Guidance-SRGBV.pdf>

SESSION 3 (OPTIONAL): NON-CONFORMING GENDER EXPRESSION

Activity 1: Non-conforming gender expression

Presentation and reflection

Resource sheet: Definitions

Transgender and gender nonconforming youth may use different words to describe their lives and experiences of gender. Terminology and language can differ based on region, language, race or ethnicity, age, culture, and many other factors. Some examples of terms used by some youth include trans, trans girl, trans boy, non-binary, genderqueer, gender fluid, and Two Spirit. These terms often mean different things or refer to different experiences of gender. Educational staff and educators should use the terms that students use to describe themselves and avoid terms that make these students uncomfortable.

GENDER EXPRESSION: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

GENDER IDENTITY: A person's deeply held knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person's identity. One's gender identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual's gender identity rests with the individual. Children typically begin to understand their own gender identity by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial development.

GENDER NONCONFORMING: A term sometimes used to describe people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and people who are perceived as androgynous in some way. Most gender nonconforming people are not transgender. For example, a non-transgender girl who has short hair and likes sports might be considered gender nonconforming. The term "gender nonconforming" is also sometimes used to refer to people whose gender identity is not male or female.

NONBINARY/GENDERQUEER: These are terms often used to describe people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, as more than one gender, or as no gender.

SEXUAL ORIENTATION: A person's romantic and/or physical attraction to people of the same and/or another gender, such as being straight, gay, bisexual, or asexual. Transgender and gender nonconforming people may have any sexual orientation.

TRANSGENDER: An adjective describing a person whose gender identity is different from that traditionally associated with the gender they were thought to be when they were born. A transgender girl is a girl who was thought to be male when she was born. A transgender boy is a boy who was thought to be female when he was born. Some transgender people have a gender that is neither male nor female and may use terms like non-binary to describe their gender. **TRANSITION:** The process in which a person begins to live according to their gender identity, rather than the gender they were thought to be at birth. Transition is a process that is different for everyone, and it may or may not



involve social, legal, or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

LGBTQI – This is an umbrella term for lesbian, gay, bisexual, transgender and queer people. The L, G, and B refer to sexual orientation, who a person feels romantically and/or sexually attracted to. The T refers to gender identity and expression. The I refers to intersex.

For more information: Model school district policy on transgender and gender nonconforming students revised September 2018 Model Language, Commentary, & Resources, https://transequality.org/sites/default/files/images/resources/trans_school_district_model_policy_FINAL.pdf

Activity 2: Supporting children and youth

Exploring knowledge and attitudes

Suggestions: Myth/Fact

Read the statement ‘Myth’ and encourage participants to share their opinions. Then Provide information and discuss.

MYTH: “People choose to be gay, bisexual, or transgender.”

FACT: People don’t choose their sexual orientation or gender identity. According to research, sexual orientation and gender identity emerge early in life and do not depend on such factors as home life. People choose how they express themselves, but their underlying sexual orientation and gender identity are not self-selected and are not “lifestyle” choices.

MYTH: “Being gay or bisexual is a dysfunction that can be cured.”

FACT: In 2009, the American Psychological Association adopted a resolution stating that “mental health professionals should avoid telling clients that they can change their sexual orientation through therapy or other treatments.”. Identifying as LGBTQI is not a mental health condition or mental illness. Identifying as LGBTQI cannot be cured by psychotherapy or other means. However, mental health challenges can be brought on by victimization, rejection, isolation, and internal struggles with self-acceptance.

MYTH: “Gay and bisexual people who keep their sexual orientation to themselves fit into society better.”

FACT: Young people who are LGBTQI and whose identity has been openly accepted and affirmed by friends, family members, and their community are more likely to be healthy, happy, and successful.

If there is available studies and reports presenting national situation, attitudes and practices in school environment related to LGBTQI you can share the information/facts and discuss with participants.

Tips for trainers:

If the attitudes of the participants are not discriminative then think and discuss how the school environment can change.

If the attitudes are discriminative, you should propose additional training.

Presentation and reflection

Resource sheet: Tips for supporting children and youth

- *Assess and reflect on your awareness, attitudes, beliefs, and behaviours toward young people who are LGBTQI*
- *Foster and promote protective factors for young people who are LGBTQI by learning about and working to implement standards of care for them.*
- *Create safe and welcoming settings that are free of bias and discrimination.*



- *Directly address negative attitudes and behaviours and intervene when they occur.*
- *Connect young people with peers in these supportive settings.*
- *Seek professional development opportunities to increase your knowledge and understanding about the experiences of young people who are LGBTQI, including their needs, strengths, and resilience.*
- *State your support and expectations. Let young people who are LGBTQI know that you support them and what information you can and will hold in confidence. Assure them of your support through your words and behaviours.*
- *Be guided by young people and respect their coming out process. Support young people who are LGBTQI in making decisions about coming out and self-disclosing their identity. Respect the process and timeline that is most appropriate for them. Respect where they are in this process and their need to feel safe. Let them choose when to come out and to whom. Remember that it can be dangerous for young people to come out in unsafe situations.*
- *Do not disclose the identity of young people who are LGBTQI without their permission. Inappropriate disclosure can result in rejection or violence against them, as well as traumatic stress.*
- *Use appropriate and inclusive language. Respect and acknowledge the identity of young people who are LGBTQI by using acceptable and inclusive language in documents and discussions. For example, ask “are you seeing anyone?” rather than, “do you have a boyfriend/ girlfriend?” Ask “what name do you prefer to be called?” and “what is your preferred gender pronoun?” Use language that they use to describe their sexual and gender identity.*
- *Recognize that bias experienced by young people who are LGBTQI may contribute to anxiety, depression, other mental health challenges, and/or substance use. Support young people in finding non-biased and culturally and linguistically competent treatment and peer services. Help them to know that they will be supported in their recovery process. Work with children and youth to emphasize self-acceptance. Be courageous by challenging bullying behaviour and openly addressing biased language (e.g., “that’s so gay”) and offensive humour.*

For more information: A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Children, Youth, and Families,

https://www.air.org/sites/default/files/A_Guide_for_Understanding_Supporting_and_Affirming_LG_BTQI2-S_Children_Youth_and_Families.pdf

If there is available studies and reports presenting national situation, attitudes and practices in school environment related to LGBTQI you can share the information/facts and discuss with participants.

Attitudes Towards LGBTI Students in Bulgarian High-Schools, https://singlestep.bg/wp-content/uploads/LGBTI_students_survey.pdf

A long way to go for LGBTI equality, <https://fra.europa.eu/en/publication/2020/eu-lgbti-survey-results#TabPubMethodologyQ&A>

5.2. MODULE 2: DEVELOPMENT OF A PROTECTIVE AND SAFE SCHOOL ENVIRONMENT

Summary of the module: The module provides knowledge about child rights, the safe school concept and child participation. It focuses on development of a safe and protective environment as a condition to ensure prevention of all form of violence at schools. The emphasis is on the creation of an environment designed to get all children into school, while guaranteeing both the quality of learning opportunities and the protection of children’s rights. Additionally, child participation involves a transfer of power from adults to children, which transforms the status of children from passive recipients to active agents, who are able to influence decisions. In such an environment, the differences are well accepted and respected. The safe school approach ensures that the environment



is protective and friendly for all children. In this way the educational system can successfully address violence at schools.

The module is adapted from ACTIV's training methodology for teachers on GBV²⁹ and YouCreate methodology.³⁰

Objective: To improve educational staff awareness of the importance of children's rights and the active role that adults must play in respecting them.

Expected results: At the end of this module participants will have knowledge and skills to:

- Understand and respect children's rights
- Appreciate the need to consider children's rights in their work
- Implement child friendly and safe schools approach
- Ensure child participation and empowerment of children

What's included in Module 2: Development of a protective and safe school environment	Time
Session 1: Child rights	90 min
Activity 1: <i>Awareness exercise: The backpack of rights</i>	60 min
Activity 2: <i>History of the development of children's rights</i>	30 min
Session 2: Child-friendly and safe school	90 min
Activity 1: <i>Identify a friendly school</i>	60 min
Activity 2: <i>Child-friendly school – the concept</i>	30 min
Session 3: Child participation	90 min
Activity 1: <i>What is child participation</i>	30 min
Activity 2: <i>Level and forms for participation</i>	30 min
Activity 3: <i>How to ensure space for participation</i>	30 min

Materials: Video projector, Power point slides, post-it notes (or badges), flipcharts, markers

SESSION 1: CHILD RIGHTS

Activity 1: Awareness exercise: The backpack of rights

Raise awareness of the universality of children's rights

Suggestions: The backpack of rights

The group is divided into small groups. Participants are told a story: that their group will go on an expedition of discovery. For this, everyone will receive a backpack with everything they need on the road.

Each group receives a bag in which the rights of the child are written, each on a piece of paper. After these rights are read by the groups, the participants are told that unfortunately the vessel they were about to board cannot carry that much weight and that they are asked to debate and draw five tickets from the bag. The expedition runs its course, the boat trip comes to an end, and from there they have to climb a big snowy mountain. Unfortunately, when they reach the top of the mountain, they will still have to give up seven of the tickets. From the top of the mountain, they are retrieved by helicopters, so they will give up seven more tickets.

²⁹ https://tdh.ro/en/activ-act-against-violence?fbclid=IwAR13QvPGT21LEI-tL6WSzIG98ItNysVfzE_1Rtw-KCe1rldEQd1VKqaituY

³⁰ <https://childhub.org/en/child-protection-online-library/youcreate-toolkit-participatory-arts-based-action-research-well>



Talk to the participants about the notes they are left with – these are the things they think are most important. The discussion will be done in a circle, with the participants holding their remaining tickets and making arguments for why they chose those. After the discussion takes place, the trainer, walking among them, will randomly take the notes from the hands of some participants, crumple them, and throw them away.

The discussion goes on about how they felt when they had a choice of what rights to give up and how they felt when their rights were taken away by a third party with no right of appeal.

Activity 2: History of the development of children’s rights

The United Nations Convention on the rights of the child and its founding principles; National context. Presentation and reflection

Resource sheet: United nations convention on the rights of the child and its founding principles

The movement to promote the rights of the child began in 1924, with the adoption by the League of Nations of the Declaration of the Rights of the Child, drawn up by Eglantyne Jebb, the founder of the Save the Children movement in Great Britain. Later, the Geneva Declaration on the Rights of the Child and the Declaration of the Rights of the Child, adopted by the General Assembly of the United Nations on November 20, 1959, and was recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights, in the International Covenant on Economic, Social and Cultural Rights and in the applicable statutes and instruments of specialized institutions and international organizations concerned with the welfare of the child.

On 20.11.1989 the General Assembly of the United Nations adopted the Convention on the Rights of the Child - the first legally binding international convention to promote human rights for all children. Convention on the Rights of the Child <https://www.unicef.org/bulgaria/en/child-rights>

Bulgaria: Republic of Bulgaria ratified it with resolution of the Grand National Assembly on 04/11/1991, and since June 1991 the Convention has been in force in the country as part of the domestic law. The Child Protection Act is the main specialized act in the Bulgarian legislation system regulated the state policy concerned with the children at risk. It regulates the rights, principles and measures for the protection of the child, the responsible bodies and their interaction in exercising the child protection activities. <https://www.mlsp.government.bg/eng/child-protection>

Croatia: The Republic of Croatia has been a party to the United Nations Convention on the Rights of the Child since 1991. By accepting the Convention, Croatia committed to guaranteeing the rights prescribed by the Convention to each and every child. <https://gov.hr/en/children-s-rights/710>

Greece: There is no specific legislation that is different from the Convention of the child’s rights, which was signed by Greece in 1990 and ratified by the law N.2101/1992.

Romania: In Romania, a series of laws, policies and strategies have been introduced in recent years to promote children's rights and protect them against various forms of violence: LAW no. 18 of September 27, 1990 for the ratification of the Convention on the Rights of the Child; LAW no. 272 of June 21, 2004 on the protection and promotion of children's rights. http://www.dreptonline.ro/legislatie/legea_protectiei_copilului.php

Additional resources:

1. Convention on the Rights of the Child, Child friendly version, <https://www.unicef.org/romania/documents/convention-rights-child>
2. Child rights in Greece <https://www.unicef.org/greece/en/children-in-greece>
3. COUNCIL OF EUROPE STRATEGY FOR THE RIGHTS OF THE CHILD (2022-2027) <https://rm.coe.int/council-of-europe-strategy-for-the-rights-of-the-child-2022-2027-child/1680a5ef27>



4. *Manual for the Implementation of the Convention on the Rights of the Child Revised Edition, 2004, work developed for UNICEF by: Rachel Hodgkin and Peter Newell, <https://digitallibrary.un.org/record/620060?ln=en>*

SESSION 2: CHILD-FRIENDLY AND SAFE SCHOOL

Activity 1: Identify a friendly school

Conditions for a friendly school

Suggestions: *It is necessary to select 3-4 images that would reflect the elements of a student-friendly school-friendly school. These images should present the school environment, children and teachers, play and learning etc. The trainers have the flexibility to choose images. These images can be projected or offered in paper format. Ask the participants to analyse for a few minutes (2-3 min.) the image provided and identify the elements of a friendly school.*

Tips for trainers:

- *Images for analysis are offered one at a time.*
- *If the number of participants is larger, then form teams of 3-4 people and the same image is given for analysis. For 5 minutes the image is analysed in small groups, then large group discussions are initiated.*

Initiate discussions by encouraging participants to express their opinions, emotions, perceptions about the friendly school reflected in the image.

Reflections:

- *What do you notice in this picture?*
- *How do you feel when you see the image?*
- *What elements of a friendly school are illustrated?*
- *What ensures a friendly school?*
- *What elements are missing from this picture?*
- *What elements are superfluous in the image?*

Tips for trainers:

If there is time and the participants have access to different images (internet, magazines, etc.) you could continue the activity by encouraging the participants to propose an image referring to a to a student-friendly school.

Activity debriefing:

- *What was it like to identify the elements of a friendly school?*
- *What did you notice during the exercise?*
- *What helped you?*
- *What obstacles did you encounter?*
- *What is the function/role of a student friendly school?*
- *What positive things are already happening in the school?*
- *What things could be improved in the school?*



Activity 2: Child friendly school – to understand the concept

Presentation and reflections

Resource sheet: 'Child-friendly schools (CFS) are a means of transporting the concept of child rights into classroom practice and school management... it is made up of the following five dimensions:

- Proactively inclusive, seeking out and enabling participation of all children and especially those who are different ethnically, culturally, linguistically, socio-economically, and in terms of ability.
- Academically effective and relevant to children's needs for life and livelihood knowledge and skills.
- Healthy and safe for, and protective of, children's emotional, psychological, and physical well-being.
- Gender-responsive in creating environments and capacities fostering equality.
- Actively engaged with, and enabling of, student, family, and community participation in all aspects of school policy, management, and support to children.

In principle, all programmes recognize these five dimensions as necessary and mutually reinforcing conditions of CFS success. A school is child-friendly where all of the elements are addressed, and the ability to be child-friendly on each dimension is enhanced by action on the others.' (UNICEF. (2006). *Assessing Child-Friendly Schools:*

A guide for programme managers in East Asia and the Pacific. Bangkok: UNICEF East Asia/Pacific Regional Office. <https://unesdoc.unesco.org/ark:/48223/pf0000146823>

The purpose of a CFS model is to move schools and education systems progressively towards quality standards, addressing all elements that influence the wellbeing and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process.

Quality standards should make it possible for all children to access school, survive from grade to grade and complete the cycle on time; they should also provide an enriched educational experience through which students can thrive, develop and achieve their full potential. To this end, CFS models are concerned with harnessing the full involvement and support of all parties in a position to facilitate children's right to a quality education. These parties, or 'duty bearers', include parents, communities, teachers, school heads, education planners and civil society groups, as well as local and national governments and their external partners. Their involvement enables schools and education systems to provide the conditions and resources necessary for achieving the quality standards CFS models envision.

As for scope, CFS models embrace a concept of quality that goes well beyond pedagogic excellence and performance outcomes. The focus is on the needs of the child as a whole, not just on the 'school bits' that educators traditionally feel responsible for. The scope of a CFS model includes multidimensional coverage of quality and a holistic concern for the child's needs. (UNICEF. (2009).

For more information: *Child-friendly schools manual*, <https://www.unicef.org/documents/child-friendly-schools-manual>)

Additional resources:

1. UNICEF&UNICEF. (2009). *Child friendly schools programming: Global evaluation report*. New York: UNICEF <https://www.humanitarianlibrary.org/resource/unicef-child-friendly-schools-programming-global-evaluation-final-report-executive-0>
2. *Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School* U.S. Department of Education, <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

SESSION 3: CHILD PARTICIPATION



Activity 1: What is child participation

Brainstorming: What is child participation?

Suggestions: Brainstorming on the topic of child participation

The brainstorming to find out what the participants already know and define the meaning and significance of the participation.

Tips for trainers: Discuss the following two questions with group – ‘What is child participation?’ and ‘What is not child participation?’ The second question follows naturally from the first.

Make a note of the responses on the flipchart. Discuss and summarise information.

Discuss the following definition: Child participation can be defined as children (individually and/or collectively) engaging with opportunities to form and express their views and to influence matters that concern them directly and indirectly. Meaningful participation involves a transfer of power from adults to children, which transforms the status of children from passive recipients to active agents, who are informed and able to influence decisions affecting their lives.

For more information: Lansdown, G. (2009). The realisation of children’s participation rights: Critical reflections. In A handbook of children and young people’s participation (pp. 33-45). Routledge, https://nmd.bg/wp-content/uploads/2013/02/Routledge-A_Handbook_for_Children_and_Young_Peoples_Participation.pdf

Activity 2: Levels and forms of participation

Presentation and reflections on the level of participation

Resource sheet: The right to participation

Several provisions in the Convention on the Rights of the Child reflect children's right to participation. Participation is one of the guiding principles of the Convention, as well as one of its basic challenges. Article 12 of the Convention on the Rights of the Child states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard—within the family, the school or the community. The principle affirms that children are full-fledged persons who have the right to express their views in all matters affecting them and requires that those views be heard and given due weight in accordance with the child's age and maturity. It recognizes the potential of children to enrich decision-making processes, to share perspectives and to participate as citizens and actors of change. The practical meaning of children's right to participation must be considered in each and every matter concerning children.

Free from pressure and manipulation

The child's participation is a right and children therefore are free to express their views or, if they prefer, to not do so. Children should not be pressured, constrained or influenced in ways that might prevent them from freely expressing their opinions or leave them feeling manipulated. This principle clearly applies in some judicial proceedings, in which a child is forced to participate as a witness even if the legal outcome may contravene the child's best interests.

Children's evolving capacity

The Convention sets no minimum age at which children can begin expressing their views freely, nor does it limit the contexts in which children can express their views. The Convention acknowledges that children can and do form views from a very early age and refers to children's 'evolving capacity' for decision-making. This means, for example, that parents and, where appropriate, members of the family and wider community are expected to give appropriate direction, guidance or advice to children. But parents’ guidance and advice takes on greater value and meaning as children grow and develop, gain maturity and experience, become more autonomous and more responsible.



For more information: <https://childhub.org/en/child-protection-online-library/fact-sheet-right-participation>

Resource sheet: LANSDOWN'S MODEL

LANSDOWN'S MODEL This model outlines three types of participation, all of which shows the different levels of power for children. Power is based on degrees between a lower and a higher level of participation, including a natural overlap between the categories: (1) Consultative participation (2) Collaborative participation (3) Child-led participation. The first degree is consultative participation, which is based on adults recognising that they do not have all the information. As a result, they need to consult children and young people to get their views on specific issues. This practice is initiated, led and managed by adults. The second degree is collaborative participation, which involves children and young people's engagement in the development, implementation, monitoring and evaluation of projects or activities. This process is adult-initiated but includes children and young people as partners and empowers them to influence decisions. The third degree is child-led participation, which recognises children and young people as empowered subjects who are able to take actions and manage decision-making. In this last degree of participation, adults have a facilitation role rather than a directive one.

For more information: Cuevas-Parra, P. (2017). Children and young people's participation. An essential approach for ending violence against children. World Vision, <https://www.wvi.org/sites/default/files/WV-Children-and-Young-People-Participation-%20essential%20component%202017-09-11.pdf>

Activity 3: How to ensure space for participation

Presentation of What is PAR - to understand the steps and principals', to understand the steps and principals and to explain the implementation in the project

Resource sheet: Participatory action research

Participatory action research (PAR) is a process where the researchers (the youth leaders) and the participants (the youth participants) work together to understand the strengths and challenges in their communities, and then plan and lead projects that build on strengths and address challenges to promote positive social change. After they lead projects, they can then reflect on what they have learned to make projects even better in the future.

The project envisages organizing group activities with young people (1 group of min. 10 persons/school) to develop and organize their own interventions/initiatives targeting their parents, or teachers, peers and the local community. Young people will be supported in this process by the facilitators and the trainers, as well as by parents who will be invited to join them at several meetings. The child-led initiatives will take different forms, from live libraries, social theatre play to short movies, painted wall. Youth leaders will be facilitating these meetings and organize them towards working together on understanding the strengths and challenges of youth's daily lives, and then plan and implement projects to promote positive behaviours and gender equality. The school community should ensure space and support these activities.

There are 5 phases in the YouCreate PAR: (1) Map, (2) Explore, (3) Plan, (4) Art-Action, (5) Reflect & Share (see Figure 1 below).

1. Map: This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.



2. *Explore: The United Nations Convention on the Rights of the Child (UNCRC) lists the rights that children need to live, be safe and develop their full potential. Children, age 0-18, are human beings, each with his or her own rights.*

3. *Plan: Communities that include people of different gender, race, ethnicity, religion, age and abilities; where living in harmony is encouraged and everyone can be an active member of the community.*

4. *Art-Action: This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.*

5. *Reflect & Share: This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.*

For more information:

https://childhub.org/sites/default/files/library/attachments/200325_tdh_youcreate_light.pdf

Additional resources:

1. *Child participation assessment tool, Council of Europe, March 2016, <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806482d9>*
2. *Listen – Act – Change Council of Europe Handbook on children’s participation For professionals working for and with children, Council of Europe, October 2020, <https://rm.coe.int/publication-handbook-on-children-s-participation-eng/1680a14539>*

5.3. MODULE 3: PEER-TO-PEER SUPPORT FOR TEACHERS AND SCHOOL MANAGEMENT

Summary of the module: The module develops skills of educational school staff for identification and planning of activities for prevention and interventions in case of violence. The steps to change are very important for practical implementation. This final part of the training explains the specific ways of implementation of the action plan and strategies for changing harmful social and gender norms. This will help participants to develop their own pathway to change. It is important that this module includes reflection and share giving the participant an opportunity for them to assess the whole training and plan further activities at school.

The module is adapted from ACTIV’s training methodology for teachers on GBV³¹ and REVIS project’s Manual on Shifting Norms around Violence in Schools.³²

Objective: To develop skills for creating a safe and child- friendly schools and change harmful social and gender norms

Expected results: At the end of this module participants will have knowledge and skills to:

- Acquiring skills for preventing violence at school
- Develop skills for creating safe school and planning safe school action plan
- Implementing multisectoral intervention

What’s included in Module 3: Peer-to-peer support for educational staff and school management	Time
Session 1: Preventing violence at schools	90 min

³¹ https://tdh.ro/en/activ-act-against-violence?fbclid=IwAR13QvPGT21LEI-tL6WSzIG98ItNysVfzE_1Rtw-KCe1rldEQd1VKqaituY

³² <https://childhub.org/en/child-protection-online-library/shifting-norms-around-violence-schools-guide-trainers-and-facilitators-working-children-and-young-people>



Activity 1: <i>Child protection</i>	60 min
Activity 2: <i>Preventing violence at school</i>	30 min
Session 2: Steps for change of gender-based violence at school	90 min
Activity 1: <i>Several steps for change</i>	10 min
Activity 2: <i>Creating a safe space</i>	40 min
Activity 3: <i>Developing and implementing a safe school action plan together with children</i>	40 min
Session 3: Interventions in situations of violence in the school environment	90 min
Activity 1: <i>Interventions in violent situations – identifying the most frequent cases of violence and plan multisectoral Interventions</i>	60 min
Activity 2: <i>Reflect and share</i>	30 min

Materials: Video projector, Power point slides, post-it notes (or badges), flipcharts, markers

SESSION 1: PREVENTING VIOLENCE AT SCHOOLS

Activity 1: Child protection

Explore the meaning of Child protection

Suggestions: *Role play*

Initially form 4 teams, and each of them will receive instruction per team. Each team will be given different instructions and need not know what the other teams have.

Give the rules of the exercise for each team:

Team 1: Everyone will blow up a balloon and tie it to their leg (below the knee), without talking to anyone.

Team 2: When you say "Start!", the participants without using sharp objects must break the balloons, without talking to anyone.

Team 3: When you say "Start", the participants must protect the balloons from being broken, without talking to anyone.

Team 4: When you say "Start", the participants must observe everything that happens, without talking to anyone.

When all teams are ready, the word "Start" is said and each team carries out the given instruction.

Tips for trainers:

During the exercise you need to observe: the reactions of the participants, what is happening in the room.

Activity debriefing:

- *How are you feeling? How did you feel during the exercise?*
- *What happened?*
- *What did you notice?*
- *What are your thoughts?*
- *What needs to be done in order to protect the balloons?*
- *Who needs to be involved? How? When? Where? Why is there a need for everyone to be involved?*
- *What is this exercise associated with?*



- *How can children/ adults be empowered to prevent violent occurrences in the school?*

Tips for trainers:

- *Role-play reflections: encourage each participant to report what they felt/observed/thought from the position of the role they played (subject to violence, exhibiting violence, defender or witness). What the participants will mention is also what children feel in situations of violence.*
- *If there is enough time and the participants want, propose to them to apply the strategy for "balloon protection" in practice - the exercise is repeated with the same instructions, but applying the discussed strategy. At the end, their experience is analysed again: How was it? How did they feel did they manage to protect all the balloons? Did the simulation take longer? How do you think they succeeded / failed? What would improve it?*

Presentation and reflection

Resource sheet: Child protection

Child Protection is the prevention of, and response to, exploitation, abuse, neglect, harmful practices and violence against children. It is embedded in the Convention on the Rights of the Child and the Sustainable Development Goals. Child protection is universal: it is for all children everywhere, from low- to high-income countries. (<https://www.unicef.org/documents/child-protection-strategy>)

Child protection policy

A child protection policy describes:

- *the safeguarding measures that are in place to protect children*
- *the rules on how to behave when working directly with them*
- *how to protect children from abuse and harm*
- *who to report to if any issues arise*
- *how to respond to the situation in an appropriate manner.*

Such a policy gives children/young people and parents useful information about how an organisation will handle these issues, guides all its employees in their daily work and makes the organisation accountable. It also protects the staff, including volunteers and trainees. It must be publicly available (on the organisation's website), clearly written and accessible and endorsed by all employees and management.

Developing & implementing the policy

- *A child protection policy should be developed together with children – or they should at least be consulted – they know what works and what doesn't for them;*
- *There is no single child protection policy that fits all cases – every organisation and project is different, so your policy needs to reflect these differences. Get inspiration from well-written documents, don't just copy them;*
- *Work with relevant staff in your organisation to ensure they take ownership of the policy;*
- *Be practical – think about what works in your organisation and focus first on the good practices already in place;*
- *Establish links with others working in the child protection system;*
- *Appoint trusted persons at different levels, not only among management;*
- *Make a child-friendly version of the document, and put it online too;*
- *A good child protection policy doesn't need to be very long;*
- *Review your policy on a regular basis – safeguarding children is not a one-time event, it's a process;*



- A child protection policy is not just a document – its principles must be an integral part of your organisation’s culture and be applied by all staff.

For more information: <https://ec.europa.eu/newsroom/just/items/666497>

Activity 2: Preventing violence at school

Understand the role of each actor in preventing school violence and to identify school violence prevention activities

Suggestions: Discussion

Initiate discussions with participants about the concept of prevention / prevention of school violence.

Tips for trainers: Guide the discussions, taking into account the following aspects: what does the prevention mean to them, especially prevention of school violence; how do I think prevention needs to be done in school; how should prevention be carried out (when? where? how? who? what is the role of each? etc.; when prevention in school is successful / less successful; what are the conditions to prevent violence in school.

Present information on the concept of prevention; conditions to prevent school violence

Resource sheet: Preventing violence at school

The prevention of violence involves the joint effort of all actors involved: children, parents, teachers, guardianship authority - the whole community and involves a set of policies, measures and techniques aimed at reducing violence. Prevention is considered effective when it empowers the child while also providing a safe, protective environment for development. Prevention programs can be effective when:

- Clear rules are established within an institution, which creates safety for both children/parents and professionals. Well-defined regulations provide an indicator for stability, especially when support and protection are needed. Rules are effective when areas of responsibility are clearly defined; there are spaces for discussion; transparency is ensured both within the institution and outside it; contributes to the formation of social skills; internal / external monitoring.
- They are primarily aimed at adults, both parents and specialists, so space will be created to better understand and clarify things related to raising and educating children. Only well-informed and motivated adults will be able to help children who are in stressful situations.
- Are made for a long period of time. Sporadic and inconsistent prevention activities are ineffective. Children need time, space and opportunities to understand each other, to learn how to control themselves, how to solve their problems, etc.
- Are carried out on several levels, with children, parents and specialists being approached directly at the level of the entire institution/community. It is necessary to consider all existing resources at all levels: personal, institutional, community.
- Do not start directly with problems, relying on criticism and blaming behaviour, but on the contrary, it is necessary to emphasize the positive aspects of prosocial life and its advantages.
- They are well-prepared institutions, with a clear prevention concept that meets the needs of children.
- Activities are carried out both for children who initiate violence and for children who are subjected to violence, the general public.

For more information: https://tdh.ro/en/activ-act-against-violence?fbclid=IwAR13QvPGT21LEI-tL6WSzIG98ItNysVfzE_1Rtw-KCe1rldEQd1VKqaituY

Additional resources:



1. *School-based violence prevention. A practical handbook*, World Health Organization 2019
<https://www.unicef.org/media/58081/file/UNICEF-WHO-UNESCO-handbook-school-based-violence.pdf>
2. *Writing safeguarding policies and procedures*, NSPCC learning at:
<https://learning.nspcc.org.uk/safeguarding-child-protection/writing-a-safeguarding-policy-statement>

SESSION 2: STEPS FOR CHANGE OF GENDER-BASED VIOLENCE AT SCHOOL

Activity 1: Several steps for change

Presentation and reflection

Resource sheet: If we want to change a social norm, we have to follow several steps:

1. Think about the social norm you want to change and try to change it directly.

● **Some rules can be transformed directly.** For example, let's say that students tend to ignore bullying, they think that many people bully others and that others think that it is ok. Informing people about what their peers do or don't do (e.g. most young people in our school have never bullied another young person) or think or don't think (e.g. most young people think bullying is offensive and not ok). By providing information that challenges what people believe to be true about an issue, we can change socially held beliefs.

● **Using influencers or those who have an impact on how people think.** These people can propose new ideas to a group that could be taken up by the group, and when enough people adopt the idea, that's when the change in social norms can occur. Work with influencers to promote messages about how much violence there is and how many people are affected and how often violence is not resorted to and spread the message.

● **Lobbying.** Create codes of conduct and display them on school premises.

● One way to do this is to focus on **changing social expectations**, publicize the change, and create new norms of behaviour.

● **Do your best to reach the hearts and influence the thinking of people** by giving them sound information and appealing to their sense of justice.

2. Work on changing attitudes and beliefs to change the social norm you want to change.

In this strategy, based on health models, we try to change attitudes and beliefs by informing people about the adverse effects of a certain behaviour and the benefits of avoiding this behaviour. For example, if people are taught that eating processed food every day is not a healthy habit, they may change their attitude and behaviour towards this consumption.

If enough people in a social group change their attitude toward a behaviour (eating processed food), then the norm will also begin to change. It works from the bottom up, involving children and young people from across the school, as well as teachers and administrative and management staff, coordinating activities wherever possible.

3. Try to change people's behaviours to change the social norm.

In this case, we use "structural interventions" to change people's behaviours or to create a framework where they are more or less easy to achieve. For example, if you make junk food more expensive, it becomes less affordable. Or if you change a school policy on cyberbullying, it becomes harder for young people to bully each other without being held accountable at school.

We can look at this in 2 ways: we can introduce measures to make things harder or punish negative actions, and/or we can come up with measures that support or reward positive behavior. For example,



one policy could have repercussions on online bullying and another policy could provide resources and opportunities for students to benefit from anti-bullying training.

Once people believe that change is in their best interest, have information from credible sources, and can think from the perspective of change, they are more likely to feel (both individually and collectively) that change is in their best interest. Collaboration generates energy and motivation, and people can then identify viable alternatives and pursue them together.

4. Create pro social or positive spaces.

Social norms influence behaviour. These can be positive or negative. We follow the rules because we want to win the favour of our peers, or we fear what they will think if we don't. Social norms emerge for many reasons and in many ways, but are related to who has power and influence, a culture's beliefs about gender and culture, and factual beliefs. Space is important and any change must correspond to space.

It supports safe spaces that encourage positive social influences and intergenerational responses that combat peer violence. Create a safe space where people feel welcome and not excluded, marginalized or abused. Create a space where people are welcomed, embraced, recognized and appreciated.

5. Focus on what works to change a behaviour.

Some authors suggest that getting people to change works best if you don't force the grade, but rather take the time to understand their perspective and what's holding them back from changing. Delineating barriers is essential. Once people collectively believe that change is in their best interest and have access to information from credible sources, as well as the opportunity to think through its implications, they are more likely to collectively and individually feel that change is in their best interest, identify viable alternatives and actively pursue them.

For more information: P. S. Lilleston, L. Goldmann, R. K. Verma & J. McCleary-Sills (2017) Understanding social norms and violence in childhood: theoretical underpinnings and strategies for intervention, *Psychology, Health & Medicine*, <https://doi.org/10.1080/13548506.2016.1271954>

https://childhub.org/sites/default/files/library/attachments/Shifting%20Norms%20around%20VAC%20in%20Schools%20Guide-%20REVIS-FINAL%20Participant%20Version_3Aug2021.pdf

Activity: 2 Creating a safe space

Describe the potential safe places at school

Suggestions: To describe the potential safe spaces (physically, emotionally, psychologically, socially and spiritually) in our school.

Materials: Panel paper, markers, random recycled objects in equal numbers for 5 groups (e.g., toilet paper roll, plasticine, cups, paper plate, containers, chopsticks, stickers), string (61 cm for each group), glue (x5), scissors (x5), scotch tape (30 cm for each group)

Ask participants: What steps can be taken in the classrooms and school to create a safer space?

Divide participants into groups. Provide each group with 7 – 10 recyclables, scissors, string, glue and tape.

Tell each group that they have 20 minutes to build a structure to represent a safe classroom with their materials. Ask them to name their class.

Be careful that, when they name it, it should be a valorising name, with a positive connotation. Invite them to ponder "What are the essential elements needed for a safe classroom? How do youth and adults in the classroom prevent and respond to violence? What resources are available (e.g. child protection tip box; list of safe places to report and who to contact)?".



After 20 minutes, ask each group to write down some of the most important parts of their structure on a flipchart sheet for 3-5 minutes.

After 5 minutes, invite the groups to assemble and each group to tour the gallery, visiting and discussing each of the classroom structures created.

Once the groups have visited all the structures, invite them into a circle, using the following discussion as a reference point:

- What are some ideas you've seen that you'd like to see implemented in your classrooms?
- What were some similarities between the classes? Differences?
- What can we do to make these safe classrooms a reality?

What resources do we already have to make this a reality?

- Who in our school and outside our school could we ask for help?
- Let's participants to know that in the next session they will make a Safe School Action Plan, so encourage them to keep thinking about what measures they would like to see implemented.

Activity 3: Developing a safe school action plan

Develop a safe and child friendly school action plan

Suggestions: Develop a safe school action plan to address harmful social norms and help create a safe school for young people. They will work in the same groups like in the previous session and then report the result in the following table:

	Actions that allow or encourage GBV in our school	What should be done to reduce them	Factors that can affect the implementation of an anti-violence policy in school
Students			
Teachers			
Administration			
Community			

Additional resources:

1. Shifting social norms to tackle violence against women and girls (VAWG), https://www.oecd.org/dac/gender-development/VAWG%20HELPDESK_DFDID%20GUIDANCE%20NOTE_SOCIAL%20NORMS_JAN%202016.pdf
2. Ending School-Related Gender-Based Violence A Series of Thematic Briefs, United Nations Girls' Education Initiative, UNGEI, 2019, <https://www.ungei.org/sites/default/files/2020-09/Ending-school-related-gender-based-violence-A-series-of-thematic-briefs-2019-eng.pdf>

SESSION 3: INTERVENTIONS IN SITUATIONS OF VIOLENCE IN THE SCHOOL ENVIRONMENT

Activity 1: Interventions in violent situations

Identifying the most frequent cases of violence and plan multisectoral interventions

Suggestions: Group work for identification and planning of the interventions

Together with the participants, identify the most frequent cases of violence between children and select a case to be analysed.

The participants form 2/3 teams and are encouraged for 30 minutes to establish the intervention scheme to better protect the child. Each stage will be written on an A4 sheet and they will show the links between the stages and between institutions from different sectors.



One team will present the results of the teamwork, and the other teams will complete with elements that were not mentioned. Each stage will then be analyzed, and trainer will provide additional information if needed.

Tips for trainers:

- When additional information will be presented, it needs to be correlated with the national normative framework and which documents need to be completed;
- If there is time, it would be good to do exercises on methods and techniques of working with children.

Presentation and reflection

Resource sheet: The multidisciplinary coordination mechanism (hereafter ‘Coordination Mechanism’) in Bulgaria

This mechanism, which operates at the municipal level, requires that a multidisciplinary meeting be convened within 24 hours in response to any report of violence against a child. Following the adoption of the Social Services Act, the Child Protection Act was amended to cover the Coordination Mechanism in Case of Violence and to stipulate that a multidisciplinary team should be created to provide protection for a child at risk of or victim of violence or exploitation.

The team must include the social worker from the Child Protection Department, who is in charge of investigating the initial alert and who must notify the multidisciplinary team members within 24 hours, setting a date and time for the team to meet. The multidisciplinary team includes representatives from the municipality authority and representatives from the regional department of the Ministry of Interior MOI. Depending on the case, the team may also include representatives from the regional directorate of the Ministry of Health, the child’s GP, or a representative from the relevant hospital department; representatives of the regional education inspectorate of the Ministry of Education and Science MOES, the principal of the child’s school and the child’s teacher; a representative from the Local Commission for Combating Juvenile Delinquency; a regional judge or regional prosecutor; a specialist from the relevant social service or the manager of a residential social service if applicable.

The mayor of the municipality supports the coordination of the activities of the multidisciplinary team. The multidisciplinary team develops an action plan to protect the child or prevent violence, outlining the health, social and education services required for protection and rehabilitation.

For more information: UNICEF (2020) Study on Violence against Children in Bulgaria <https://www.unicef.org/bulgaria/media/10841/file/BGR-VAC-Research-volume-2.pdf>

Activity 2: Reflect and share

To reflect on the strengths, challenges, and budding ideas from the workshop

Suggestions: *Rose, Bud, Thorn (adapted from Currie, et al., 2019)*

Before the activity starts: Take 3 different colours of paper, and in advance of the activity, cut out ‘roses’, ‘thorns’ and ‘buds’. Make them large enough that people can write ideas on them.

During the Activity: This activity will guide you through the following steps:

1. **WHAT:** Summarize your successes, challenges and key learnings into a few key messages.
2. **WHO:** Decide who needs to hear these key messages.
3. **HOW / WHERE / WHEN /:** Plan for the best creative method to share these key messages, including a forum for discussing next steps.
4. **SHARE!**

Part A) WHAT: Summarize your successes, challenges and learning into a few key messages



1. Explain to the group that they will be exploring 3 categories through the metaphor of a rose - successes (roses), challenges (thorns) and key learnings (buds). The activity is described below as a paper-cutting activity, but you can also do this through drama, song, poetry or another art form of your choice.
2. Take some flipchart paper and cut out a rose bush - just a few branches coming up from the ground. As a group, you will add roses (successes), thorns (challenges) and buds (learning) with a brief written description of each one.
3. Questions to guide each category are the following: ROSES - Success: What went well? What are you most proud of that your group has accomplished? THORNS - Challenges: What challenges did you face along the way? Who were these experienced by the most? What did you do to try to deal with these challenges? BUDS - Learning: What did you learn from this training? What would you do differently next time? How could you plan for and deal with the challenges next time? What opportunities have come up through the training? What possibilities need growth and nurturing?
4. Once you have brainstormed all of your roses, thorns, and buds, summarize these into the key messages that you can share with your school and community.

Part B) WHO: Decide who needs to hear these key messages.

Work together as a group to explore who you may want to share your learning with? Who might benefit from and/or want to learn more? How could the information support future decision-making?

5. Who would benefit from learning about this?
6. Who needs this information for their work with young people?

Part C) HOW / WHERE / WHEN: Plan for the best creative method to share these key messages, including a forum for discussing next steps.

1. What is the best format for sharing the key messages (written, in person, creative)?
2. What creative methods could we use to share this information?
3. Are there any existing school meetings or forums where you could ask to present?
4. Are there online communities that would be interested in learning about some of the actions you have taken in your schools?
5. Look at your various audiences and ask, 'will we need to develop a few different sharing methods to reach each audience in an effective way?'

Additional resources:

1. Multiplier Collaboration Prevention Tool, <https://www.who.int/docs/default-source/documents/child-maltreatment/collaboration-multiplier-tool.pdf>
2. Protocol on the procedure in case of abuse and neglect of children Croatia [https://mup.gov.hr/UserDocsImages//dokumenti/red_button//PROTOCOL%20ON%20THE%20PROCEDURE%20IN%20CASE%20OF%20ABUSE%20AND%20NEGLECT%20OF%20CHILDREN%20\(2\).pdf](https://mup.gov.hr/UserDocsImages//dokumenti/red_button//PROTOCOL%20ON%20THE%20PROCEDURE%20IN%20CASE%20OF%20ABUSE%20AND%20NEGLECT%20OF%20CHILDREN%20(2).pdf)
3. Procedurii de organizare instituțională și de intervenție a lucrătorilor instituțiilor de învățământ în cazurile de abuz, neglijare, exploatare, trafic al copilului. https://mecc.gov.md/sites/default/files/procedura_de_organizare_institutionala_si_de_interventie_a_lucratorilor_institutiilor_de_invatamant_in_cazurile_de_abuz_neglijare_exploatare_trafic_al_copilului.pdf



6. MANUAL FOR STUDENTS

The Manual for school students includes 3 modules:

- Development of a protective and safe school Environment
- Social and gender norms
- Steps to organize a youth activity.

Each module has a summary explaining logic of the topics, objectives and expected results. A description of the modules provides information about itinerary, topics of the 2 or 4 sessions (a total of 10, 16 hours) time of duration and materials. The sessions include a set of suggested activities for trainers, tips, resources sheets and additional information. There are comments about age appropriateness of the suggested activities. Each module has a feedback form (Annex 7.1) measuring children's satisfaction and changes in their knowledge.

The trainers could use the activities or choose other ones which are more appropriate for the group and to use extra ice breakers to help people to get to know each other, energisers to increasing energy and motivation of participants and exercises helping people think through issues and can help to address problems. The trainers could adapt the time for implementation of the activities depending on specifics and age of the participants. Additionally, they can develop Power point slides and to prepare handouts for enable implementation of the learning strategies.

6.1. MODULE: 1 DEVELOPMENT OF A PROTECTIVE AND SAFE SCHOOL ENVIRONMENT

Summary of the module: The module puts the training in the context of the project and present the whole programme and approach. It provides a background information for the training, introduces key ideas and gives participants the opportunity to explore them with one other. This module focuses both on binding the group and providing an understanding of the main concepts. The main sessions are related to the work in a team and at the same time understand the concept of the rights and safe and friendly school. The idea is to identify the level of child friendliness in their school and to start thinking about changes in the school environment.

The module is adapted from ACTIV's CAB.³³

Objective: To provide knowledge and skills of the youth leaders to: work in a team; understand the rights of the child; change the school environment

Expected results: At the end of this module participants will have knowledge and skills to:

- Work in a team
- Acknowledge children' rights
- Understand child-friendly school concept
- Become aware of the need for change in the school environment

What's included in Module 1: Development of a protective and safe school environment	Time
Session 1: Strengthening the team	90 min
Activity 1 <i>Introduction</i>	10 min
Activity 2: <i>Human bingo</i>	40 min
Activity 3: <i>The contract in your hand</i>	40 min
Session 2: Working together	90 min

³³ https://www.tdh.ro/sites/default/files/2022-09/Metodologie%20Child%20Advisory%20Board%20-%20ACTIV_.pdf



Activity 1: Group drawing	90 min
Session 3: The rights of the child	90min
Activity 1: Concept of the child rights	30 min
Activity 2: Helping hand	60 min
Session 4: Child-friendly and Safe school	90 min
Activity 1: Friendly school	60 min
Activity 2: We take the temperature 13 of the school climate	30 min

Materials: Video projector, Power point slides, post-it notes (or badges), flipcharts, markers, A4 sheets, crayons, glue and scissors.

SESSION 1: STRENGTHENING THE TEAM

Activity 1: Introduction

Welcome, administrative details, general aspects about the project

Suggestions: Introduce the trainer and welcome participants. Provide some context for the training and explain the main objectives. While explaining the context, you could refer to youth participation in ensure friendly school environment. The project envisages organizing group activities with young people (1 group of min. 10 persons/ school) to develop and organize their own interventions/initiatives targeting their parents, or teachers, peers and the local community. Young people will be supported in this process by the facilitators and the trainers, as well as by parents who will be invited to join them at several meetings. The child-led initiatives will take different forms, from live libraries, social theatre play to short movies, painted wall. Youth leaders will be facilitating these meetings and organize them towards working together on understanding the strengths and challenges of youth’s daily lives, and then plan and implement projects to promote positive behaviours and gender equality.

Activity 2: Human bingo

Introduce and connect each other

Suggestions: Human bingo:

Give each participants an icon card

FIND SOMEONE WHO

FIND A DIFFERENT PERSON FOR EACH BOX.
CAN YOU GET A BINGO OR A BLACKOUT?

Has had a broken bone.	Has been out of the country.	Went to a National Park this summer.	Has a little sister.	Has a pet that is not a dog or cat.
Can play a music instrument.	Wears the same shoe size as you.	Can speak two languages.	Favorite food is pizza.	Is left handed.
Was born the same month as you.	Went camping last summer.	Wearing mismatched socks.	Can whistle.	Has read all of Harry Potter.
Plays a sport.	Has a big brother.	Has pierced ears.	Favorite color is red.	Likes to eat sushi.
Has dyed their hair.	Has been on a rollercoaster.	Has been in a parade.	Can curl their tongue.	Can do a cartwheel.

papertraildesign.com



Explain to the participants that when the START signal is given they will start searching for information. So that in each square write the name of the person who corresponds to the statement written there. This requires each participant to interact and ask the people in the game if they match the characteristics on the sheet.

Communicate that each person's name can only be entered once.

There will be an emphasis on speed, so the first person to complete the form will shout "Bingo" and the shock will stop.

- The content of the sheet is recommended to be adapted to the group, so that things that suit this group are included.
- If there are more icons than participants in the sheet, you can change the task. For example, to complete the diagonals.

Activity debriefing

1. How do you feel?
2. What are the interesting things that you found out?

Note: This exercise could be used successfully for different age group of children. However, if in the group most of the children are under 14 years old the statements in the Bingo cart could be adapted.

Activity 3: 'The contract in your hand'

Create and agreed on the group rules

Suggestions: Group rules

Stage A

1. Propose to the participants the rules/guidelines that will facilitate the activity in your team. Explain to participants that these lines are already with them. And that's the best part about these lines – the fact that it's already in their hands.
2. Show participants your own hand and explain the meaning of each finger: Resource sheet **The contract in your hands**
3. Ask the participants if they would like to change some of the rules explained above that would help the team work even more, and by mutual agreement you could make this change.

Stage B

1. Have the participants sit around the paper-covered table;
2. It will be ensured that the paints of different colours are placed on the table in such a way that they are accessible to all;
3. To start, each participant will draw his/her two initials (touching the edge of the sheet) with a coloured pencil and with as large characters as possible. The drawn initials will overlap each other, thus creating an abstract drawing;
4. Participants will colour their palms with gouache and place them over their initials. Make sure they each have access to wet wipes to wipe their hands afterwards;
5. At the beginning, work is done individually and in silence (everyone must concentrate on the activity);
6. After a certain time, in the next stage, the participants will add details and elements that they think would characterize their team;



7. When the composition is finished, each participant can write on a piece of paper a title or a word that comes to mind in relation to what they see. Finally, all the written proposals will be collected and a text will be drawn up, using these words or phrases.

Tips for the trainers:

The activity on the collective work will be preceded by a collective discussion. Writing the initials and placing the palms on the paper will allow the participants to leave their marks and assert their individuality within the collective.

This dichotomy of the individual asserting himself, but at the same time, creating relationships with others will be felt throughout the activity. The whole process emphasizes two specific moments of the socialization process – self-affirmation, within the group and the creation of relationships that lay the basis for cooperation. Another important aspect is the establishment of solutions, in order to widen the range of possibilities. Some feel very well during this exercise, others less well. It is important to make observations on behaviours and discuss these moments during feedback.

Note: This exercise could be used successfully for different age group of children. However, if in the group most of the children are under 14 years old the trainers could consider using only stage A.

Resource sheet: The contract in your hands

We want to review some simple expectations that – if respected – will allow each of us to have the best possible experience in our team. There are some guidelines/rules for the efficient operation of our board and to ensure a friendly and open atmosphere. **It's a contract in our hands.**

Don't worry, it's not a trick – they are just guidelines that everyone can follow, guidelines that will guide us to become a great team. You know the best part about these rules? Everything is already in our hands.

THE PINKY FINGER: SAFETY

The little finger is the most vulnerable. It's not as strong or as nimble as the other fingers, but without it it's much harder to use our hand. You might not realize it, but the other fingers are always there to protect him. With this in mind, the little finger reminds us to always keep safety on our minds and we are always working to keep things safe. Safety is not just physical, although that is very important. Emotional safety is just as important to all of us as our physical safety – we want to strive to create an environment where every member of the group feels comfortable and safe. What does safety mean to you?

THE RING FINGER: COMMITMENT

This finger is where people in many cultures traditionally wear their wedding rings. The ring is worn as a symbol of commitment to a partner, and commitment is what we want to emphasize here. By joining this group, you are making a commitment to the other members of the group. You commit to becoming a useful member of the group, even in difficult times. You are also making a commitment to yourself to participate in something that has the potential to help you grow. What does commitment mean to you?

MIDDLE FINGER - RESPECT

In many cultures, giving someone the middle finger is a serious sign of disrespect! This third finger reminds us how important respect is in a group. To get the most out of this experience, you must respect the other members of the group, even if their ideas, personalities, bodies, families, and/or culture are different from yours. You have to respect yourself by keeping your body healthy and your mind focused on activities and fun. And respect your own intelligence and ideas – if you have an idea



that you think could help the group, please share it! Respect for group leaders is also important, they give their time to help you become the best person you can be. What does respect mean to you?

POINTER FINGER: RESPONSIBILITY

The index finger is the finger that many people around the world use to point at something or someone. Point your index finger towards you. The person you are pointing the finger at right now – you – is the one most responsible for you! When you are in a group, you have to be responsible for yourself. This means that you are accountable to the group for what you say and do. Now point your index finger at someone else. Look at your hand... how many fingers are pointing back at you right now? Probably the other three, out of the palm of your hand, are directed at you. This shows that if each of us is responsible for what we say and what we do, the whole group will benefit from it. What does responsibility mean to you?

THE THUMB: FUN

For us, the thumbs up ... and that means it's okay to have fun! We believe in fun so much that we make it one of our rules, right next to things like safety and respect. We want you to bring a positive attitude to the group every time you come. If you're having trouble being positive, try letting one of the group members cheer you up. Remember, there is enough fun in your group to improve any negative feelings. Even if you have a difficult time in the group, it is often a positive attitude that helps people overcome challenges and enjoy success on the other side. What does a positive attitude mean to you?

Adapted from Facilitators manual guidelines to enhance child participation and work with youth on child advisory boards; written within the framework of the **Away** project, 2018, <https://childhub.org/en/child-protection-online-library/facilitators-manual>

SESSION 2: WORKING TOGETHER

Activity 1: Group drawing

Get the participants to work together

Suggestions: Group drawing

Divide your group of participants into teams of three.

Each person on the team has a one of the following roles:

- **Drawer.** The drawer attempts to recreate a pre-drawn design they cannot see. They take directions from the talker. They stand with their back to the talker and viewer and may not talk.
- **Talker.** The talker describes the design to the drawer, without seeing the design. They may question the viewer. They may not use hand gestures.
- **Viewer.** The viewer sees the design. However, they are not allowed to talk and must communicate nonverbally to the talker. Additionally, they must not draw the design in the air or actually show the design with their gestures.

Note: This exercise could be used successfully for different age group of children.

Additional resources:

1. 100 ways to energise groups: Games to use in workshops, meetings and the community <https://www.ndi.org/sites/default/files/Energisers.pdf>



SESSION 3: THE RIGHTS OF THE CHILD

Activity 1: Concept of children rights

Journey into Child rights world

Suggestions: Journey

Children are divided into groups of 3-4 using various methods: they extract one candy from a bag and then divide into groups according to the colour of the candy wrapper; by completing 3 or 4 simple puzzles (of 4 pieces). Each child draws a puzzle piece, then looks for classmates whose pieces their piece matches; by drawing a plastic plug of various colours from a bag, then matching the groups according to the colours; the classic method: apples-pears-walnuts-hazelnuts.

Note: Choosing which method to use depend on the age of children

The preamble is made: the facilitator tells the children that they will embark on a journey into the real world, where they will discover the rights of the child. Initially, make sure they know what a child means in the UN sense: "any person under 18 years of age". You can tell them that although coming of age is legislated in different cultures at different ages (you can give them examples), the UN defined a child as "any person under the age of 18" to ensure that adults support children around the world according to their particularities their development and not the culture of the place. On this trip, children will take with them a backpack containing everything they need during the trip.

Each group receives a bag/backpack full of tickets. On each note is written a right of the child, as they appear in the Convention on the Rights of the Child.

The groups are asked to read the notes carefully and discuss among themselves what each note refers to (possibly giving examples so that peers understand better). Allow the children 10-15 minutes for this activity.

Then the facilitator tells them that the road is difficult. They had a hill to climb and can't carry the whole backpack, so they are asked to give up 5 tickets. Give them 5 minutes to debate which tickets to give up described in the UN Convention.

Take a tour of the room, where the groups take turns saying which tickets they gave up, possibly why they chose those tickets.

Then you tell them that the sun is hot, they've been climbing for a few hours and they're even more tired. Ask them to give up 5 more tickets. Give them 5 minutes to debate, then go around the room again.

Then you tell them that night has come, it's cold and they have nothing to light the fire with. To give up 5 more tickets. Tour the gym as before.

When they return from their trip, they have to pay "customs". You, at random or on purpose, take a few more tickets. Leave one right to one group, 2-3 to another group, and to another group you cannot take "customs" at all.

At this point, children are left with only one right (maximum 3). Ask them to say what they think of the right they are left with, then initiate the discussion about how they (emotionally) experienced the exercise.

- *How did they feel when they had to give up their rights?*
- *when was it more difficult? First time? Second? The third time or when they have simply had their rights taken away by someone they should have trusted (the adult next to them).*
- *How did they feel when they saw that they were left with only one right?*
- *Which rights, among those on the tickets, do they consider to be respected and which are not?*
- *Who has to fight for their rights?*



- What can they do to protect their rights?
- What can I do when I see a violation of the rights of a child nearby?
- How do they think they can take adults as allies?

Trainer continues with input: how important ALL rights are, taken as such, and how we should fight for global respect for children's rights. Emphasize that every child has these rights simply because they are children, and not because of things they do or because of the place or family they were born into. Draw the children's attention to the fact that a society in which the rights of some children are not respected and those of others are not a fair society, but a society in which at any time, for one reason or another, arbitrarily, you can pass from one category to another. That is why it is important that we all fight for ALL the rights of ALL children to be respected.

End the exercise with a joint poster made by the children. Name the poster: A HELPING HAND. On an A4 sheet, everyone should draw the outline of their hand, then, on each finger, write a person they could turn to when they find that a right is being violated for them or another child around them. It is good for each child to write the name of the one they are based on as concretely as possible. The purpose of this closing exercise is to end on an optimistic note, so that the children leave the activity with the idea that they can and must do something when a right is violated and not with the idea that the world is a bad place, where your rights are violated and you can't do anything, because everything depends on what others do and not on you.

Resource sheet: Children' rights

The right to life.

The right to identity (name, citizenship, to know my parents).

The right to grow up with my family.

The right to find out information about family members that I was separated from for some reason.

The right to family reunification.

Freedom of expression (to seek, receive, disseminate information and ideas of any kind).

Freedom of thought, conscience and religion.

Freedom of peaceful association and public assembly.

The right to privacy (non-interference in private life) and access to appropriate information through the media.

The right to social protection (need for foster care, adoption).

The right to special protection (in case of disability).

The right to receive help from the state if the parents cannot provide for my well-being.

The right to health care.

The right as a child refugee to be equal to those who are nationals of the host country.

The right to dignity.

The right to autonomy.

The right to active participation in decisions that concern me.

The right to education.

The right to compulsory and free primary education.

The right to use my mother tongue, to be raised in the cultural values of the minority to which they belong.



The right to leisure and recreation.

The right not to be exploited economically/through labor.

The right to be protected against human trafficking (kidnapping, selling).

The right not to be sexually exploited/abused.

The right to be protected against the use of harmful substances (narcotics, etc.).

The right not to be subjected to torture, punishment or cruel treatment.

The right not to be sentenced to capital punishment or without the possibility of release.

The right not to be unlawfully or arbitrarily arrested, detained or imprisoned.

In case of detention, the right to be treated with humanity and to have access to immediate legal assistance.

In case of armed conflict, the right not to participate directly in hostilities.

The right to be granted physical and psychological assistance if I have been the victim of negligence, ill-treatment, cruel punishments or torture.

The right to the presumption of innocence

For more information: Convention of the rights of the child, <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

Activity 2: Helping hand

Encourage young people that they can and must do something when a right is violated

Suggestions: Helping hand

Write the following statements on post-its (or labels):

- 1. Children have the right to associate with others.*
- 2. Every child has the right to fine toilet paper.*
- 3. Children who come into conflict with the law will benefit from special legal assistance.*
- 4. Children have the right to practice their own religion.*
- 5. Every child has the right to adequate and healthy food.*
- 6. No child should clean his own room.*
- 7. No child should be a victim of sexual abuse.*
- 8. Children have the right to eat food with low nutritional value.*
- 9. Children with disabilities have the right to special care.*
- 10. No child shall work.*
- 11. Every child has the right to medical care.*
- 12. Children have the right to information.*
- 13. Children who have no brothers or sisters are entitled to special protection.*
- 14. Children have the right to express their own opinions.*
- 15. Orphans have the right to special protection.*
- 16. Every child has the right to have a funny neighbour.*
- 17. Cute children are entitled to special treatment.*
- 18. No child should be subjected to abuse.*
- 19. Children have the right to nickname each other.*



20. Every child has the right to have breakfast in bed.

21. Every child has the right to play.

22. No child should be subjected to the horrors of war.

23. Every child has the right to education.

24. No child should wash dishes.

The children take turns, take a post-it note from the bowl, read it aloud and stick it on the corresponding poster ("true" or "false"). Ask the children to justify their choice.

If you don't have time to prepare the tickets, the game can also be played by designating two corners of the room: in one place on the floor or on the wall an A4 sheet that says TRUTH, in the other corner place an A4 sheet on the floor or on the wall on which you write FALSE.

Read the statements aloud one at a time infrequently and let the children place themselves in the appropriate corner. If some consider the statement true and others false, talk to them, have them justify their choice. Since it refers to an official document, there are practically no statements that are true from the point of view of some and false from the point of view of others. Continue the discussion and reasoning until all the children are seated in the same corner. Only then can you move on to the next statement.

Note: This exercise could be used successfully for different age group of children. However, if in the group most of the children are over 14 years old the trainers could use another exercise like 'We have a message for you'.

Suggestions: We have a message for you

1. The participant is divided into groups, 3-4 participants per group.

2. The trainer gives a sheet of paper to each group: on one side, the fundamental human rights are listed; on the other side, a table with the several categories to help develop the project: title; logo; place; objectives; target; implementation; impact.

3. The group has time to create the project.

4. The group presents the project to the whole class.

Tips for trainers:

Trainer prepares the group to the topic of fundamental human rights, explaining the main milestones to their development.

Participants:

Participants can propose topics that are close to their realities.

Evaluation: At the end of the activity, the following questions are used to evaluate the activity:

- Did you enjoy working in a group?
- What were the difficulties?
- Did you learn new things?
- What did you like best?
- What did you like the least?
- What will be the impact that you would like to see?



Additional resources:

1. United Nations. 1989. *Convention on the Rights of the Child*. Treaty Series 1577 (November)
2. *Convention on the Rights of the Child, Child friendly version*, <https://www.unicef.org/romania/documents/convention-rights-child>
3. *Realising children's rights. A training manual for care professionals working with children in alternative care* <https://www.sos-childrensvillages.org/getmedia/94064fdf-41dd-4ca5-94fc-fac167857c2c/Realising-Childrens-Rights-Training-Manual-ENG-web.pdf>

SESSION 4: CHILD-FRIENDLY AND SAFE SCHOOL

Activity 1: Friendly school

Identify conditions and principals for a friendly school

Suggestions: Friendly school

1. Ask the participants to think for a few minutes (2-3 min.) about the elements that make a child-friendly school.
2. Give each participant an A4 sheet and make sure that all participants have access to pens and pencils.
3. Each participant will draw a friendly school using as many elements as possible suggestive. Set working time: 10 min.
4. At the end of the time, propose to the participants to form groups of 2 people each. Give each group an A4 sheet, scissors and glue.
5. Within the group, each participant will present his product. Afterwards, they will cut out from their sheets those elements that they consider relevant to their friendly school. Then these elements will be glued, but taking into account the fact that all elements must fit within the limits of the new A4 sheet received.
6. At the next stage, join 2 groups and repeat the task. Give each newly formed group an A4 sheet.
7. Depending on the number of participants, you can continue by merging groups, or if the number of participants is small, you can merge all groups. Provide an A4 sheet and ask them to keep the elements they consider relevant from the individual collages to A4 size.
8. When the time expires, the participants present their product and tell about the process of creation.

Tips for trainers:

Adapt the time to the needs of the group. If the group still needs time to carry out teamwork activities, it is advisable to increase the time for group work.

Activity debriefing:

- What was it like to draw a friendly school?
- What are the elements of a friendly school?
- What was it like to work in a team?
- When did the process go faster and when slower?
- What did you notice during the exercise?
- What obstacles did you encounter?
- Are there elements from each participant in the large group product? What do you think is the cause?
- What is the function/role of a student-friendly school?



- What positive things are already happening in the school?
- What things could be improved in the school?

At the end of the activity, present the information about a friendly school from.

Note: This exercise could be used successfully for different age group of children. However, if in the group most of the children are under 14 years old the trainers could use exercise till step 5 and adapt questions for debriefing.

Resource sheet: What is a friendly school?

'Child-friendly schools are a means of transporting the concept of Child Rights into classroom practice and school management... it is made up of the following five dimensions:

- **Proactively inclusive**, seeking out and enabling participation of all children and especially those who are different ethnically, culturally, linguistically, socio-economically, and in terms of ability;
- **Academically effective** and relevant to children's needs for life and livelihood knowledge and skills;
- **Healthy and safe for**, and protective of, children's emotional, psychological, and physical well-being;
- **Gender-responsive** in creating environments and capacities fostering equality; and
- **Actively engaged** with, and enabling of, student, family, and community participation in all aspects of school policy, management and support to children.

In principle, all programmes recognize these five dimensions as necessary and mutually reinforcing conditions of CFS success. A school is child-friendly where all of the elements are addressed, and the ability to be child-friendly on each dimension is enhanced by action on the others.'

The purpose of a CFS model is to move schools and education systems progressively towards quality standards, addressing all elements that influence the wellbeing and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process.

Quality standards should make it possible for all children to access school, survive from grade to grade and complete the cycle on time; they should also provide an enriched educational experience through which students can thrive, develop and achieve their full potential. To this end, CFS models are concerned with harnessing the full involvement and support of all parties in a position to facilitate children's right to a quality education. These parties, or 'duty bearers', include parents, communities, teachers, school heads, education planners and civil society groups, as well as local and national governments and their external partners. Their involvement enables schools and education systems to provide the conditions and resources necessary for achieving the quality standards CFS models envision.

As for scope, CFS models embrace a concept of quality that goes well beyond pedagogic excellence and performance outcomes. The focus is on the needs of the child as a whole, not just on the 'school bits' that educators traditionally feel responsible for. The scope of a CFS model includes multidimensional coverage of quality and a holistic concern for the child's needs.

For more information: UNICEF. (2006). Assessing Child-Friendly Schools: A guide for programme managers in East Asia and the Pacific, Bangkok: UNICEF East Asia/Pacific Regional Office. <https://unesdoc.unesco.org/ark:/48223/pf0000146823>



Activity 2: We take the temperature of the school climate

Identify the level of child-friendliness

Suggestions: Questionnaire on measuring the school climate

Read each sentence and decide how well it describes your school (don't forget to consider all members of the school: students, teachers, administration, others).

1 – no/never; 2 – rarely; 3 – often; 4 – yes/always

At the end, calculate the total to determine the school's final score.

1. My school is a place where all students feel safe.
2. All people in my school (students, teachers, administration, staff) are not discriminated against regardless of lifestyle, way of dressing, association with certain people and extracurricular activities, etc.
3. My school ensures equal access to everything that happens in the school for all students.
4. Everyone in my school will oppose discriminatory or demeaning actions, information or remarks in the school.
5. When conflicts arise, we students try to resolve them in a non-violent and cooperative manner.
6. In disciplinary matters, all are given fair, non-discriminatory, impartial treatment in the determination of their guilt and the apportionment of sanctions/consequences.
7. In my school, all teachers react equally effectively in cases of violence between students.
8. My personal space and belongings are respected.
9. All students, teachers, staff from diverse backgrounds and cultures are accepted in my school.
10. Everyone in my school has the opportunity to participate in decision-making in all matters concerning school life.
11. In my school there are customs and traditions shared by all, which make us feel good in the school premises.

The "temperature" in degrees for my school

Tips for trainers:

1. Ask the participants to assess the situation in their school in terms of a friendly school, i.e. to "take the temperature of the school climate" by completing the questionnaire above (11 sentences *4 point each= 44 degrees - Maximum possible temperature)
2. To make it easier for them to work, they can divide into groups of 3-4 people.
3. Prepare for discussion with participants by drawing a scale from 1 to 4 on the board or a large piece of paper.

Activity debriefing:

Discuss the data from the questionnaires. You can be guided by the questions below to move from analysis:

- In which areas does our school seem to have better indicators?
- In which areas do they seem to be more problematic? Which of these areas are you particularly concerned about?
- You or one of your peers contributed in some way to the construction or continuation the existing climate? – For example, acting or not acting in certain ways – ignoring abuse or not reporting certain incidents.



- What needs to be done to improve the climate in our school? What actions can you and your group take to create a safer and friendlier environment where human values are promoted and behaviour in the spirit of respect for human rights is practiced?

Note: This exercise could be used successfully for different age group of children. However, if in the group most of the children are under 14 years old the trainers could adapt the sentences.

Additional resources:

1. UNICEF (2009), *Child friendly school for life*, <https://www.youtube.com/watch?v=6ksFagtQEK4>
2. *Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School* U.S. Department of Education available at <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>
3. *Save the children (2008), Evolving Child-friendly Schools through child-led processes*, <https://resourcecentre.savethechildren.net/pdf/3137.pdf/>

6.2. MODULE 2: SOCIAL AND GENDER NORMS

Summary of the module: This module focuses on providing an understanding of the main concepts social and gender norms and their relations with violence at school. In this sense, it is of essential importance to give young leader the opportunity to understand that this is a process starting from knowing social and gender norms, and later exploring conditions and school environment, identification of violence, its forms and reasons. It is important for youth to become aware that their beliefs, attitudes, and values often influence behaviour, but sometimes in complex ways. The behaviour is also influenced by how peers behave and how they think they should behave, because of the social nature. The understanding of social and gender norms is a basic precondition in the process of change.

The module is adapted from REVIS project’s Manual on Shifting Norms around Violence in Schools.³⁴

Objective: To provide knowledge and skills of the youth leaders to: Exploring the context and understand the social and gender norms

Expected results: At the end of this module participants will have knowledge and skills to:

- Understand social and gender norms
- Make distinguishes between harmful and positive norms
- Become aware of creating change.

What’s included in Module 2: Social and gender norms	Time
Session 1: Studying social and gender norms in school	90 min
Activity 1: Setting a norm agreement together	45 min
Activity 2: What are social and gender Norms	45 min
Session 2: Norms, violence, school	90min
Activity 1: Who influences us and how	30 min
Activity 2: Identifying and disrupting harmful social and gender norms	30 min
Activity 3: Ball of yarn: web of society	30 min
Session 3: Changing social and gender norms in school	90 min

³⁴ <https://childhub.org/en/child-protection-online-library/shifting-norms-around-violence-schools-guide-trainers-and-facilitators-working-children-and-young-people>



Activity 1: <i>How can we create social norm change</i>	15 min
Activity 2: <i>Supportive norms: vision collages</i>	60 min
Activity 3: <i>Help bystanders know what to do</i>	15 min

Materials: Video projector, Power point slides, post-it notes (or badges), flipcharts, markers, A4 sheets, crayons, glue and scissors, 2 ball of colourful yarn (2 different colours), collage materials: e.g., magazines, newspapers, coloured paper, small leaves, flowers or other natural materials, markers, enough for each child

SESSION 1: STUDYING SOCIAL AND GENDER NORMS IN SCHOOL

Activity 1: Setting a norm agreement together

Understand social and gender norms

Suggestions: Norm agreement

1. Invite participants to come together in a circle, at an appropriate physical distance.
2. Explain to young people that the purpose of your group is to explore social norms that are related to violence against young people in school and work together to create a strategy or project to make their school safer.
3. Explain how often you will meet, set a regular and convenient time for your meetings.
4. Share with young people that some of the discussions you will be having might be difficult and that you and others are available to support them, should they need to talk more about their feelings. Share phone numbers and other contact details for support people.
5. Facilitate a group discussion. Ask young people to share some common social and gender norms they see in their school. For example, girls use the girl's bathroom and boys use the boys' bathroom, or students raise their hands if they want to ask a question or share a thought in class. Explain that this is the expectation or the norm, and ask young people what they think makes this a social norm? What do they think would happen if they went against this norm? Why do they think norms are important? And when can norms be challenging?
6. Invite participants to share important social and gender norms for their group to feel safe, supported, and able to engage and share their ideas together. Please note: This activity will help participants to begin to name social norms, and will also help facilitators work through with participants what social norms are and what they are not.
7. If young people are struggling for ideas, share a few examples (e.g., we all have valuable ideas to share, listen actively, put cell phones on silent during meetings, respect each other's time and ideas, don't share information outside the group that is not yours to share, have fun!).
8. Ask for a representative to write down the group's ideas on a flipchart paper with coloured markers.
9. If all participants are in agreement, invite participants to take turns signing the agreement (each using their own sanitised marker).
10. You can hang the Norm Agreement in your group meeting spot or bring it to meetings to be on display.

Note: This exercise could be used successfully for different age group of children. However, if in the group most of the children are under 14 years old the trainers could use the exercise *Establishing group norms*.



Suggestions: Establishing group norms

1. Divide participants into small groups of four to six. Ask each group to do the following:

- Reflect on how we have traditions that inform how we behave and interact on special occasions such as weddings, funerals, religious and cultural festivals. Choose one of these occasions and make a list of behaviours that are acceptable/unacceptable at that time.
- Imagine someone is visiting your school, from a completely different place who does not speak your language or know anything about your culture and education. You do not want that person to be embarrassed by behaving inappropriately.
- Think about how you will show the person what is acceptable and what is not acceptable behaviour.

2. Ask group members to role-play the occasion they have chosen, without speaking. Ask one member of each group to visit a neighbouring group.

3. After a few minutes, bring the whole group together into a talking circle and ask them these questions:

- How easy is it to identify and demonstrate these 'rules'?
- Why do these 'rules' for special occasions exist?
- What benefits come from having these 'rules'?
- What happens if someone breaks these 'rules'?
- What might happen if we had no 'rules' to follow at these special times?

Adapted from: UNICEF (2021), *Communities – Care*, <https://www.unicef.org/media/104221/file/Communities-Care-Part-1-Social-Norms-Training-Toolkit-2021.pdf>

Presentation and reflection

Resource sheet: Social norms

What are social norms?

Social norms are rules of action shared by people in a group, they define what is normal or acceptable behaviour for members of the group.

We live within social structures which we shape and are shaped by us. The social and gender norms that influence behaviour within these social structures dictate a lot of individual behaviour. These behaviours and norms are malleable.

We can think of social norms like the expectations that others have of us, or the expectation we think they have of us. Social norms refer to the unspoken rules in our groups or community, that people think are acceptable or unacceptable. Social norms refer to what is 'normal'. For example, when a person sneezes, social norms influence you to respond in a certain way, this might be by saying "Bless you". In your school people may decide not to report when they see a child picking on another child because they say "everyone does it". How you respond is influenced by the social norm in your group or community.

How are social norms connected to my attitude?

People make decisions and behave a certain way because of a mixture of personal attitudes and viewpoints, beliefs about facts, norms and social expectations. Your attitudes are personal, they are based on how you believe you should act. Your attitudes often impact your behaviour. **A social norm is what you believe other people think you should do.** For example, it may be your personal attitude that you do not like to smoke, but the social norm might be that your friends expect you to smoke.



What are gender norms?

Our beliefs, attitudes, and values often tell us how we should behave, but sometimes in complex ways. The way we behave is influenced by our beliefs, values and attitudes, but it is also influenced by how our peers behave and how we think they think we should behave. We are social creatures and our pull to follow social norms are often stronger than our beliefs and attitudes. These are also learned behaviour. This is true also of gender norms, beliefs and attitudes.

Violence against young people is related to social, gender and cultural norms. “Gendered behaviours can shift before attitudes consciously do, and vice versa”. A common way that we see gender norms is when people encourage aggressive displays of males over females and might-is-right approaches. Gender norms often develop over time in subtle, persistent and almost imperceptible ways.

https://childhub.org/sites/default/files/library/attachments/Shifting%20Norms%20around%20VAC%20in%20Schools%20Guide-%20REVIS-FINAL%20Participant%20Version_3Aug2021.pdf

Examples of gender stereotypes:

- Girls are better at reading and boys are better at math
- Girls should be well behaved; boys are expected to act out
- Girls are not as interested as boys in mathematics subjects
- Boys should engage in sports and refrain from more creative pursuits
- Boys and men are expected to use violence and aggression to prove their manliness
- A boy that doesn't use violence or aggression is an understandable target for bullying
- Girls should be thin and beautiful to make them appealing to men.

For more information: Gender equality low centre, <https://www.genderequalitylaw.org/examples-of-gender-stereotypes>

Additional resources:

1. UNICEF (2021), *Communities – Care*, <https://www.unicef.org/media/104221/file/Communities-Care-Part-1-Social-Norms-Training-Toolkit-2021.pdf>
2. *Shifting social norms to tackle violence against women and girls (VAWG)*, https://www.oecd.org/dac/gender-development/VAWG%20HELPDESK_DFID%20GUIDANCE%20NOTE_SOCIAL%20NORMS_JAN%202016.pdf



SESSION 2: NORMS, VIOLENCE, SCHOOL

Activity 1: Who influences us and how

To explore who influence us and how

Suggestions: Network mapping

1. Explain to the group that today we are going to be speaking about who influences us. These people are called your 'reference group.' These are the people in your school or community that might influence the way you think or behave.
2. Reference groups are important when we are thinking about social norms, because if we want to change a norm, we need to think about who the main influencers are, how strong their influence is, and then think about how we can address this.
3. Let's take an example: Lavinia is 12 years old, she lives with her mother and her 2 younger sisters. Lavinia is Roma. Lavinia does not like going to school, because her peers are always making her feel bad. Sometimes they call her names, sometimes she gets pushed in the hall. To make things worse, her teacher's never call on her when she has her hand up. Lavinia doesn't say anything to her peers or her teachers about how she is feeling or what is happening to her. She has one friend, another girl who is also Roma and has similar experiences and together they talk about how this makes them feel.
4. Ask young people: What do you think is the social norm that this story is talking about? Some examples might include: It's ok to treat someone poorly if they are a different race/culture; It's ok for students and teachers to not treat everyone equally; Bullying is acceptable for certain students, based on race/culture.
5. Write the social norm on a flip chart paper for everyone to see.
6. Ask young people to form small groups. Hand out a large flip chart paper to each group, as well as some coloured markers.
7. Ask each group to draw a circle in the middle of the page and draw Lavinia inside of it and write the social norm on the page.
8. Explain to young people that we will be exploring reference groups, the groups of people around a child so this can include people at home, school, the community, country and even wider.
9. Explain that a reference group is the people whose judgements you care most about and follow, the people who have the most influence.
10. Ask young people: Who are the groups of people around Lavinia? What groups are reinforcing the message that it's ok to treat someone poorly because of their race/culture? What groups are giving a different message?
11. Draw these groups in circles around Lavinia and the social norm, showing how they link back to Lavinia.
12. For example, teachers, community leaders, social media influencers, TV shows. The more specific they can be the better.
13. Probe young people to think more deeply: Who do you think influences the students' behaviour? Who do you think influences the teacher's behaviour? Who do you think influences Lavinia's behaviour?
14. Ask them to put a star by the 2 reference groups (e.g., peers, family, school administration etc.) whose influence is most important.



15. Now ask the group to think about Lavinia again, and the support she gets from her friend, and likely her community. There are other social norms that likely exist in her community that are different from the broader community.

16. Ask young people to discuss what they think these norms might be.

Note: This exercise could be used successfully for different age group of children. However, if in the group most of the children are under 14 years old the trainers could adopt the exercise by tell a story about child in their school who have problems with communication, without friend, low academic results, etc. Then the trainer could summarise the questions, meaning stick to the main topics like what social norms are influencing the attitudes and what are the groups of people around a child so this can include people at home, school, the community. At the end ask the group to think about he/she again, and the support she/he gets from her/his friend, and likely her community.

Activity 2: Identifying and disrupting harmful social and gender norms

Exploring positive and harmful norms

Suggestions: Agree or disagree

We have been talking a lot about social and gender norms, and specifically how norms impact attitudes and behaviours in our school. Now we would like to talk more about how norms are related to violence against young people in schools.

Purpose: To explore our own attitudes and perceptions of violence in our schools and communities. To critically reflect on how these are impacted by social and gender norms.

1. Tape the AGREE and DISAGREE signs on opposite sides of a wall 6 metres apart.
2. Invite each participant to take three to five pieces of masking tape two inches long that you have placed on a table for them to pick up safely.
3. Say three to five statements related to social and gender norms and violence against children in schools (see below).
4. Invite each child to stick their piece of tape between AGREE to DISAGREE (if closer to agree stick the tape closer to the AGREE sign, if neutral place in the middle, if disagree closer to the DISAGREE sign).
5. Lead a discussion after each question inviting young people, who feel comfortable to do so, to share why they placed their tape where they did. **Explore with young people what they think the “social norm” is and ask them to reflect on how they really feel. Encourage them to be honest, in order to break down misconceptions around social norms, as this is an important part of social norm change.** Remember, the discussion is often the most important part! You can modify this activity to have the signs on the floor using rocks or artefacts instead of tape.

Example statements (please feel free to adapt to your context):

1. A boy needs to ask a girl before he posts a picture of her on social media.
2. In this school, students think it's ok to bully other students.
3. Girls should not wear short skirts as it attracts negative attention from boys.
4. Young people should never report violence in schools, it's not cool.
5. It's understandable if teachers yell at young people from minority groups because they are different and sometimes need to be yelled at.

Note: This exercise could be used successfully for different age group of children. However, if in the group most of the children are over 14 years old the trainers could use exercise Body mapping.



Suggestions: Body mapping

To explore positive and harmful social and gender norms related to violence against young people in schools.

- 1. Invite young people to divide into groups of 2.*
- 2. Explain that we want to learn about what they think are positive and harmful norms around violence in schools.*
- 3. Hand out a printed copy (or read) the following two vignettes to the group. Invite half of the groups to do Vignette 1 and the other half to do Vignette 2.*

Vignette 1: *Valentina is 11 years old. She has a good group of friends and loves her family very much. At home, she takes care of her younger siblings to help her mother, because her father is sick and cannot work so her mother is very busy. She is a good student, but the extra work she does at home means that sometimes Valentina is tired at school and falls asleep at her desk. When this happens her teacher often yells at her to wake her up, and sometimes the teacher even hits her.*

Vignette 2: *Martin is 16 years old. He is shy and has difficulties talking with his peers, especially girls. At school one day, an older girl asks for his number and in the evening, they exchange a lot of messages. They text for a few days and Martin starts to really like her. Then, on the weekend, she asks him to send her a picture of him naked. Martin tries to ignore her, but she tells him all the older kids are doing it. Martin finally agrees and sends her a naked picture. When he wakes up the next morning, he sees the picture on social media.*

- 4. Working in pairs of the same gender, invite the group to draw an outline of the body of Valentina or Martin.*
- 5. Ask each person to draw on their body map things that symbolize some of the positive norms that might protect or support Valentina or Martin. Explain that young people should feel free to use their imaginations to explore what Valentina/Martin's life might be like, based on the lives of young people they know in their school/community. If participants prefer writing, provide them the option to write.*
- 6. Now ask each group to draw on their body map things that symbolize harmful norms that might be hurting Valentina/Martin's heart, mind, body, or soul.*
- 7. Invite each group to write a positive message across the bottom of their body map communicating something they would like to say to Martin or Valentina.*
- 8. After each group has completed their drawing, invite them to share (if they feel comfortable) with the group. Invite participants to also share their positive message with the group if they would like to.*
- 9. Facilitate a discussion with the group, using the following questions as a guide:*
 - What would you say are some social norms that support young people to feel safe or protected from violence in your school if they were to experience a situation like Martin or Valentina? (For example, asking your friends if they are okay if they look scared or sad.)*
 - What would you say are some of the main harmful social norms around violence against young people in your school if they were to experience a similar situation to Martin or Valentina? (For example, adults hitting young people when they do not listen.)*
 - Why do you think these norms exist? What creates them or keeps them going?*
 - How do you think we might work together to begin to strengthen some of the positive norms and change some of the harmful ones?*



Activity 3: Ball of yarn: web of society

To identify harmful norms related to violence at school

Suggestions: Ball of yarn

To select a harmful norm related to violence in school that they want to address, as well as a positive social norm they can build on and explore the context that these norms exist in.

1. Explain to young people that today you will be selecting a social or gender norm related to violence against children that they want to address. Remind them about all of the conversations you have had together about the norms in their school and remind them of any norms they were particularly passionate about.

2. Ask a representative from the group to write down the norm they want to change on a flip chart paper at the front of the room.

3. Now ask young people to stand in a circle, appropriately spaced apart.

4. A Notetaker should be positioned beside the group to write down on the flip chart everything that is said during the circle activity.

5. Stand with them in a circle holding a ball of yarn. Explain that you will be holding onto the end of the yarn and will be passing it to any child or young person who wants to speak. As each person catches the ball of yarn, they are to hold onto it, building a web as the yard is passed around the circle.

*6. Ask young people to say what the **root causes or reasons why the norm they have selected exists**. Go around the circle a few times until everyone has had a chance to share why they think this norm exists. You can prompt for things like:*

a. Who does this norm help/protect?

b. Who does it harm?

c. Why does it continue today? What helps keep it firmly in place in our community?

d. What is going on at school?

*7. Now ask young people to pause, if they feel comfortable, they can close their eyes. Ask them to think about what norms, beliefs, attitudes or behaviours already exist that challenge the harmful norm they have selected. Ask young people to open their eyes and **begin to share their ideas for either positive social norms they can build on or other beliefs, attitudes or behaviours, that you can build on together to address or change the harmful norm you selected as a group**. People can throw the **other colour of yarn** ball around as they share with the group the positive social norms.*

8. Take a moment to look at the tangled web of both protective/supportive and harmful social norms, beliefs, attitudes and behaviours that you have created, represented by the 2 different colours of yarn. Explain that this is a visual representation of all the strings of ideas in society, and how complicated it can be.

9. Ask young people to offer any reflections on the web in front of them.

10. Coming back to sitting down, ask the group, based on the web they just built

together, if anyone has any thoughts or ideas for actions on which harmful social norms they would like to address first?

11. Ask them: How can we build on the positive norms you explored together to address the harmful norm?

12. Be sure to write all ideas down, so you can come back to these together in the next activity.

Note: This exercise could be used successfully for different age group of children. However if in the group most of the children are under 14 years old the trainers could adapt the questions.



Additional resources:

1. Alexander-Scott, M. Bell, E. J. H. (2016). *Shifting Social Norms to tackle Violence Against Women and Girls (Vawg)*. DFID Guidance Note. https://www.oecd.org/dac/gender-development/VAWG_HELPDESK_DFID_GUIDANCE_NOTE_SOCIAL_NORMS_JAN_2016.pdf
1. Petit, V. & Salk, T. M. (2019). *Everyone Wants to Belong: A practical guide to tackling and leveraging social norms in behavior change programming*. <https://www.unicef.org/mena/media/4716/file/MENA-C4DReport-May2019.pdf>

SESSION 3: CHANGING SOCIAL AND GENDER NORMS IN SCHOOL

Activity 1: How can we create social norm change

Presentation and reflection

Resource sheet: How can we create social norm change?

What is important to know is that social norm change can take a long time, so it is important to be realistic about what we can accomplish with young people. It helps to focus on a specific group, such as school, where young people working with teachers might have a bit more influence.

Now we know a lot more about social norms, but what are the best ways to change the norms?

If we want to prevent violence against young people in school, we need to strengthen positive social norms and work together to change the social norms that accept or support this violence. This means we need to change the way we think and talk about why violence against young people happens and focus on preventing it.

For example, "It's ok to hit a child when they are making me really angry or I can push that boy, because he looks nothing like me, he is nothing like me. His family shouldn't even be here."

"Social norms impact the way we think, talk, and act" regarding violence against young people, and this is important to understand if we want to try to change social norms.

We know that social norms can be challenging to change, because it involves changing how we think (as both individuals and groups). It is also important to focus on strengths and positives, rather than just negative behaviors.

Here are some pro tips on changing social norms (adapted from P. S. Lilleston, L. Goldmann, R. K. Verma & J. McCleary-Sills (2017), *Understanding social norms and violence in childhood: theoretical underpinnings and strategies for intervention, Psychology, Health & Medicine, 22:sup1, 122-134, DOI:10.1080/13548506.2016.12719541.*

- **Think about the social norm you want to change, and try to change it directly**

- **Some norms can be worked on directly.** For example, let's say students tend to ignore bullying, they think that a lot of people bully others and that others think it is ok. Letting people know what their peers do or do not do (e.g., Most young people in our school have never bullied another young person) or think or do not think (e.g., most young people think that bullying is mean and not ok). By providing information that counters what people believe to be true about an issue, we can shift socially shared beliefs.

- **Use of "influencers" or those who have an impact on the way people think.** These people can introduce new ideas to a group that might be taken up by the group, and when enough people pick up the idea, then social norm change can happen. Work with influencers to share messages about how much violence exists and how many people and how often violence is not used and spread the word.

- **Spread the word.** Create codes of conduct and hang them around the school; paint murals with messages of the kind of behaviour you want to encourage; create safe spaces in the school where



people can see others treating people with respect non violently; run perspective taking exercises where you ask people to consider what it is like to be in someone else's shoes.

- One way to do this is to focus on **changing the social expectations**, publicise the change and create new norms of behaviour (
- **Appeal to people's heads and hearts**, giving them good information and appealing to their sense of good.

For more information:

https://childhub.org/sites/default/files/library/attachments/Shifting%20Norms%20around%20VAC%20in%20Schools%20Guide-%20REVIS-FINAL%20Participant%20Version_3Aug2021.pdf

Activity 2: Supportive norms: vision collages

Explore visions for positive and supportive social and gender norms

Suggestions: To explore visions for positive and supportive social and gender norms that put an end to violence against young people.

1. Invite participants to stand together in a circle, respecting physical distance.
2. Say to the young people: "Let's explore your vision for a safe school for young people. Let's imagine a safe space for young people, where positive social and gender norms put an end to violence against young people."
3. Invite participants to close their eyes (if they feel comfortable doing so) and invite them to: "Imagine a school that truly respects children and young people, where they do not have to fear violence. When you arrive, you are so excited by all you see and hear about. Take a look around you. What are people saying? What are they doing? What are you doing? Take time to wander through the school. What are young people saying and doing? What are adults saying and doing? What does it feel like?"
4. Invite participants to open their eyes.
5. Ask them to sit down, with appropriate physical distance, in groups of 2-4 and talk about what they see as the most important parts of the school they saw in their visions.
6. In their small groups, ask young people to talk about how they can bring some part of their visions. What did they see? What did it feel like? Facilitate a discussion, where young people share their visions. This can be emotional, so take your time with this, and if young people need it, do a silly game or energizer.
7. Explain that they will have 15 minutes to create a collage of their vision. Young people can add text around their collage to explain what is going on if they wish.
8. Invite small groups to find a quiet place to sit and hand out materials: magazines, coloured markers, paper, scissors, glue, and other natural materials.
9. Write the following on a flipchart page and post or ask the questions out loud:
 - A. What positive social norms existed in your vision that helped to protect young people?
 - B. What negative or harmful social norms no longer existed?
10. Ask young people to make sure to try to **name the norms they are working on** in their collage.
11. Invite groups to put their collages on the ground in a circle. Invite groups to walk around at a safe distance and see their peers' collages.
12. After a few minutes, invite each group to explain the positive and harmful norms that were present in their collages. Write these on flip chart paper at the front of the room so everyone can see the norms that are being discussed.



13. Invite everyone to add any additional ideas and/or ask questions.

14. Lead a discussion using the questions below as a guide.

A. What are the common norms we discussed in our visions?

B. Were there any differences? Did anything really stick out to you?

C. Let's think about some of the positive or supportive norms we discussed. Is there anything like this already happening in the school? If so, could we build on it?

D. If there is nothing like this happening, what do we need to do to organize it?

15. Ask the young people to keep thinking about things they want to work on in their school, and remind them we will be working towards this together.

16. Close the activity with a fun closing circle, respecting physical distancing, to reflect on visions and next steps going forward.

Note: This exercise could be used successfully for different age group of children. However, if in the group most of the children are under 14 years old the trainers could adapt the questions.

Activity 3: Help bystanders know what to do

Help stop bullying with kindness and respect

Suggestions: Create a positive classroom climate and help stop bullying

Adapted from: <https://www.cfchildren.org/resources/bullying-prevention-resources/>

1. Before starting the activity, gather one standard-sized sheet of paper per partner-group and colored pencils, pens, or crayons

2. Say: Bullying is everyone's problem. It's all of our responsibility not to let bullying happen and to try to stop it when it does. Today we're going to create posters to help remind us to treat each other with kindness and respect and help stop bullying.

3. Have each group of students brainstorm a list of kind and respectful things they can do for other people every day to help prevent bullying from happening.

4. Have each group take out a piece of standard-sized paper. Say: Now with your group you'll make a small "Be Kind and Respectful" poster. Include at least three ways you can do something kind and respectful on your poster.

5. Have students decorate their posters with colored pencils, pens, crayons, or any other materials available.

6. Display posters where all students can see them. Allow time for students to look at each other's posters. As an alternative, have students create electronic posters using word processing, graphics, or simple design software. Project the electronic posters for the class.

Note: This exercise could be used successfully for different age group of children.

Additional resources:

1. For more information on setting up and sustaining a club or group of children who is working on protecting and safeguarding children from violence in schools, please refer to this helpful child-friendly guide: <https://www.end-violence.org/sites/default/files/paragraphs/download/Safeguarding-%20A%20Guide%20for%20Children%27s%20Clubs%20%28Final%20Mar%2008%29.pdf>
2. Alexander-Scott, M. Bell, E. J. H. (2016). Shifting Social Norms to tackle Violence Against Women and Girls (Vawg). DFID Guidance Note. https://www.oecd.org/dac/gender-development/VAWG_HELPDESK_DFID_GUIDANCE_NOTE_SOCIAL_NORMS_JAN_2016.pdf



6.3. MODULE 3: STEPS TO ORGANIZE A YOUTH ACTIVITY

Summary of the module: This module provides information about the nature of child participation, different level and forms. Additionally, the skills for grow and learn to become the best leader will be developed. In these sessions young leaders will go through the process of creating positive change in their communities. They will acquire skills to lead activities with a group of youth and adults, to develop a project, focused on shifting social and gender norms around violence and changing school environment.

The module is adapted from ACTIV’s CAB³⁵ and YouCreate methodology.³⁶

Objective: To provide knowledge and skills to the youth leaders related to understand the levels of child participation and the steps in exploring and plan changes in the context.

Expected results: At the end of this module participants will have knowledge and skills to:

- Understand child participation
- Have knowledge about participatory action research
- Have skills how to organize a youth activity

What’s included in Module 3: Steps to organize a youth activity	Time
Session 1: Child participation and empowerment	90 min
Activity 1: <i>The benefits of child participation</i>	10 min
Activity 2: <i>Levels of the participation</i>	20 min
Activity 3: <i>How do I participate</i>	30 min
Activity 4: <i>Forms of child participation</i>	30 min
Session 2: Participatory action research – map and explore	90min
Activity 1: <i>What is participatory action research</i>	30 min
Activity 2: <i>Map and Explore phase</i>	60 min
Session 3: Participatory action research – plan and reflect	90 min
Activity 1: <i>Planning phase – to create a vision related to wellbeing and positive social change</i>	45 min
Activity 2: <i>Reflect and share</i>	45 min

Materials: Video projector, Power point slides, post-it notes (or badges), flipcharts, markers, A4 sheets, crayons, glue and scissors, paints, coloured markers, tape, rope

SESSION 1: CHILD PARTICIPATION AND EMPOWERMENT

Activity 1: The benefits of child participation

Brainstorming on what is child participation

Suggestions: *Brainstorming on the topic of child participation*

The brainstorming to find out what the participants already know and define the meaning and significance of the participation. To enable discussion, you can use pictures of children at school, family, playgrounds, etc.

Tips for trainers: *Discuss the following two questions with group – ‘What is child participation?’ and ‘What is not child participation?’. The second question follows naturally from the first.*

³⁵https://www.tdh.ro/sites/default/files/2022-09/Metodologie%20Child%20Advisory%20Board%20-%20ACTIV_.pdf

³⁶<https://childhub.org/en/child-protection-online-library/youcreate-toolkit-participatory-arts-based-action-research-well>



Make a note of the responses on the flipchart. Discuss and summarise information.

Discuss the following definition: Child participation can be defined as children (individually and/or collectively) engaging with opportunities to form and express their views and to influence matters that concern them directly and indirectly. Meaningful participation involves a transfer of power from adults to children, which transforms the status of children from passive recipients to active agents, who are informed and able to influence decisions affecting their lives.

Note: *This exercise could be used successfully for different age group of children. However, if in the group most of the children are under 14 years old the trainers could adapt the questions.*

Activity 2: Levels of participation

Presentation and reflections on the level of participation

Resource sheet: The right to participation

Several provisions in the Convention on the Rights of the Child reflect children's right to participation. Participation is one of the guiding principles of the Convention, as well as one of its basic challenges. Article 12 of the Convention on the Rights of the Child states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard—within the family, the school or the community. The principle affirms that children are full-fledged persons who have the right to express their views in all matters affecting them and requires that those views be heard and given due weight in accordance with the child's age and maturity. It recognizes the potential of children to enrich decision-making processes, to share perspectives and to participate as citizens and actors of change. The practical meaning of children's right to participation must be considered in each and every matter concerning children.

Free from pressure and manipulation

The child's participation is a right and children therefore are free to express their views or, if they prefer, to not do so. Children should not be pressured, constrained or influenced in ways that might prevent them from freely expressing their opinions or leave them feeling manipulated. This principle clearly applies in some judicial proceedings, in which a child is forced to participate as a witness even if the legal outcome may contravene the child's best interests.

Children's evolving capacity

The Convention sets no minimum age at which children can begin expressing their views freely, nor does it limit the contexts in which children can express their views. The Convention acknowledges that children can and do form views from a very early age and refers to children's 'evolving capacity' for decision-making. This means, for example, that parents and, where appropriate, members of the family and wider community are expected to give appropriate direction, guidance or advice to children. But parents guidance and advice takes on greater value and meaning as children grow and develop, gain maturity and experience, become more autonomous and more responsible.

For more information: <https://childhub.org/en/child-protection-online-library/fact-sheet-right-participation>

Resource sheet: LANSDOWN'S MODEL

This model outlines three types of participation, all of which shows the different levels of power for children. Power is based on degrees between a lower and a higher level of participation, including a natural overlap between the categories: (1) Consultative participation (2) Collaborative participation (3) Child-led participation The first degree is consultative participation, which is based on adults recognising that they do not have all the information. As a result, they need to consult children and young people to get their views on specific issues. This practice is initiated, led and managed by adults. The second degree is collaborative participation, which involves children and young people's



engagement in the development, implementation, monitoring and evaluation of projects or activities. This process is adult-initiated but includes children and young people as partners and empowers them to influence decisions. The third degree is child-led participation, which recognises children and young people as empowered subjects who are able to take actions and manage decision-making. In this last degree of participation, adults have a facilitation role rather than a directive one. (Cuevas-Parra, P. (2017). Children and young people's participation. An essential approach for ending violence against children. World Vision, <https://www.wvi.org/sites/default/files/WV-Children-and-Young-People-Participation-%20essential%20component%202017-09-11.pdf>)

Activity 3: How do I participate

Create conditions for students' active participation

Suggestions: School director

Adapted from: EDUC'ACTION A catalogue on non-formal education methods, <https://drop-in.eu/media/drop-in-io2-en.pdf>

1. All youngsters are divided into groups, preferably by using a particular activity.
2. During the first 3-5 minutes the participants write at least 6 factors they like the best in school.
3. Each group agrees on the 3 most important factors and answers the question "Why?" by writing at least 3 responses for each.
4. The same process has to be done with factors they dislike in school.
5. Each group takes new pieces of paper and draws the school by discussing – what they would keep if they were a director or facilitator of the school and what they would change taking into account the things that were mentioned in the previous actions.
6. Each group writes the rules of their dream school – what would strengthen the school life and solve the negative factors they mentioned before.
7. Presentations.
8. During presentations the facilitator groups all positive and negative aspects and ideas/ solutions on a flipchart paper.

Tips for trainers:

The trainer has to be flexible and receptive to react and be able to help formulate ideas and thoughts. Probably the best solution is to invite a totally unknown person to be the facilitator because this helps in revealing true ideas and revelations. The trainer motivates students not to look for the easiest solution. Working in groups is most effective when there are 3-4 participants in a group.

After the presentations an evaluation and reflection are carried out by discussing questions such as: What are the things we can start to do immediately and without any external help? What to start with? What help and support do we need? What am I personally ready to do and help with? Are the ideas and solutions real? Are they really needed?

Note: This exercise could be used successfully for different age group of children.



Activity 4: Forms of participation

Presentation and reflection

Resource sheet: The student council

There are different forms of participation depending on national and school regulations and practices. One of them is Student Council.

The student council is a representative structure of students at the institutional level involved in identifying and solving problems that concern them, in partnership with the management team, teaching staff and parents, for the benefit of students and the community (school and/or territorial).

In every school there should be a Student Council, because this is a way of organizing children that allows them to exercise their right to participate, a process that benefits both children and adults.

The student council is:

- *consulted and taken into account whenever decisions are made regarding the school and students;*
- *the ground for dialogue between students and teachers;*
- *the one who makes known the needs and interests of school students;*
- *a form through which children learn to participate actively in society, to think and implement the actions, projects that they consider necessary to transform for the better the environment in which they live and learn;*
- *way in which children can assert themselves, can be appreciated for their ideas and actions.*

In order to carry out actions as effectively as possible, the Student Council must start from the needs and interests of the students, from their vision of how the school they study in should be, the effective relationship with teachers, parents, etc. So, first of all the students have to decide what is most important to them at that moment and what they want to change through their actions.

***The purpose** of the council is to act as a representative body of the students in matters important to their school life, in close connection with the management team, teachers and parents.*

Objectives of the students' council:

- to offer students an organized, representative and institutionalized way of communication between students, the management team and the governing body*
- to contribute to the organization of school and extracurricular activities, based on the needs and interests of children and young people*
- to improve understanding and cooperation between students, teaching staff, the management team and the governing body;*
- to present a survey of the state of mind of the school environment for the management team and the governing body;*
- to facilitate changes in the school environment and in relations with the community.*

Functions of the Student Council

The functions and activities of the Student Council support its purpose and objectives and contribute to the development of the school and the well-being of its students. In planning and carrying out activities, the Council:

- *regularly consults the students in the school (territory);*
- *works in close collaboration with the management team, teachers and parents;*
- *involves as many students as possible in activities.*

Note: The trainer should include more information about national context.



Additional resources:

1. Tdh, *Manual on children's participation*, <https://www.tdh.de/was-wir-tun/arbeitsfelder/kinderrechte/meldungen/manual-on-childrens-participation/>
2. *Child participation assessment tool*, Council of Europe, March 2016, available at <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806482d9>
3. *Listen – Act – Change Council of Europe Handbook on children's participation For professionals working for and with children*, Council of Europe, October 2020, available at <https://rm.coe.int/publication-handbook-on-children-s-participation-eng/1680a14539>

SESSION 2: PARTICIPATORY ACTION RESEARCH – MAP AND EXPLORE

Activity 1: What is participatory action research

Presentation and reflection

Resource sheet: What is participatory action research?

Participatory action research (PAR) is a process where the researchers (the Youth Leaders) and the participants (the youth participants) work together to understand the strengths and challenges in youth's daily lives, and then plan and implement projects that promote positive social change. Through PAR, you and your peers will have time to think about your daily lives and then create the positive change you want to see. "Youth Leaders" are also the "researchers".

What are the steps in the PAR journey?

There are 5 phases in the PAR: (1) Map, (2) Explore, (3) Plan, (4) Action, (5) Reflect & Share.

1. Map

This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.

2. Explore

The United Nations Convention on the Rights of the Child (UNCRC) lists the rights that children need to live, be safe and develop their full potential. Children, age 0-18, are human beings, each with his or her own rights.

3. Plan

Communities that include people of different gender, race, ethnicity, religion, age and abilities; where living in harmony is encouraged and everyone can be an active member of the community.

4. Action

This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.

5. Reflect & Share

This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.

Additional information can be found at:
https://childhub.org/sites/default/files/library/attachments/200325_tdh_youcreate_light.pdf



Activity 2: Map and explore phase

To learn more about their own wellbeing and to develop their vision

Suggestions: Vision murals

1. Invite participants to stand together in a circle. (You may want to use the Circle of Trust rope for this part of the activity.)
2. Say to the youth "Let's explore what an ideal positive environment would look like for youth to support their wellbeing through creativity, the arts and culture."
3. Invite participants to close their eyes (if they feel comfortable doing so) and invite them to imagine they are just returning from a magic carpet ride. When you arrive, you are so excited by all you see and hear about. The strengths that were there before are still here, but you also see many improvements. You take time to wander through the community. What do you see? What do you hear? What are youth doing? What does it feel like?
4. Invite participants to open their eyes.
5. Ask them to sit down and in groups of 2-4 talk about what they see as the most important parts of the community they have seen in their visions.
6. Give each group a piece of flipchart paper with paints and coloured markers.
7. Explain that each group will have 15 minutes to create a drawing of its vision for the community. Groups can add text around their drawing to explain what is going on if they wish.
8. Write the following on a flipchart page and post or ask the questions out loud:
 - What does your community look like?
 - How does it feel to be there?
 - What are youth doing? What are adults doing?
 - What types of art, creative and cultural activities are youth a part of?
 - Where do youth have opportunities to participate in arts, culture and creative activities?
 - Who supports youth and youth participation in arts, culture and creative activities?
 - What else are youth involved in?
9. After 15 minutes, ask groups to draw hearts beside the areas where they feel this is already happening, stars (*) beside the spots where they feel this could improve, and X's where they feel this is not happening yet.
10. Invite a person from each group to post their drawing on the wall and explain their vision in one minute.
11. Invite all groups to add any additional ideas and/or ask questions.
12. Ask the group to arrange the flip chart papers onto the wall in a way that makes sense to them, and connects their vision. Using paints or markers, take 5 minutes to "connect" the visions together.
13. Lead a discussion using the questions below as a guide.
 - What are the common elements in our visions?
 - What are the differences?
 - What is already happening that is positive in your community?
 - What is not happening that you would like to see? (e.g. what kinds of opportunities would you like youth to have to participate in arts, culture, and creativity?)



- *What ideas do you have for various types of art, creative and cultural activities that youth can be involved in? Who would be supporting them? What impact would this have*

Note: This exercise could be used successfully for different age group of children. However if in the group most of the children are under 14 years old the trainers could use the exercise Magic carpet.

Suggestions: Magic carpet

Adapted from: Toolkit for evaluation child participation, <https://resourcecentre.savethechildren.net/collection/toolkit-monitoring-and-evaluating-childrens-participation/>

1. *Encourage children to sit together on the carpet (A rug or something you can use as a magic carpet). Explain that this is a magic carpet that is going to travel to a world where children talk a lot about what they think and adults always listen to them.*
2. *Make some ‘flying noises’ and flap the rug to further children’s imagination of them being on a magic flying carpet.*
3. *Explain that your flying carpet has landed in a new land. It may look the same as where they started, but in this land, the adults always listen to children.*
4. *Now that they are in the land where adults always want to listen to children, they would like to listen to girls’ and boys’ views. For example, in this land there is a person called Ms Joy (use a local name). Ms Joy always encourages children to express themselves and is happy to listen to children. Ms Joy would like to know:*
 - *How do you want to change your school?*
 - *What decisions do you think children your age can make? (e.g., can you decide what games you and your friends play)? Can you decide what clothes you wear? What other things can you decide?*
 - *How should adults support to girls and boys like you in schools and communities. For example, what can your teacher do to show that she is liking to your ideas for change?*
5. *Now our magic carpet is going to take us back. Make some ‘flying noises’ and flap the rug.*
6. *Now we are back in our original world.*
 - *Is this a world where children can change the school? If so, how? If not, why not?*
 - *Encourage children to share their views and experiences.*

SESSION 3: PARTICIPATORY ACTION RESEARCH – PLAN AND REFLECT

Activity 1: Planning phase

To create a vision related to wellbeing and positive social change

Suggestions: Planning trees

1. *In this activity, we will be creating a tree to help us to think about ideas to address our challenges.*
2. *Brainstorm in a creative way Strengths and Challenges stems from discussions around visions in the previous activity. If the youth are clear on 1 or 2 challenges, they would like to work on you can move on, but if there is still some debate, have a discussion with youth about their top 2-4 picks. Try to decide what might be most realistic to work on. Ask youth what is most important to them and what they feel they could make a real impact on. (If there is a disagreement you can ask youth to vote again after the discussion.) If youth decide on 2 challenges, you will need to do 2 separate trees. Finish one Planning Tree and then move on to the next.*
2. *Draw an image of a large tree with roots a trunk, leaves and fruit on a large flip chart paper. Explain that it is a “Planning Tree” and explain what each part represents:*



- *Trunk (Challenges): the key challenge the group has chosen to work on*
 - *Roots (Root Causes): the causes of the key challenge*
 - *Leaves (Strengths): the strengths and resources youth have identified in previous activities.*
 - *Fruit (Ideas): possible art-based strategies to address the root causes.*
3. *Ask youth to split into small groups of 3-5 people each. Hand out a big sheet of paper and coloured markers to each group.*
 4. *Ask the groups to draw a similar tree on their paper. Youth can then write the challenges they have selected on the trunk of their tree (10 minutes).*
(Please note that all groups should focus on the same ‘challenge’. This will generate and stimulate discussion when they share their planning trees with each other, as they can build on one another’s ideas.)
 5. *Now encourage youth to have a discussion within their small groups about what are the root causes (the tree’s roots) of the challenge (5-10 minutes). Prompt them with the question “why” to encourage them to look deeper into the challenges.*
 6. *When youth have identified some of the root causes of the challenge, they can write these down on the roots. If there are disagreements about the root causes, remind youth that we are sharing ideas and everyone has a right to their opinion.*
 7. *Refer to their ‘Strengths’ chart hung on the wall. Ask the youth to discuss and write down the strengths that could help in addressing the challenge they have selected, on the leaves of the tree.*
 8. *Facilitate a discussion about how they can work together to address the root causes of the challenge they have identified, drawing on the Strengths they have identified (10-15 minutes). Ask the following questions:*
 - *What are some ideas they can think of to address their challenge?*
 - *What ‘ideas’ or ‘strategies’ will help them get closer to their ‘vision’ or ‘dream’ for the future?*
 9. *Ask them to write possible creative ideas (Art-Actions) down on the fruit. If the resources are not readily available, tell them it is still okay to write the ideas down, but to make sure that some of the ideas are possible to carry out.*
 10. *Ask each group to provide a short presentation (2-3 minutes) on their Planning Tree and hold a discussion.*

More information on whole process of discussions around planning phase can be found on: https://childhub.org/sites/default/files/library/attachments/200325_tdh_youcreate_light.pdf

Note: *This exercise could be used successfully for different age group of children. However, if in the group most of the children are under 14 years old the trainers could use the exercise Footsteps.*

Suggestions: Footsteps

Adapted from: Toolkit for evaluation child participation, <https://resourcecentre.savethechildren.net/collection/toolkit-monitoring-and-evaluating-childrens-participation/>

Before introducing the activity to the children, cut some paper or a chart into the shape of a footstep. The tool may need 10–15 such footsteps.

1. *Introduce the activity to the children. Ask them to consider why they would like to participate in a programme, to reduce bullying at school. What would be the main goal of such a programme?*



2. Once they have decided on the goal, one child is asked to write this as a statement of the goal on a sheet of paper. This sheet is placed on the ground at a spot far away from the children.

3. The children will now have to lay the footsteps one at a time, with each footprint corresponding to a stage in their path to reach their goal. Ask children what practical steps they have taken or been involved in to work towards the goal.

4. The first 'cut out footprint' is placed on the ground. One child puts her/his foot on it.

This signifies the first stage towards achieving their goal. Now all children discuss what this first stage is. How they initially will be involved in this programme? What will they do first? This is then written down on a sheet of paper and placed next to the first footprint.

5. This exercise is repeated until all the key stages of children's involvement and action towards reaching the goal have been completed.

6. Children and young people can be encouraged to reflect and to discuss the following:

– The extent to which it is necessary to be involved from the earliest stages (for example, to what extent it is important girls and boys to be involved in identifying and assessing the problem(s)/concern(s)?

- Do they think that it is necessary to involve adults and how?

- What are some ideas they can think of to address the problem with school bullying having in mind the steps to the goal achievement?

Activity 2: Reflect and share

To understand that they can share the results of their work with community and celebrate success together

Suggestions: Celebrative rock painting

1. Prepare a hat or box with each individual's name written out on a small piece of paper. Invite youth to choose a name from the hat. If they get their own name they can put it back and choose another name.

2. Invite participants to take ten minutes to complete the design of an award for the person whose name they have drawn.

3. Tell the youth that they will have 1 minute to introduce the award and how it represents the person that they selected.

4. Ask participants to be specific and share special things that they have respected and valued in the person during the workshops.

Example:

• I give the big listener award. He always listened to what other people had to say. For example, when I was nervous during an activity he listened to my concerns and provided support.

• I give the painting award. When I did not know how to make different colours with my paint, she kindly showed me how to mix red and blue to make purple without making me feel bad for not knowing.

5. After ten minutes of preparation, invite all youth to come together in a circle.

6. Invite a participant to start the process.

7. Invite the person who received the award to then introduce their award to the next person.

8. Once all youth have given and received awards, invite participants to choose a rock from a pile on a table. Make sure each person has access to paints.



9. Ask people to consider the following questions while they paint their rock: “What did you gain from training?” “What are you taking forward?”

10. Give youth 5-10 minutes to reflect on the questions and paint their rocks.

11. After everyone has finished, invite them to bring their rocks to the table and together ask them to find a shape to place their rocks in that reflects their feelings about training (for example, an exclamation mark, a sun, a heart, a paintbrush).

12. Encourage the group to share their thoughts and feelings and what they have painted on their rock. Youth can take their rock home to remember their training journey.

13. Thank all the youth for their participation.

14. Close the activity with the Circle of Trust.

Additional resources:

1. Child Fund International, Child- and Youth-friendly Participatory Action Research Toolkit, https://resourcecentre.savethechildren.net/pdf/child_friendly_par_toolkit_small.pdf/



7. ANNEXES

7.1. FEEDBACK SURVEY FOR STUDENTS

Module 1 feedback form

1. Please circle which of the following feelings you experienced during the course of the training.

Happy	Challenged	Dissatisfied	Content
Surprised	Disappointed	Enjoyed yourself	Intrigued
Empowered	Re-evaluated your previous opinions and stances	Bored	Engaged/Involved
Interested	Stressed	Inspired	Disinterested Rushed
Pressed for time	Enthusiastic	Tired and low energy	Relaxed

2. Please tell us how satisfied you were with the training by noting your level of agreement / disagreement with the following statements. Please note that 1 means COMPLETELY DISAGREE and 5 means COMPLETELY AGREE.

	1	2	3	4	5
The training fulfilled my expectations					
The topics discussed were interesting					
The topics discussed addressed issues that concern me in my everyday life					
The training methods used in the course promoted my active engagement					
The training activities stimulated my learning					
The training encouraged active participation and expression of ideas successfully					
I enjoyed the activities I participated in					
Trainers were well prepared					
Enough time was devoted to each session					
There was adequate time allocated for discussion / questions					
The theoretical aspect of the course was satisfactory					

3. Please tell us how the level of your knowledge and understanding is changed in relation to the following topics? Please note that 1 means DECREASED; 2 – STAYED THE SAME; 3 – INCREASED; 4 – I DON'T KNOW and 5 means RATHER NOT SAY

Topics	1	2	3	4	5
Strengthening the team					
Working together					
The rights of the child					
Child-friendly and safe school					

4. What is the most important thing related to development of safe school environment that you will implement in the future?

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5. Please circle the appropriate score to indicate to what degree the Module 1...? (Please note that 1 means LOW DEGREE; and 5 means HIGHT DEGREE)

Helped you to work with your peers	1	2	3	4	5
Helped you recognise the importance to work with others in a team	1	2	3	4	5
Helped you to have more knowledge on the child rights	1	2	3	4	5
Helped you asses the ‘temperature’ of friendliness of your school	1	2	3	4	5
Helped you to motivate to initiate changes in your school	1	2	3	4	5

6. Please share in what topics and areas do you need more knowledge and skills.

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Module 2 feedback form

1. Please circle which of the following feelings you experienced during the course of the training.

Happy	Challenged	Dissatisfied	Content
Surprised	Disappointed	Enjoyed yourself	Intrigued
Empowered	Reevaluated your previous opinions and stances	Bored	Engaged/Involved
Interested	Stressed	Inspired	Disinterested Rushed
Pressed for time	Enthusiastic	Tired and low energy	Relaxed

2. Please tell us how satisfied you were with the training by noting your level of agreement / disagreement with the following statements. Please note that 1 means COMPLETELY DISAGREE and 5 means COMPLETELY AGREE.

The training fulfilled my expectations	1	2	3	4	5
The topics discussed were interesting	1	2	3	4	5
The topics discussed addressed issues that concern me in my everyday life	1	2	3	4	5
The training methods used in the course promoted my active engagement	1	2	3	4	5
The training activities stimulated my learning					
The training encouraged active participation and expression of ideas successfully					
I enjoyed the activities I participated in					
Trainers were well prepared					
Enough time was devoted to each session					
There was adequate time allocated for discussion / questions					
The theoretical aspect of the course was satisfactory					

3. Please tell us how the level of your knowledge and understanding is changed in relation to the following topics? Please note that 1 means DECREASED; 2 – STAYED THE SAME; 3 – INCREASED; 4 – I DON'T KNOW and 5 means RATHER NOT SAY

Topics	1	2	3	4	5
Studying Social and Gender Norms in School					
Norms, violence, school					
Changing social and gender norms in school					

4. What is the most important thing related to Social and gender norms that you will implement in the future?

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5. Please circle the appropriate score to indicate to what degree the Module 2...? (Please note that 1 means LOWEST DEGREE; and 5 means HIGHEST DEGREE)

Helped you to understand social and gender norms	1	2	3	4	5
Helped you to understand how the social norms are connected to attitude					
Helped you distinguish positive and negative social norms	1	2	3	4	5
Helped you how to challenge harmful social norms	1	2	3	4	5
Helped you to have skills to stop bullying	1	2	3	4	5
Helped you to motivate to initiate changes in your school	1	2	3	4	5

6. Please share in what topics and areas do you need more knowledge and skills.

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Module 3 feedback form

1. Please circle which of the following feelings you experienced during the course of the training.

Happy	Challenged	Dissatisfied	Content
Surprised	Disappointed	Enjoyed yourself	Intrigued
Empowered	Reevaluated your previous opinions and stances	Bored	Engaged/Involved
Interested	Stressed	Inspired	Disinterested Rushed
Pressed for time	Enthusiastic	Tired and low energy	Relaxed

2. Please tell us how satisfied you were with the training by noting your level of agreement / disagreement with the following statements. Please note that 1 means COMPLETELY DISAGREE and 5 means COMPLETELY AGREE.

The training fulfilled my expectations	1	2	3	4	5
The topics discussed were interesting	1	2	3	4	5
The topics discussed addressed issues that concern me in my everyday life	1	2	3	4	5
The training methods used in the course promoted my active engagement	1	2	3	4	5
The training activities stimulated my learning					
The training encouraged active participation and expression of ideas successfully					
I enjoyed the activities I participated in					
Trainers were well prepared					
Enough time was devoted to each session					
There was adequate time allocated for discussion / questions					
The theoretical aspect of the course was satisfactory					

3. Please tell us how the level of your knowledge and understanding is changed in relation to the following topics? Please note that 1 means DECREASED; 2 – STAYED THE SAME; 3 – INCREASED; 4 – I DON'T KNOW and 5 means RATHER NOT SAY

Topics	1	2	3	4	5
Child participation and empowerment					
Participatory Action Research – Map and explore					
Participatory Action Research – Plan and reflect					

4. What is the most important thing related to organising youth activities that you will implement in the future?

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5. Please circle the appropriate score to indicate to what degree the Module 3...? (Please note that 1 means LOWEST DEGREE; and 5 means HIGHEST DEGREE)

Helped you recognise the importance of child participation	1	2	3	4	5
Helped you to understand the different level of child participation					
Helped you to be familiar with different forms of participation	1	2	3	4	5
Helped you how to know about Participatory Action Research	1	2	3	4	5
Helped you to have skills to implement some of the stages of Participatory Action Research	1	2	3	4	5
Helped you to motivate to initiate changes in your school	1	2	3	4	5

6. Please share in what topics and areas do you need more knowledge and skills.

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7.2. A BRIEF GUIDE FOR ON-THE-JOB COACHING

Mentoring or coaching pedagogical guidance and counselling is the form of continuous professional development. It is provided by a mentor or a coach who facilitates practitioners' active participation, reflection and it is characterized by a focus on practice-based learning taking place in constant dialogue with colleagues, parents and local communities.³⁷

The guide for on-the-job coaching includes strategies and tips for national trainers to support facilitators in the process of implementation of the Curricula.

Strategies of national trainer to support facilitators	How to apply in the coaching process
Build relationships with facilitator/s	Establish relationships of trust with facilitators will enable motivation and professional development.
Define coaching goals and expectations	Agree to: <ul style="list-style-type: none"> • roles and responsibilities of the coach and the coachee • frequency and forms of coaching sessions (face to face meeting, observation of session; written correspondence; filling forms of reflection on the session) • duration of sessions etc.
Focus on strengths and opportunities	Help facilitators to: <ul style="list-style-type: none"> • discover their strengths and opportunities, and empowering them to take action • accept and understand both positive feedback and negative. • identify and overcome any challenges or barriers they may face
Provide ongoing support and follow-up	Provide ongoing support and follow-up to the trainer in terms of: <ul style="list-style-type: none"> • dealing with content of the training • dealing with group process • identifying strategies to deal with difficult participants • level of flexibility of implementation • monitoring the progress and results
Encourage self-coaching and reflection	Encourage the trainer to: <ul style="list-style-type: none"> • self-coaching and reflection skills • take ownership of their learning and growth Give facilitators examples of self-reflection questions: <ul style="list-style-type: none"> • What went well? • What was difficult?

³⁷ Peeters, J., Alayli, A., Hyson, M., & Chen Lin, H. (2019). Pathways to strengthen the pre-primary workforce in low-and middle-income countries: white paper.



	<ul style="list-style-type: none">• What would I like to change next time?• What would I like to learn?• What do I know now that I didn't know then? How did I acquire that knowledge?• What do I need to do today to make this learning concrete?
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Suggestions for general coaching questions

1. What was the most important thing that happened during this Module for the group?

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2. How your knowledge and skill as trainer help to achieve expected results in the session/module?

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3. What knowledge and skills do your trainees acquire? How do you understand that? Please provide examples.

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4. What difficulties did you meet with the content?

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5. What difficulties did you have with the group process?

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6. What inspire you during the session/module?

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FIND OUT MORE ABOUT THIS PROJECT:

CARING - Challenging social and gender norms to reduce violence against children in school | ChildHub - Child Protection Hub

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