



Project

FOR A VIOLENCE FREE LIFE OF CHILDREN IN MOLDOVA

Achievements after 2 years of implementation



This publication was made possible and developed under the project *"For a violence free life of children in Moldova"* implemented by Terre des hommes, with the financial support of the OAK Foundation.



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PROJECT SUMMARY

Project title:

For a violence free life of children in Moldova

Implementation period:

2015- 2017

Donors:

OAK Foundation and Terre des hommes Lausanne

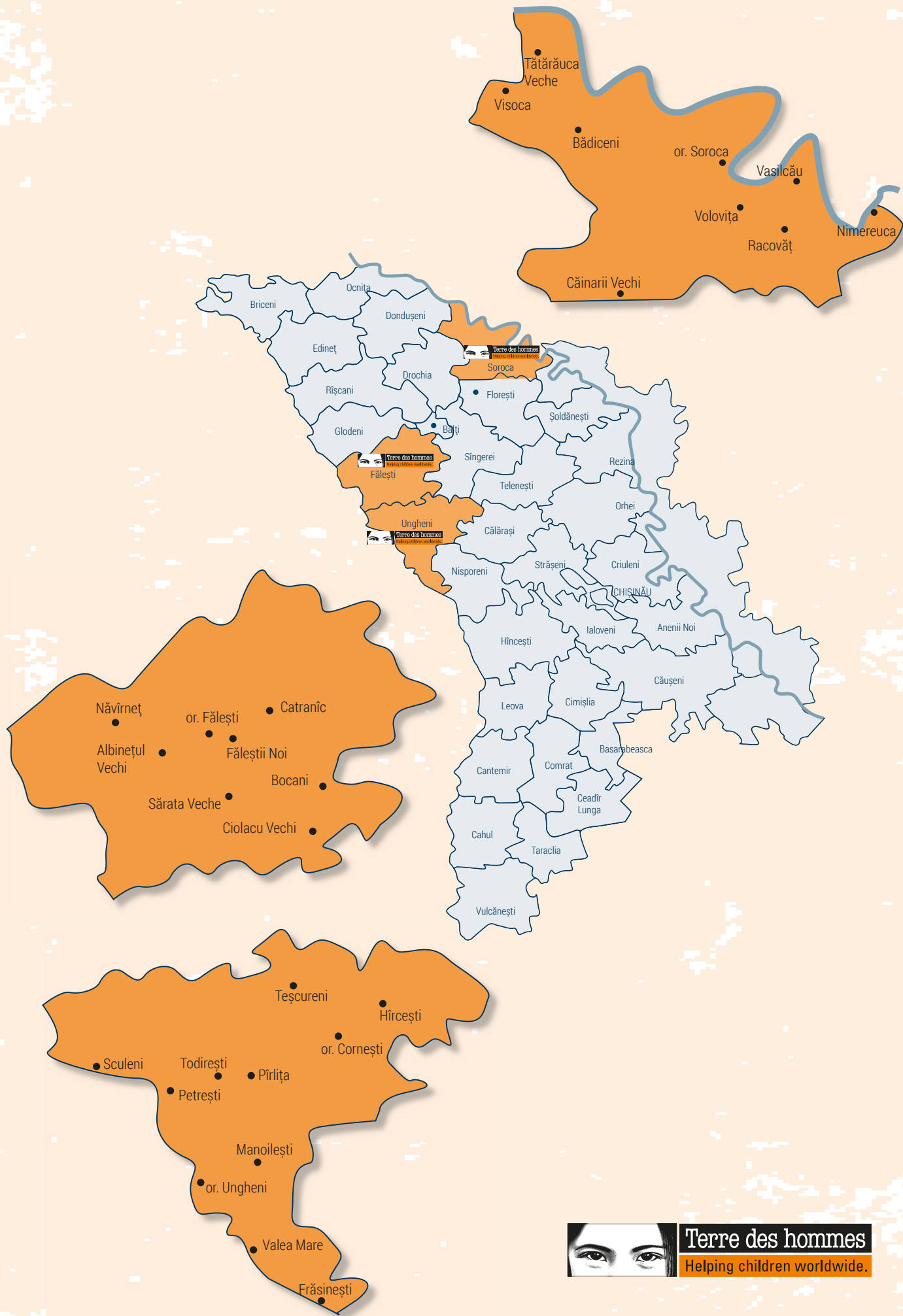
Aim of the project

The project aims to improve the safety, wellbeing and development of highly vulnerable children, particularly those who are living without adequate family care and potential victims of abuse. As well it aims to prevent child abuse by emphasizing the involvement of men and boys in this process and to change the gender aspects/stereotypes that can lead to abuse.

Beneficiaries

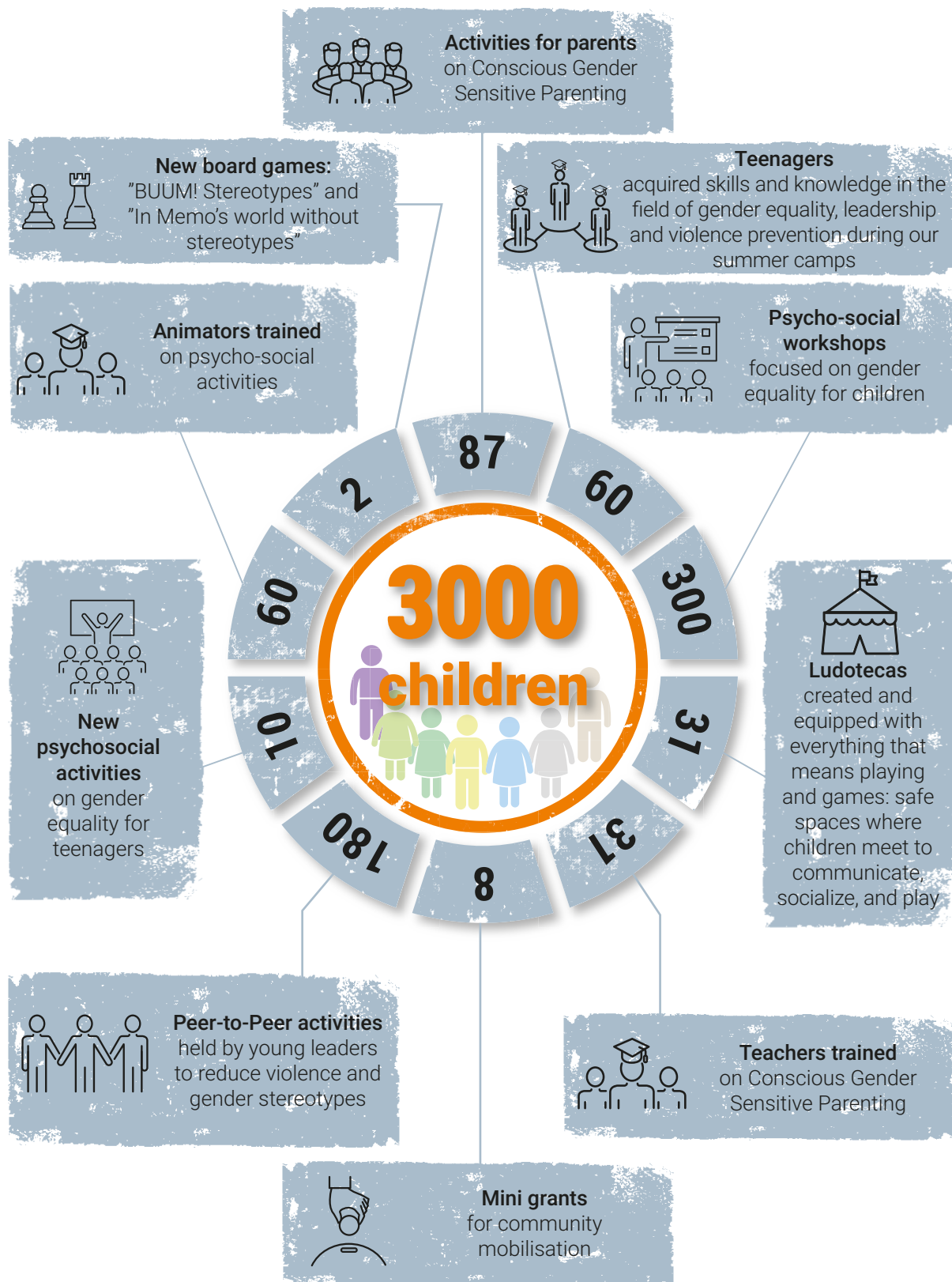
Direct beneficiaries: Children and youth from Falesti, Ungheni and Soroca districts.

Indirect beneficiaries: Professionals and other stakeholders in the field of child protection, parents.



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ACTIONS THAT LEAD TO CHANGING CHILDREN'S VIEWS



HOW DID CHILDREN'S VIEWS CHANGE AS A RESULT OF THE PROJECT?

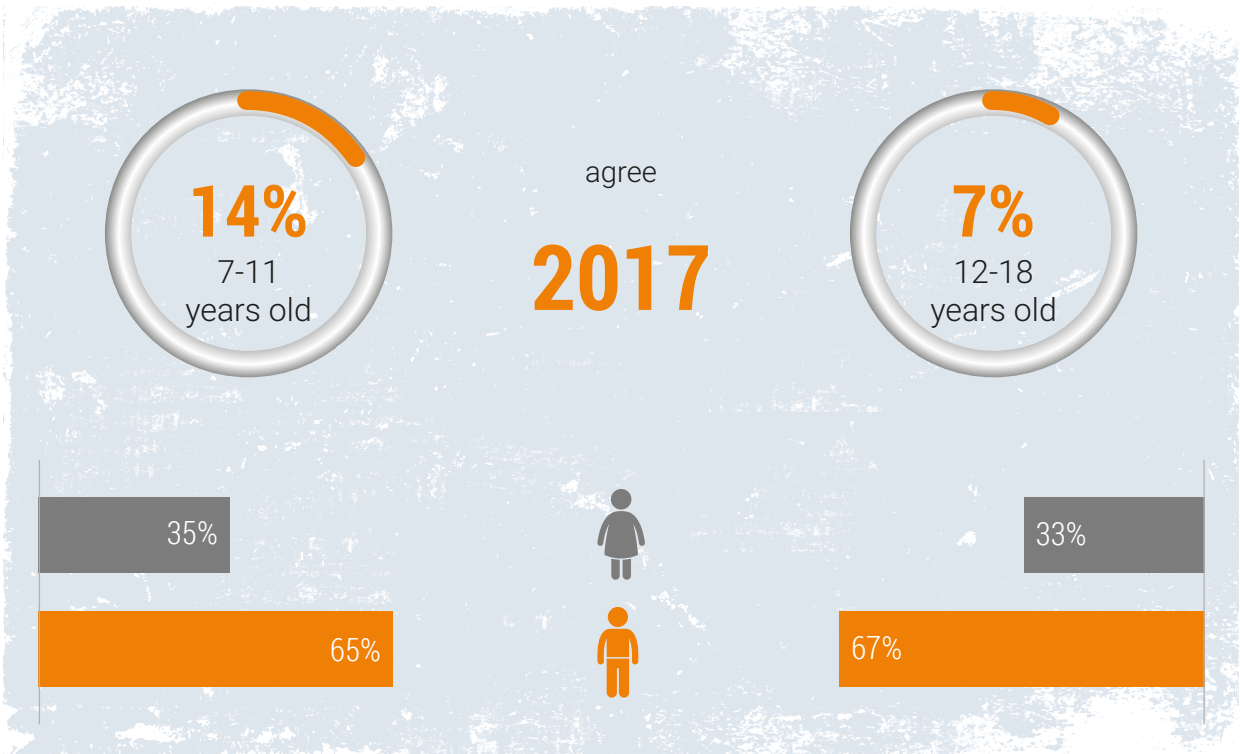
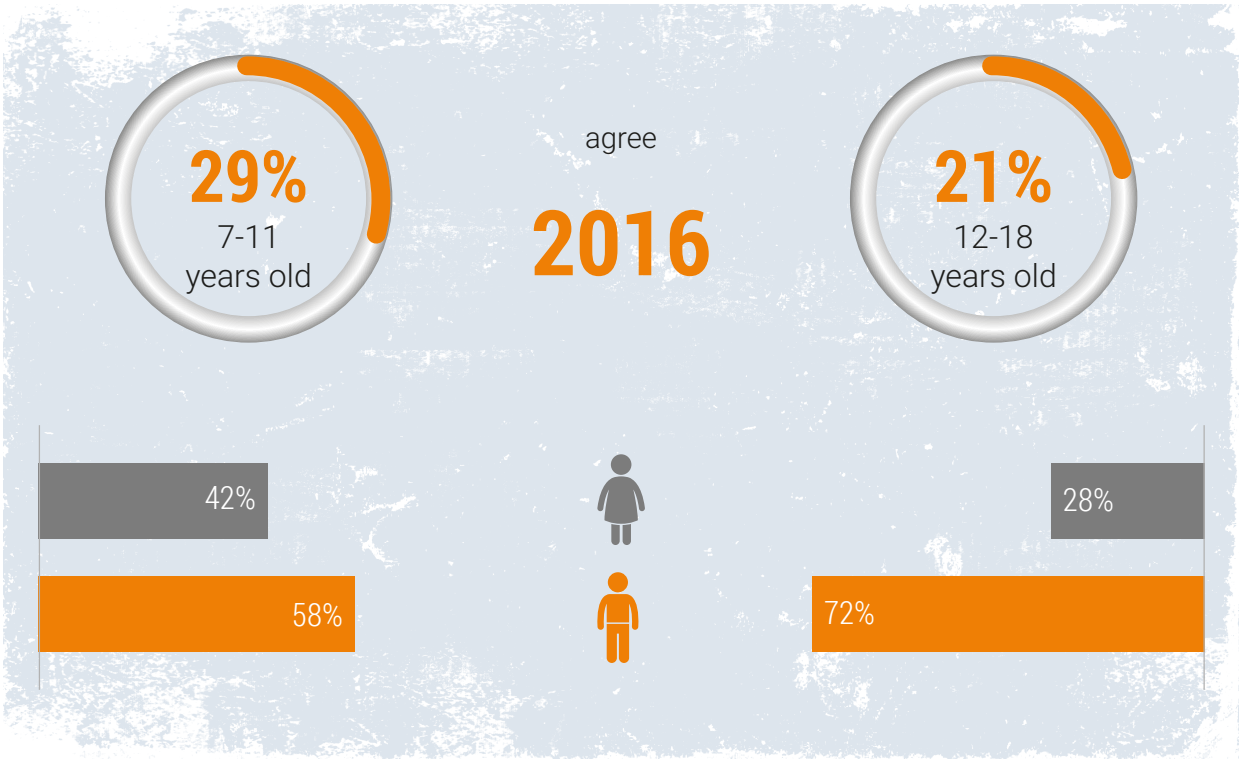
In February 2016, 960 children from 30 Moldovan communities participated in the “Children’s views on gender stereotypes” study which aimed to identify the gender stereotypes that are present in society. Based on this study, several tools were designed to reduce stereotypes between May 2016 and May 2017. These tools were used to carry out a series of activities such as: psychosocial activities, play activities, summer camps, and peer-to-peer activities. About 3000 children took part in the activities. A total of 837 children participate in the second phase of the study, aimed to assess the impact of the above-mentioned tools.

The comparative results of the study showed a decrease in the number of children who agree with the stereotypical assertions. Therefore we can conclude that the tools developed and applied within the project lead to diminishing stereotypes among children.

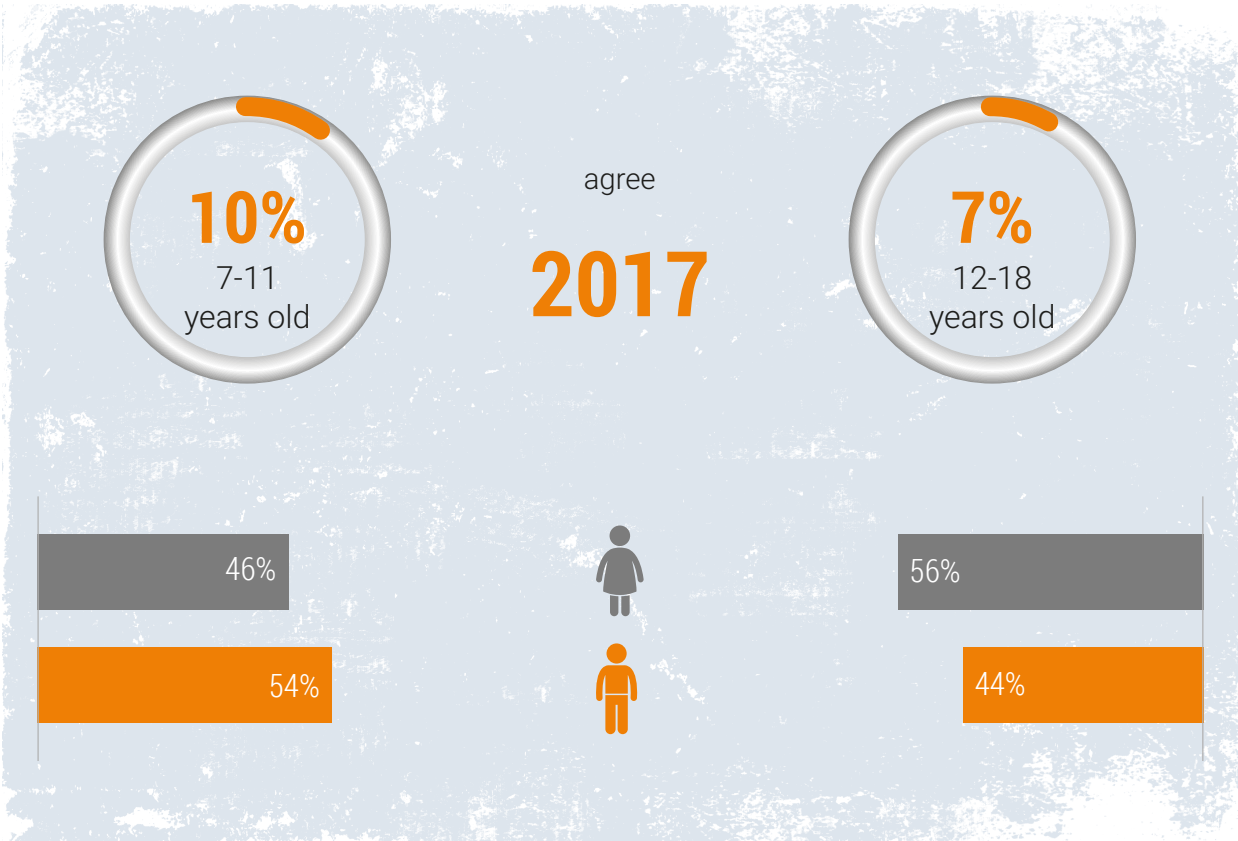
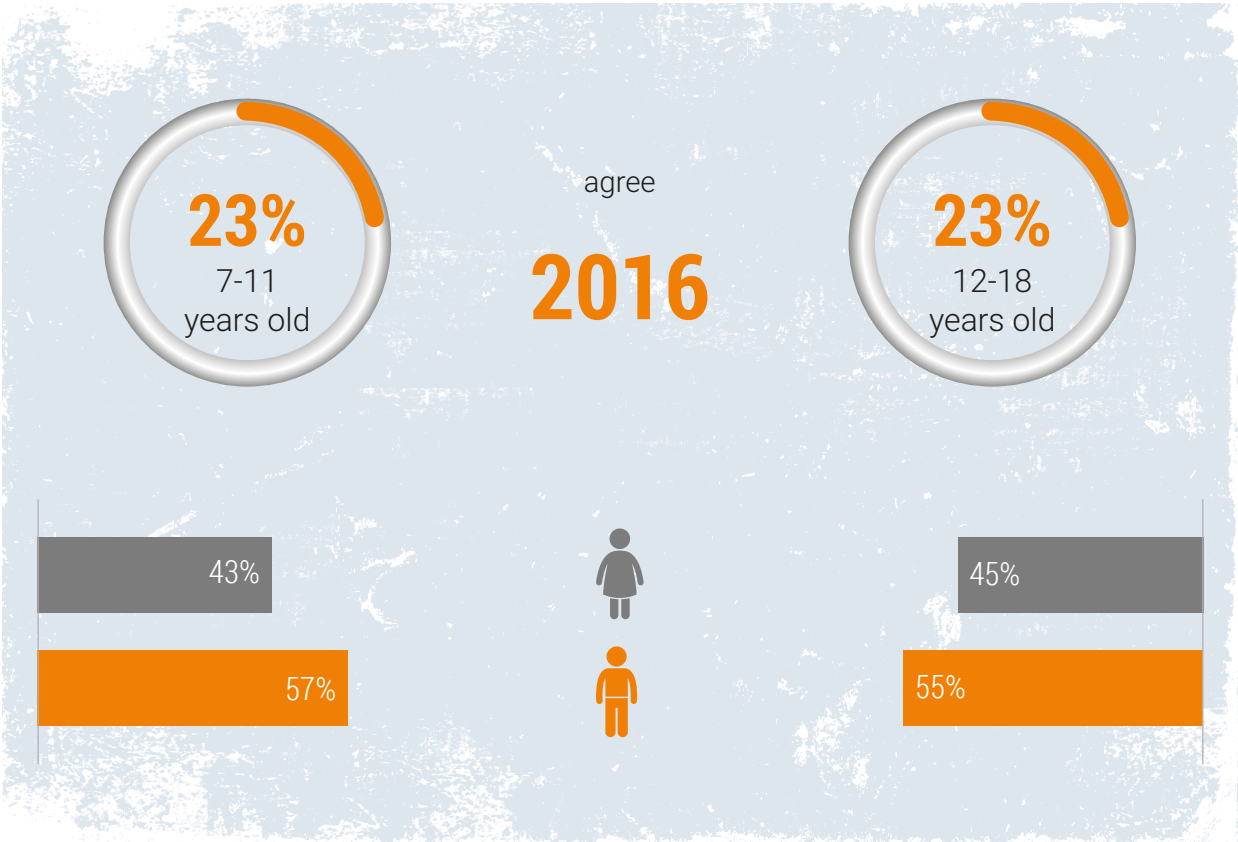


FAMILY GENDER ROLES

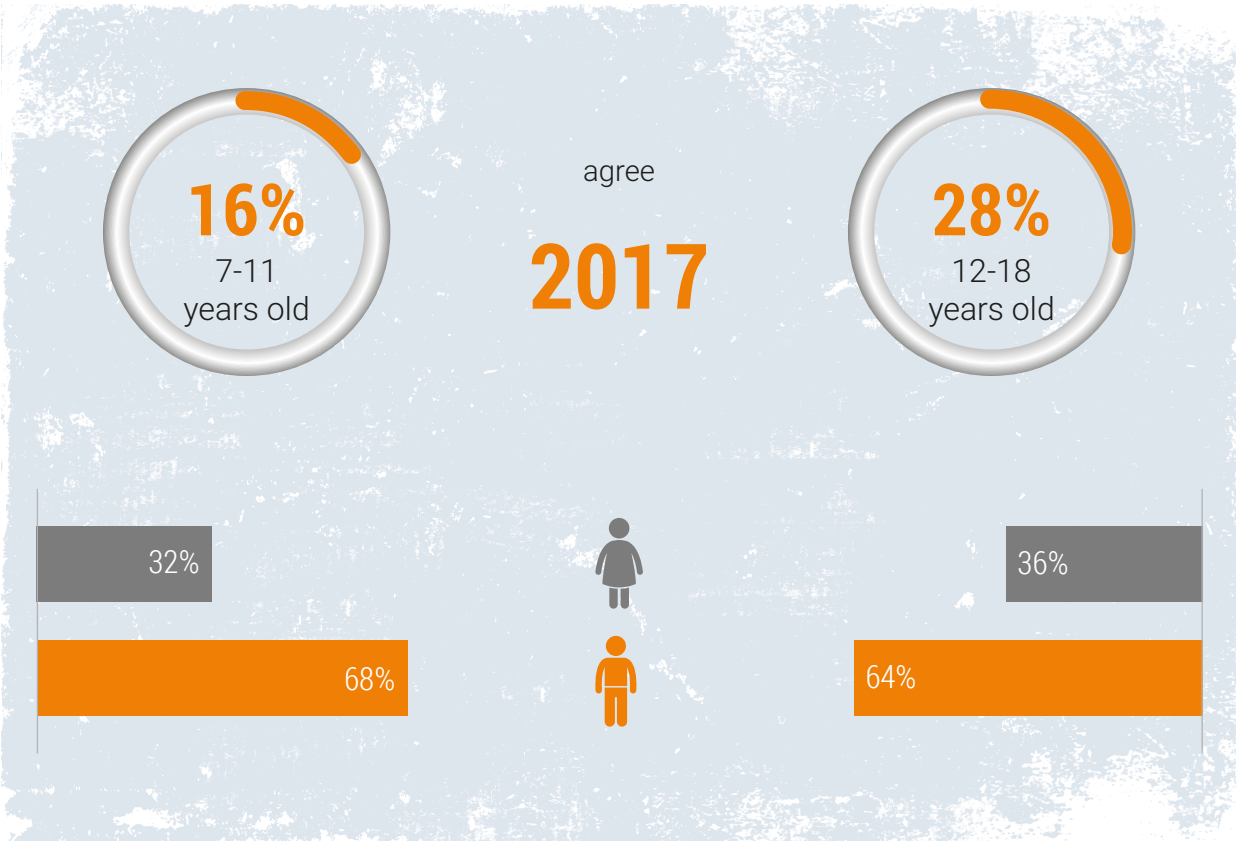
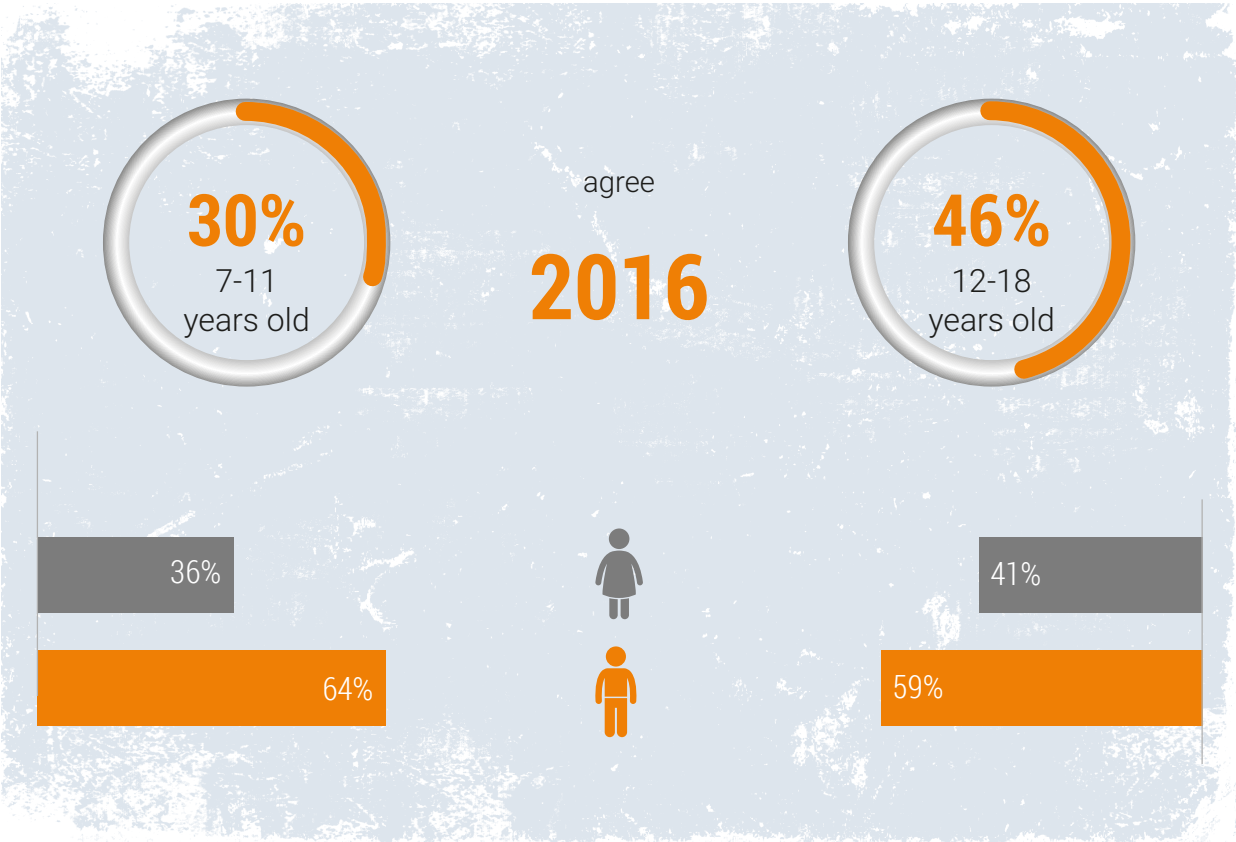
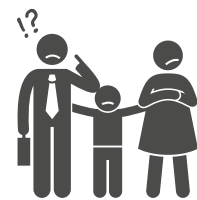
Taking care of the household and cooking are only the woman's duty



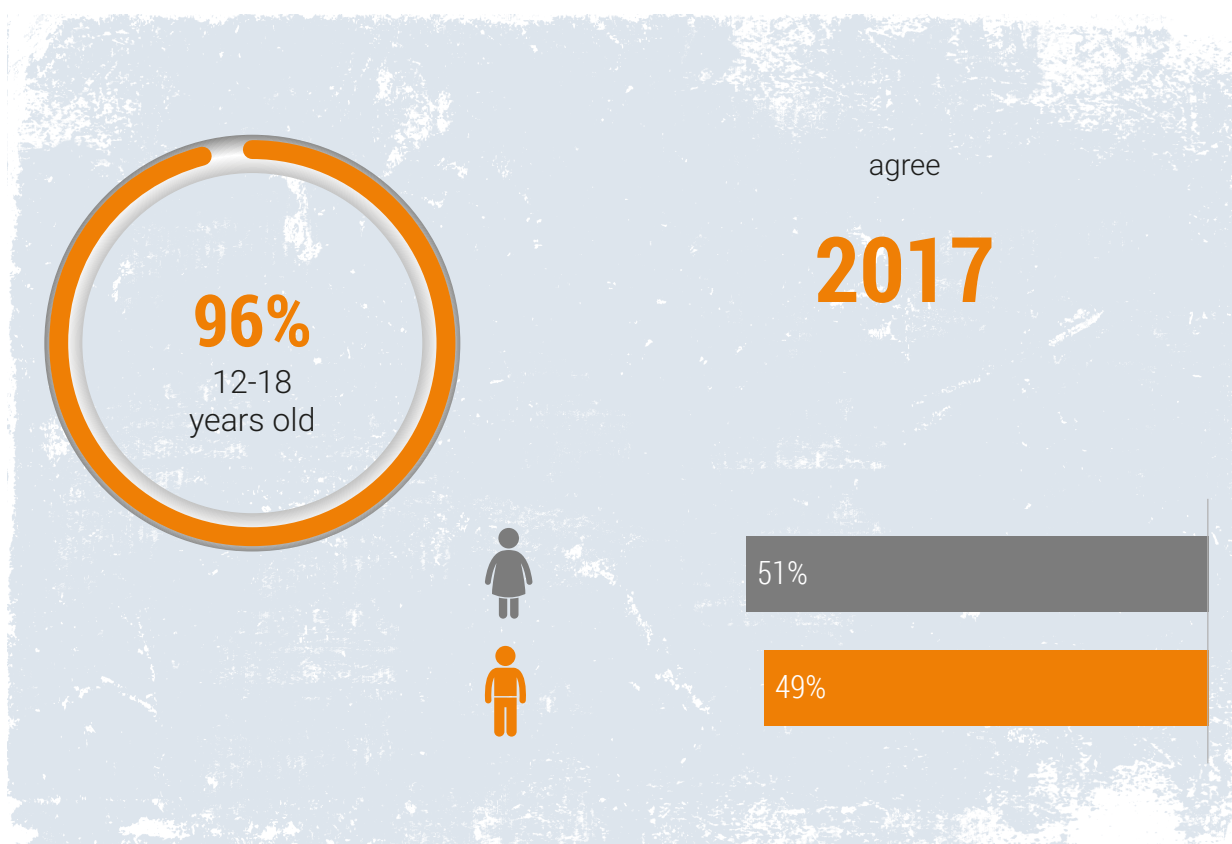
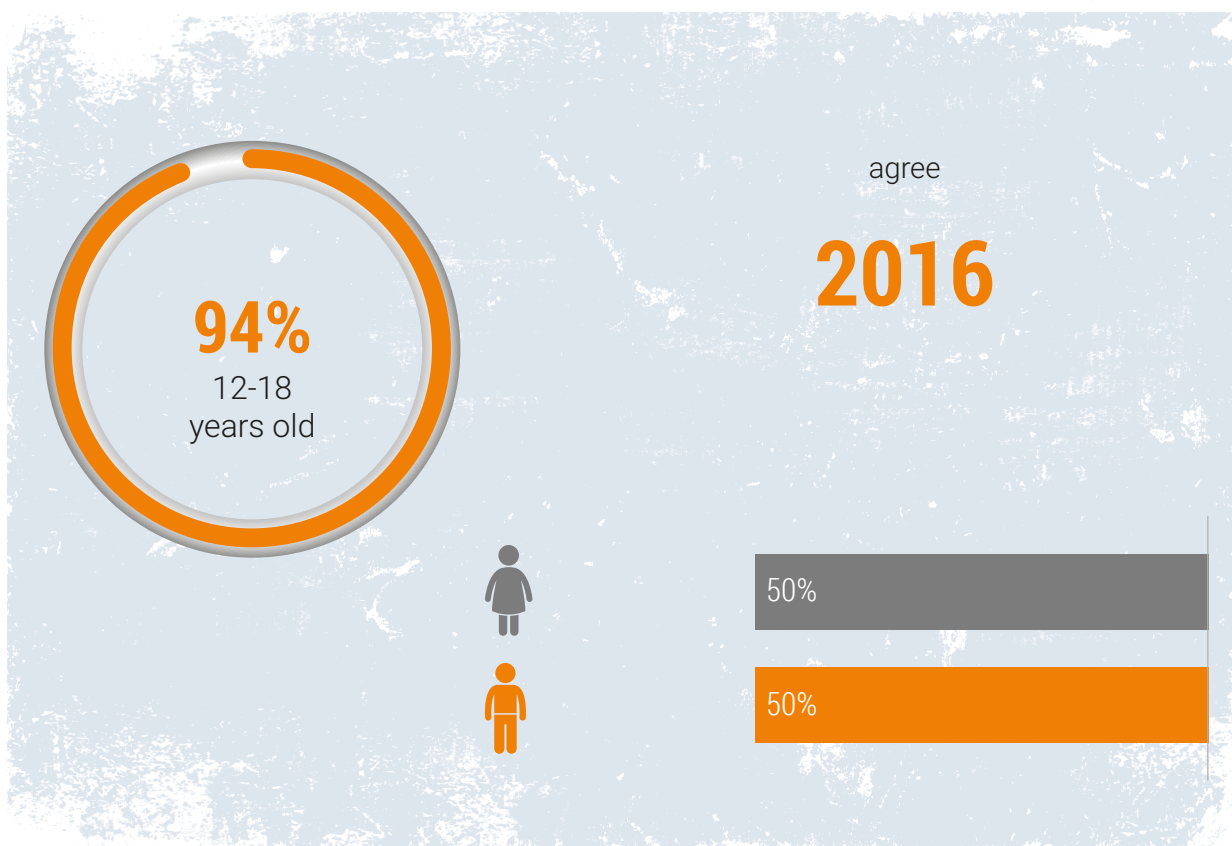
Changing diapers, bathing and feeding children are the responsibilities of the mother only, the father does not have such duties



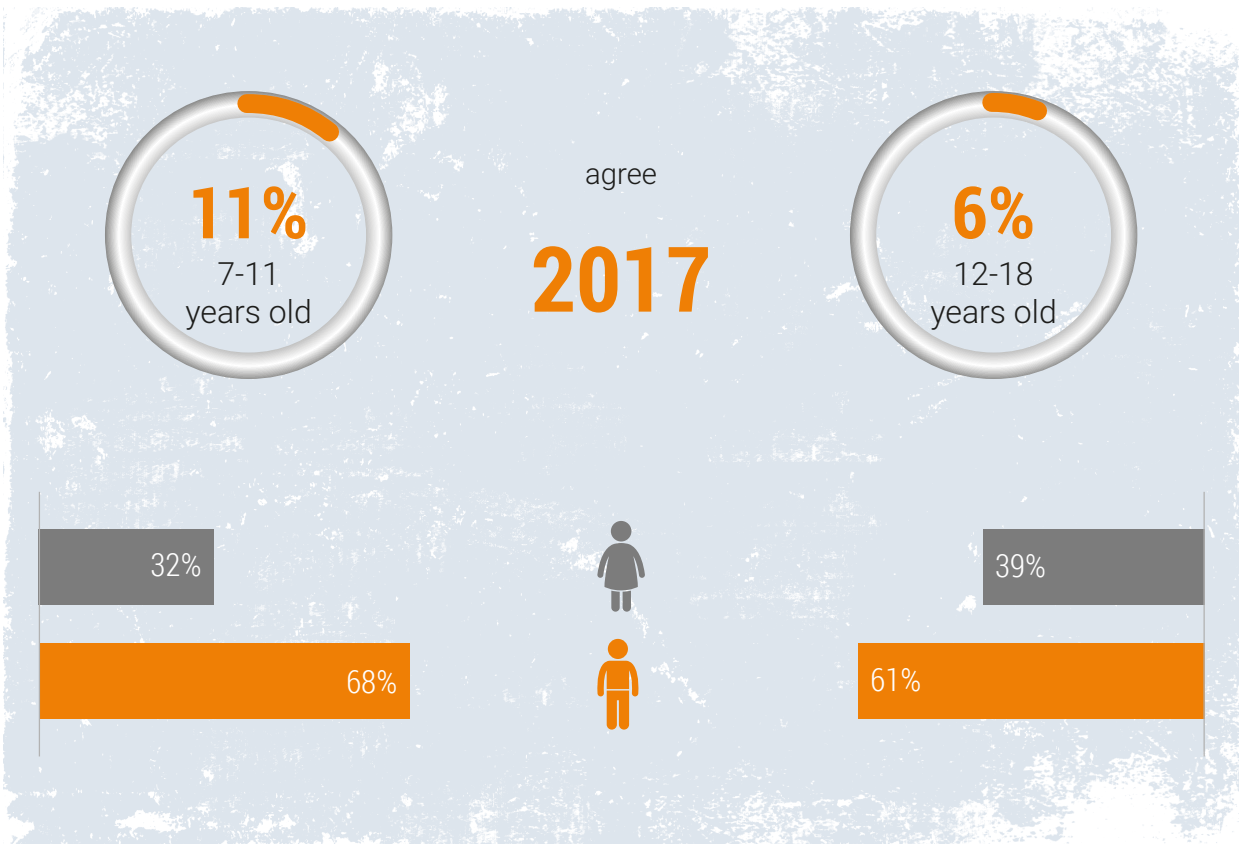
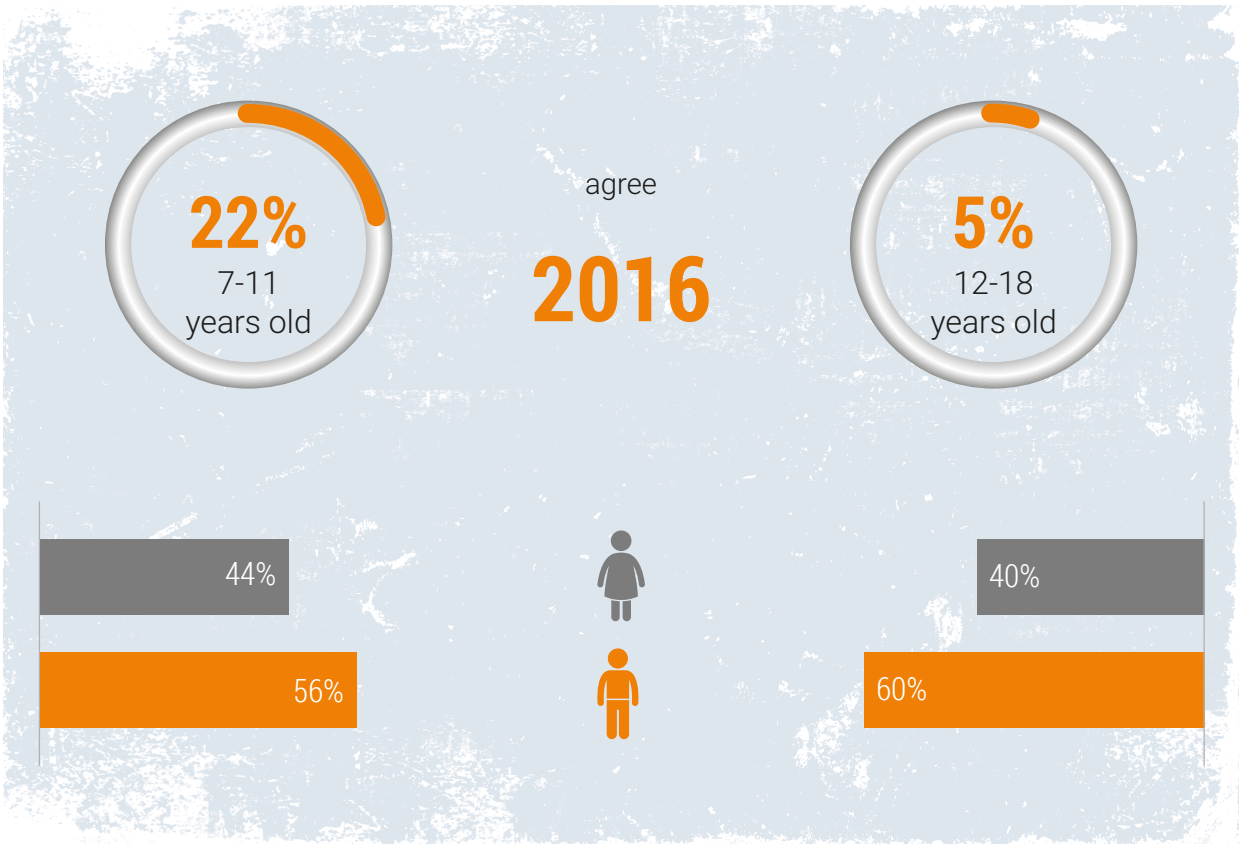
Man/father is the person who takes the main decision in the family. For example where the family will spend the holidays, when to buy a new computer, and others



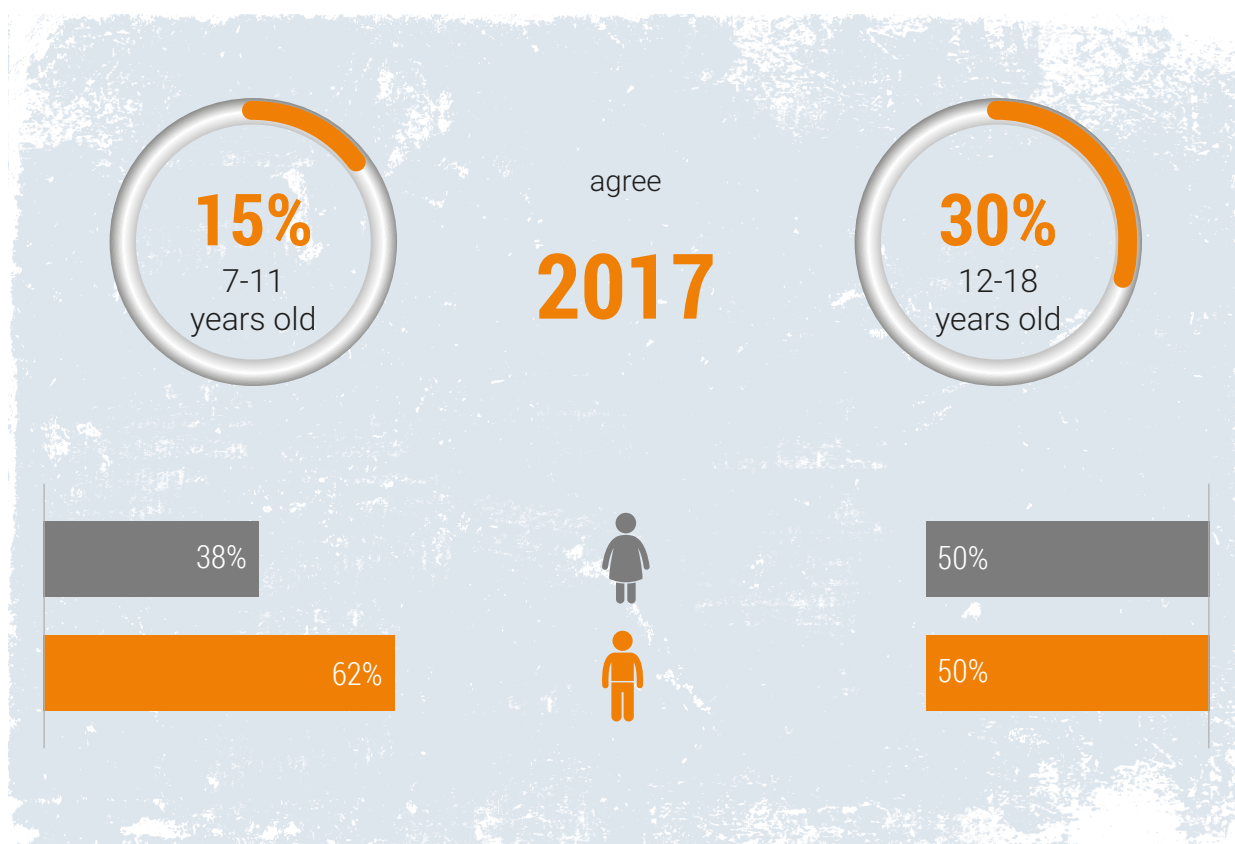
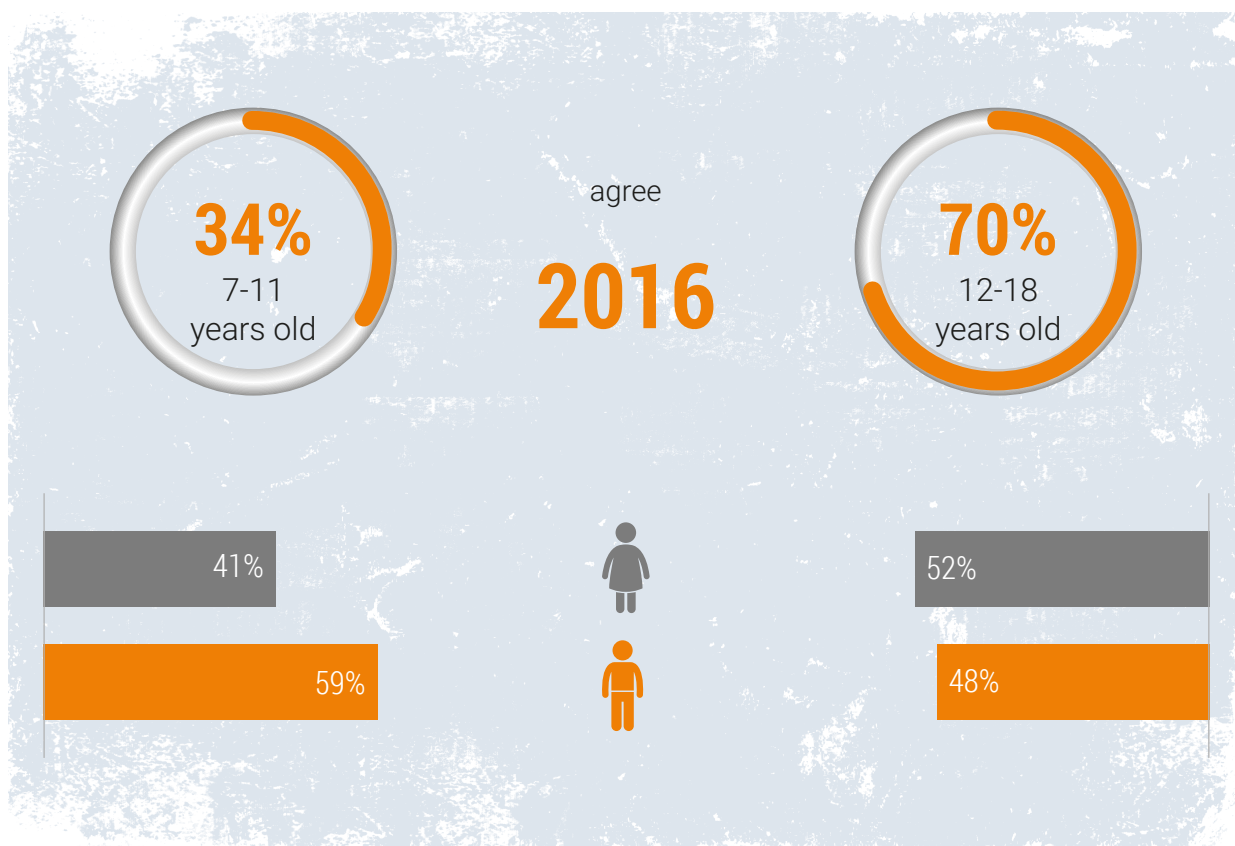
A real man should play with his children and spend time with them



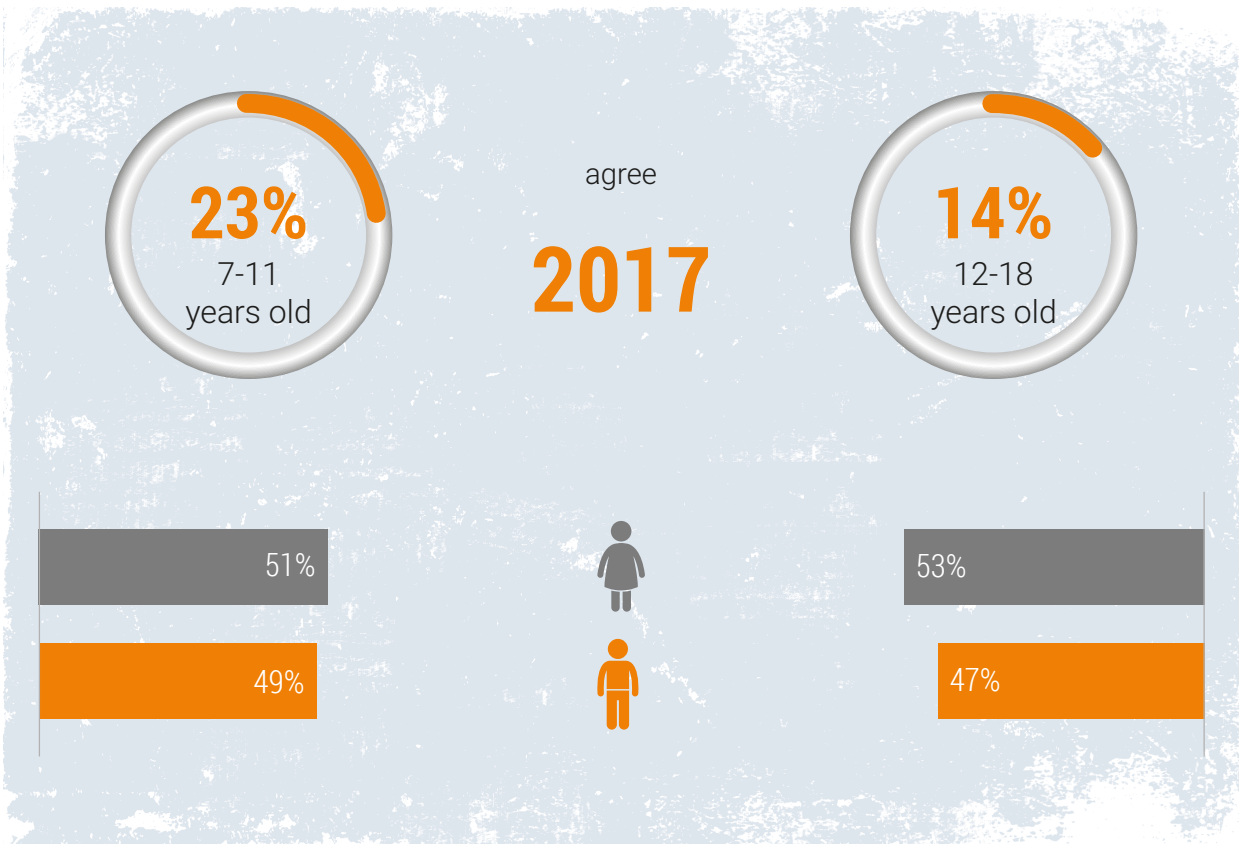
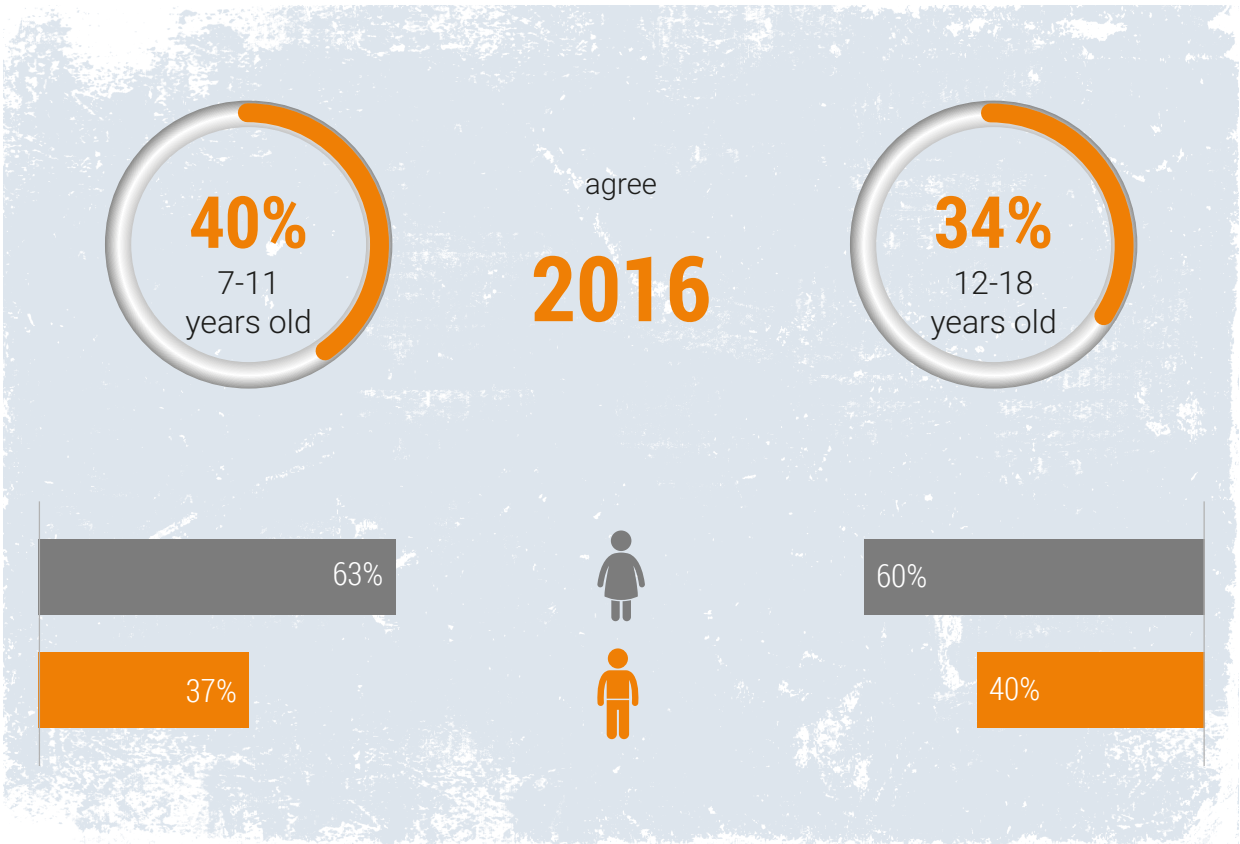
Men/boys should not do any household chores, such as washing dishes, laundry, cooking and others




Men are the head of the family; their main role is just to bring money into the house



Women love their children more than men do



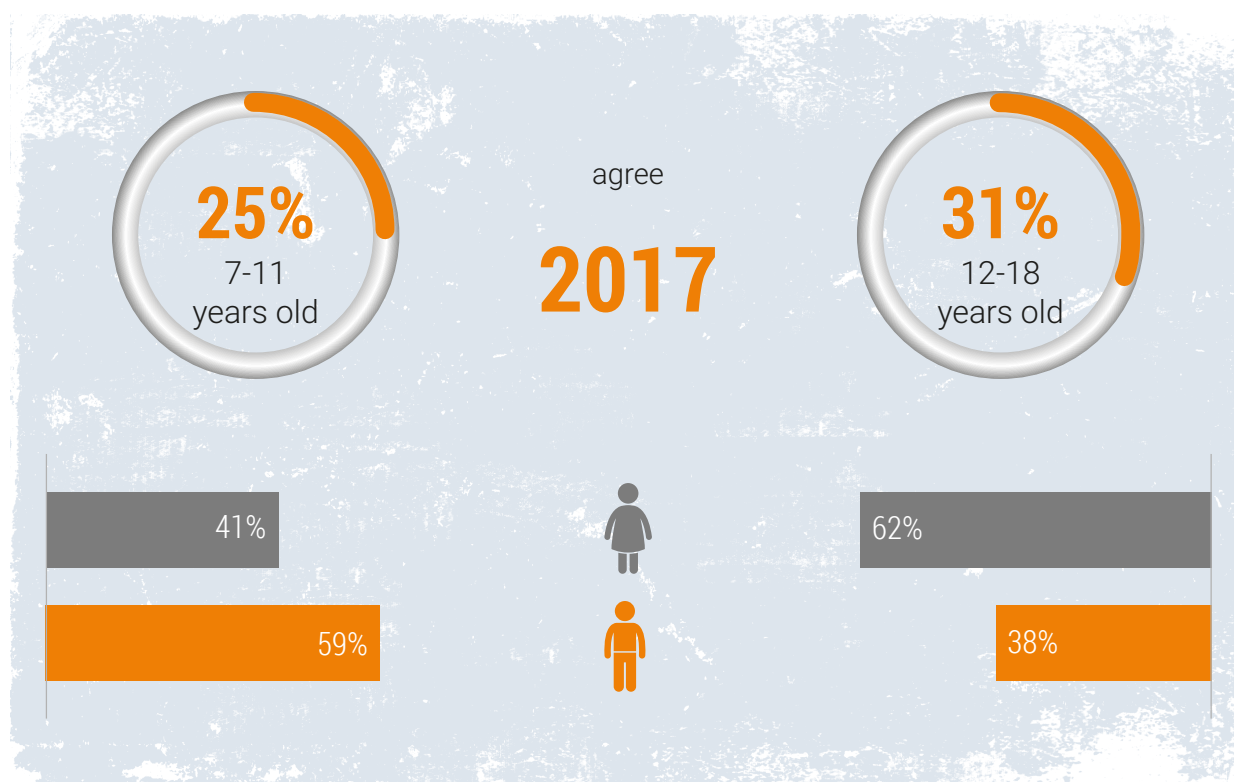
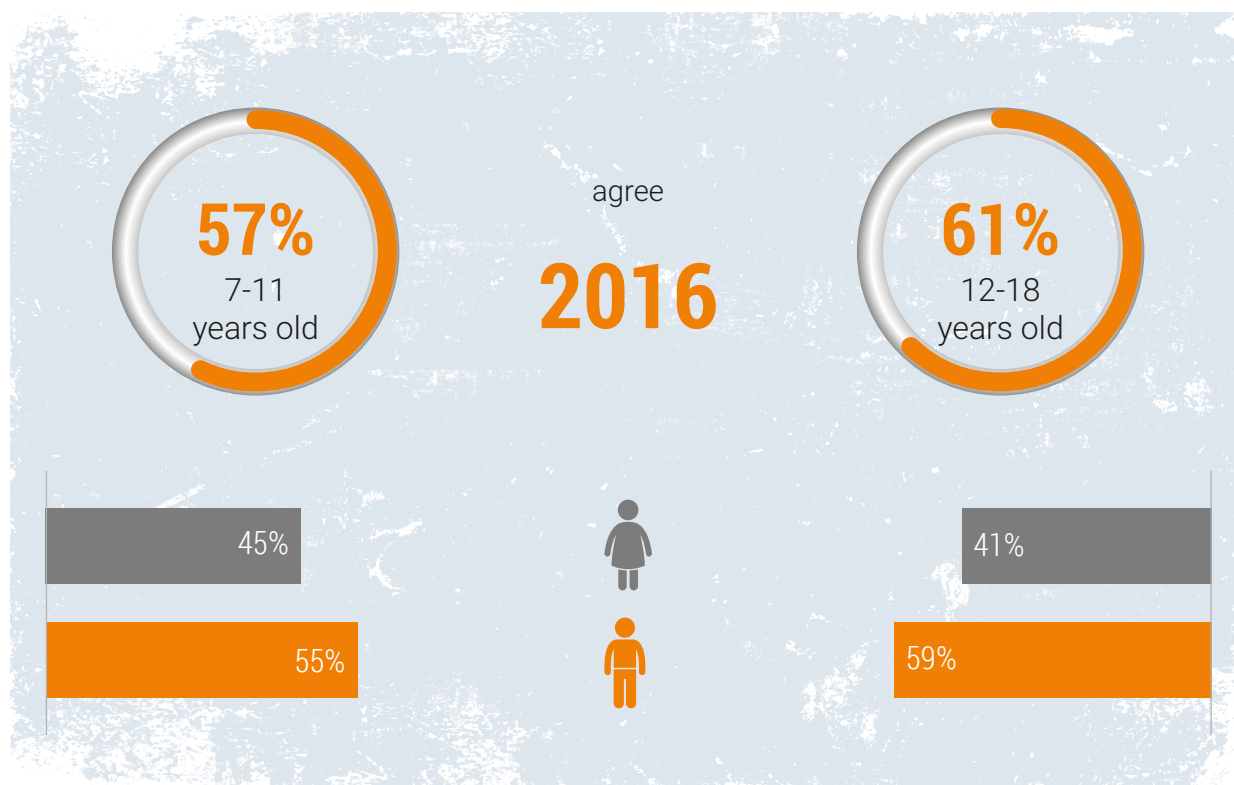


"After participating in the summer camp "ALEG", I have changed my mind about gender roles. I think girls and boys should have the same, equal rights and obligations and both have to help each other in a relationship."

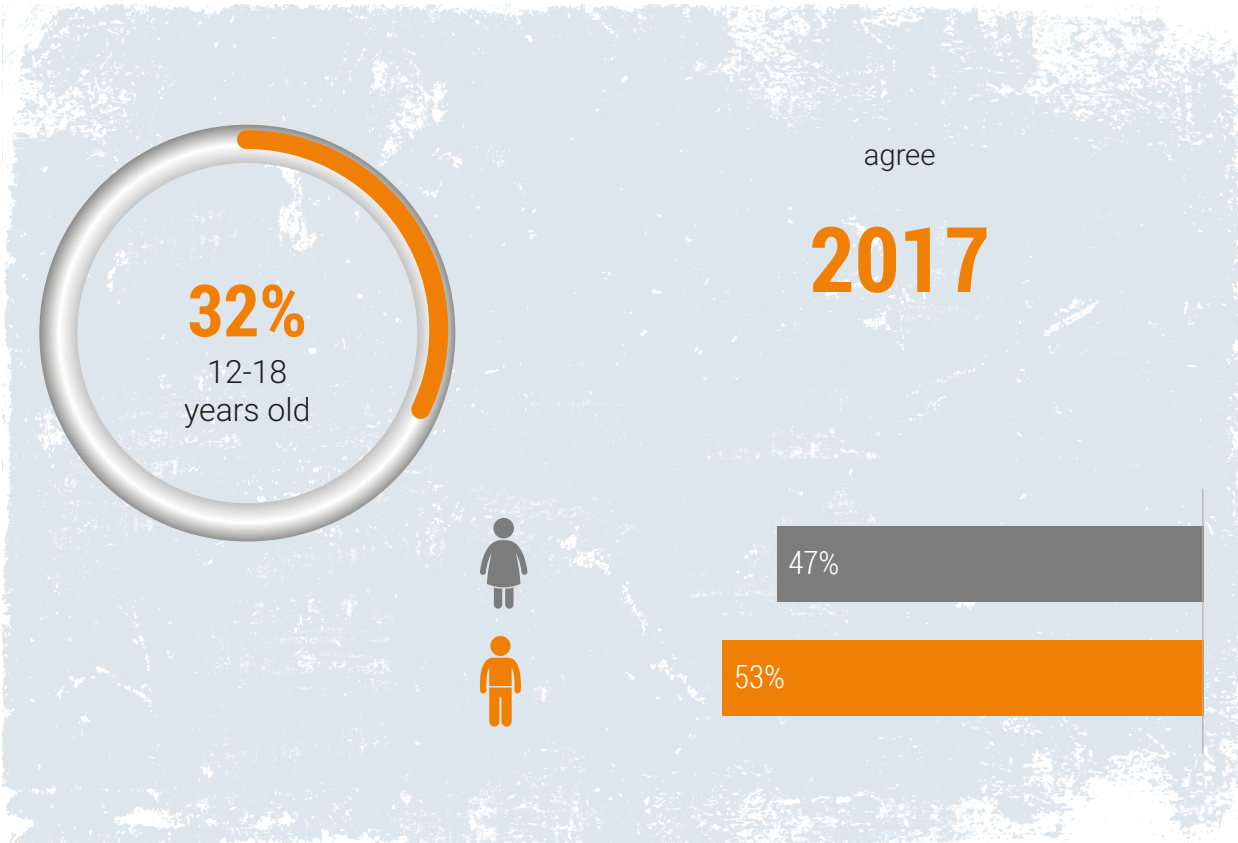
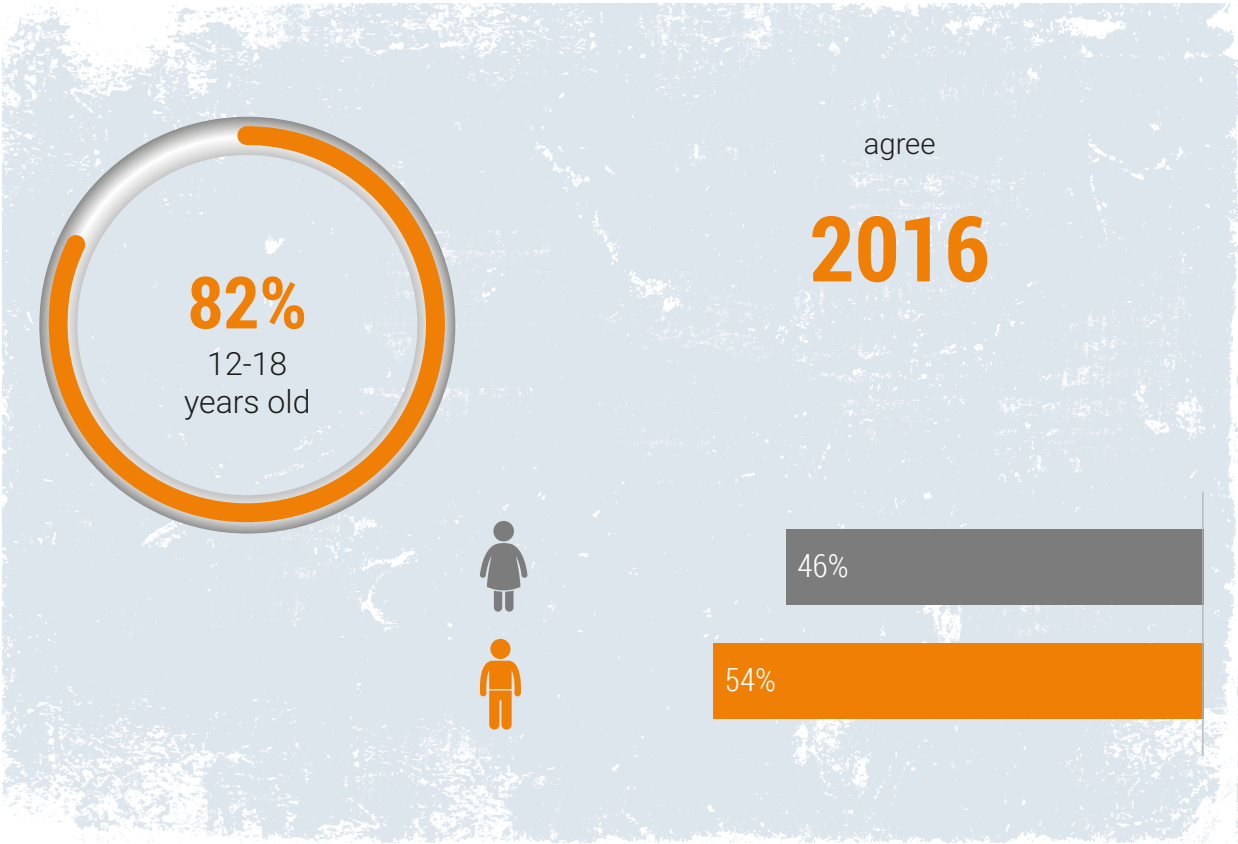
A peer educator

VIOLENCE AND MANAGING EMOTIONS

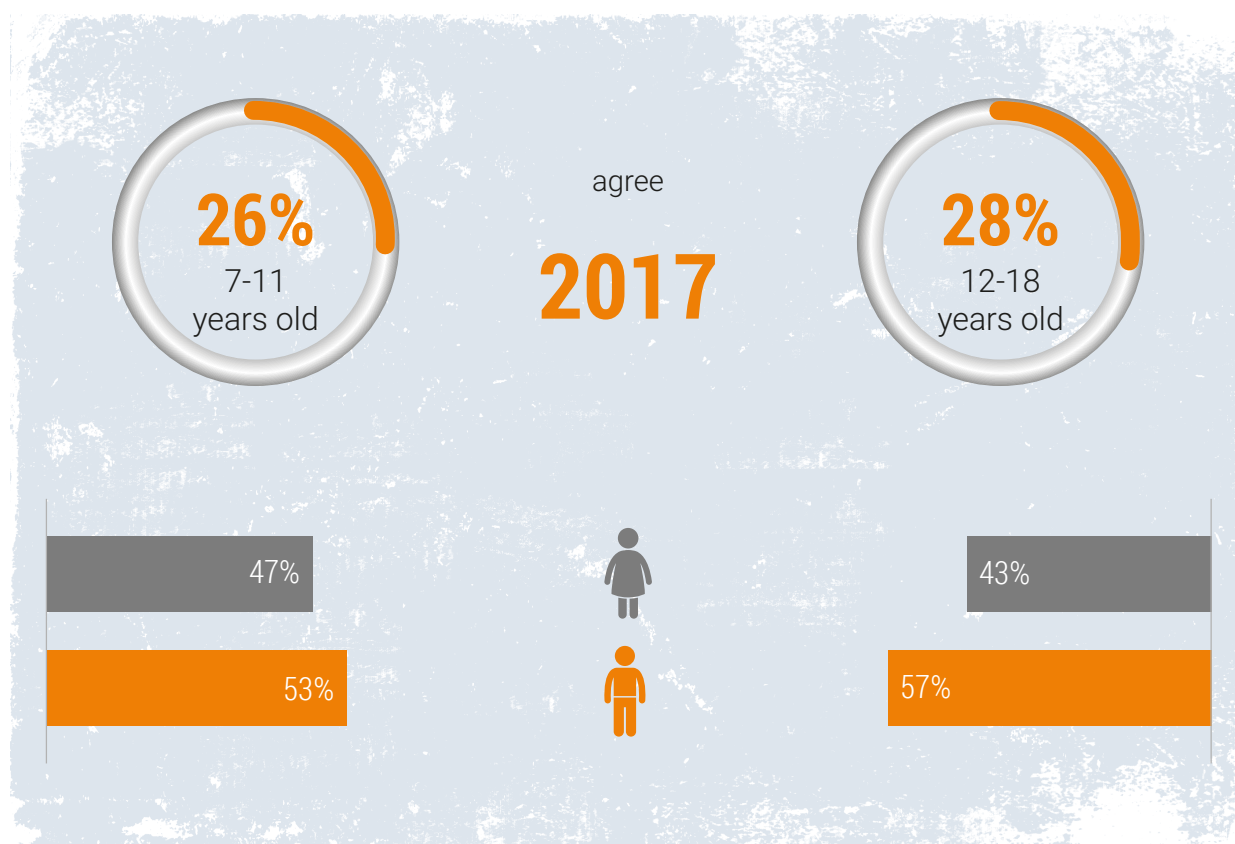
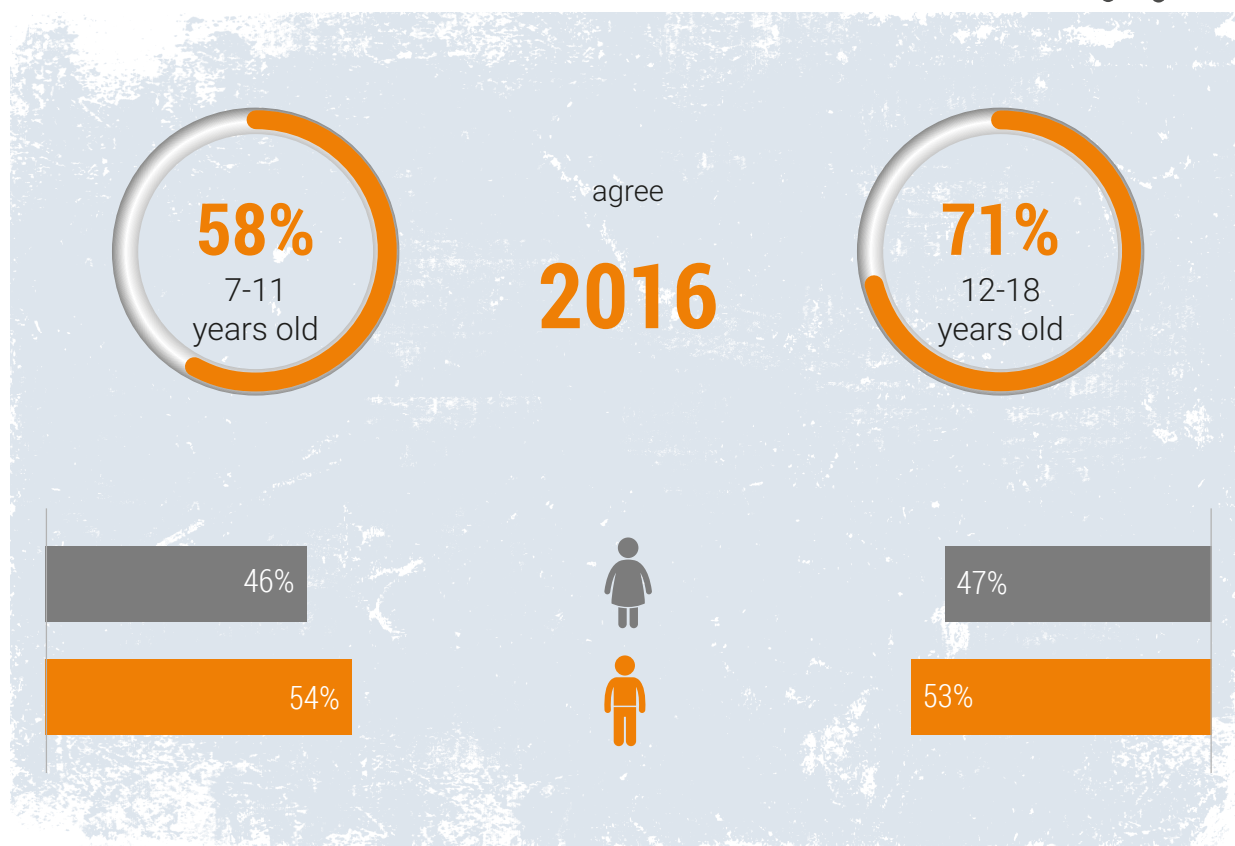
It is not good for a man/boy to show his emotion or talk to someone about them



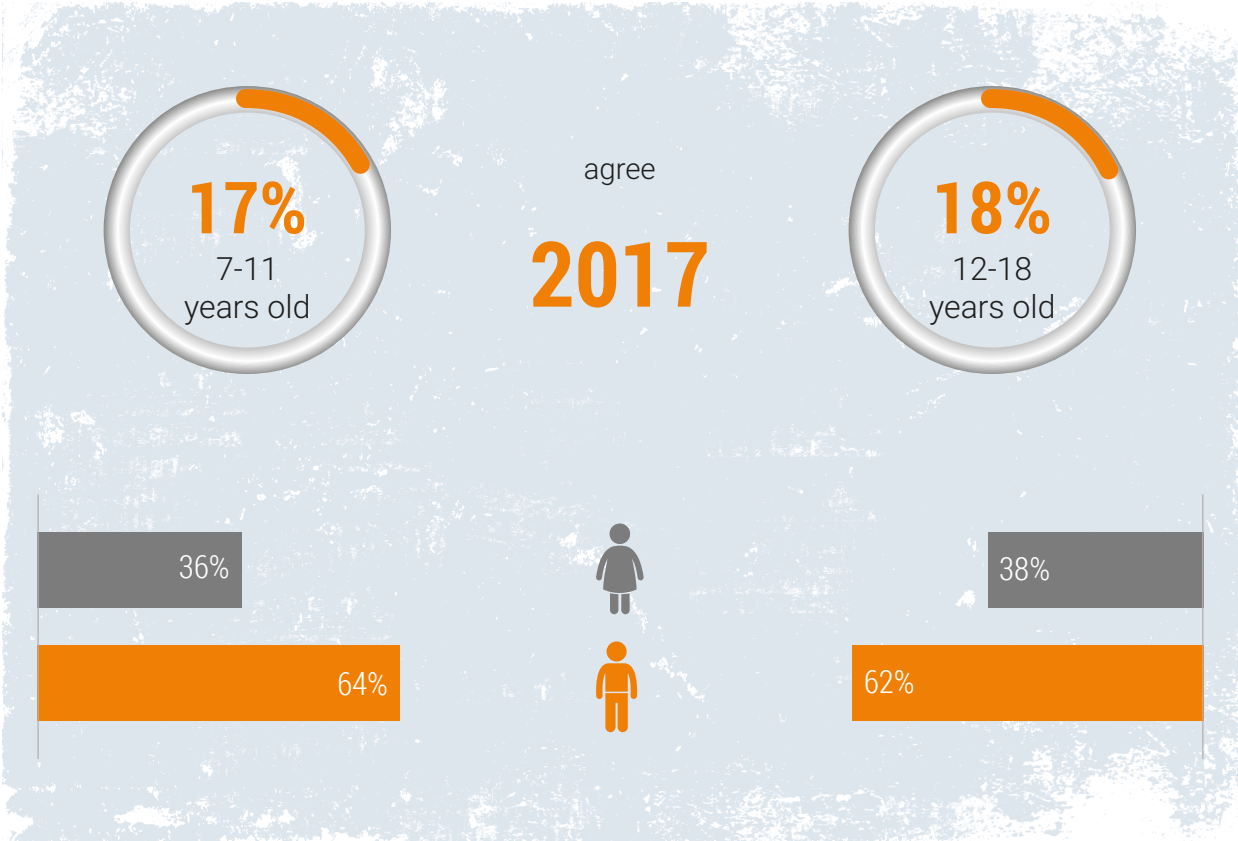
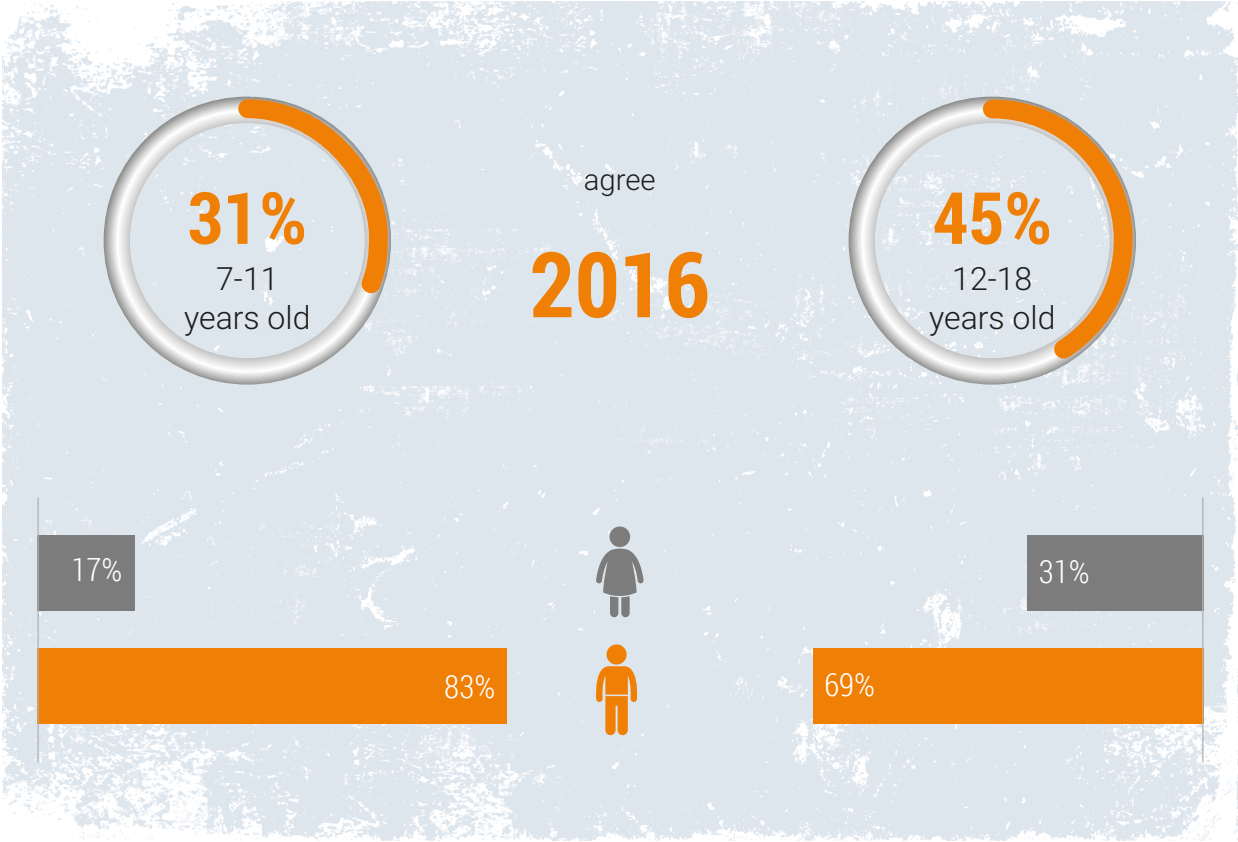
Real men are strong and do not cry



A man/boy should not be afraid of anything. And even if he is afraid - it is not all right to talk about it with someone



If a boy is hit, like a real man, he should hit back



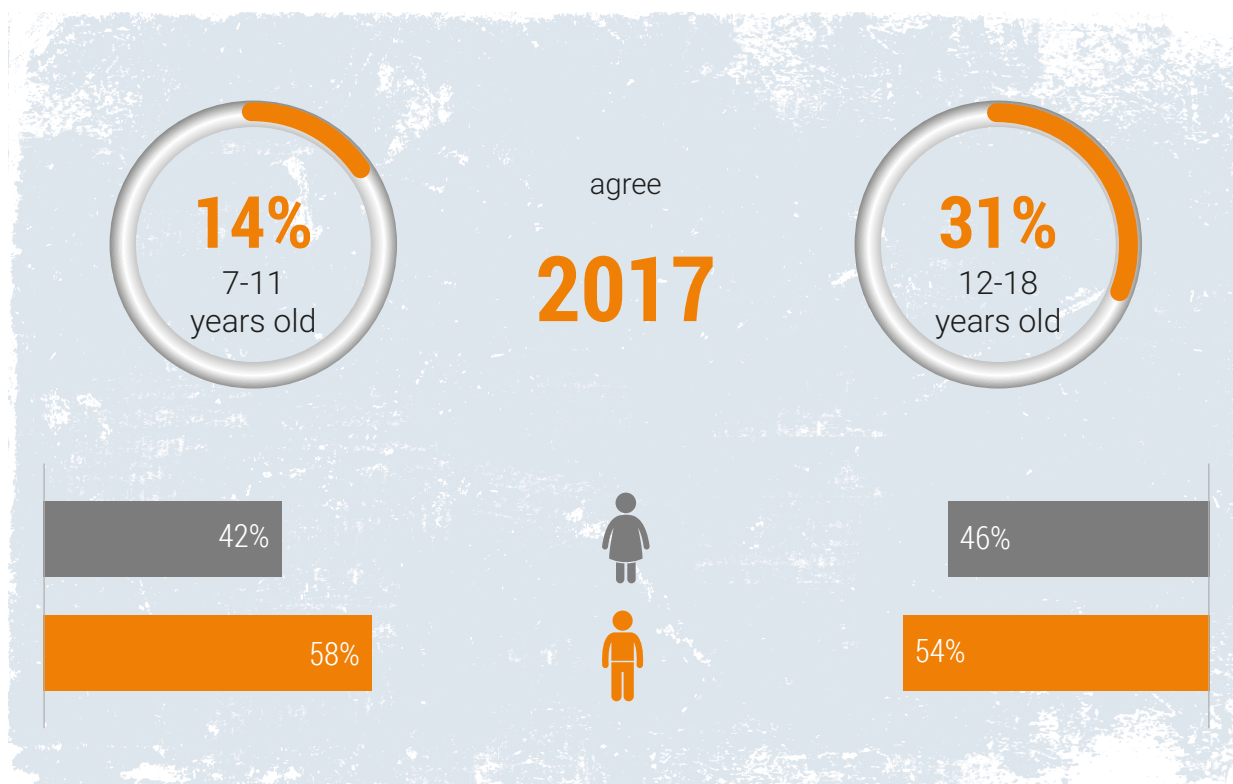
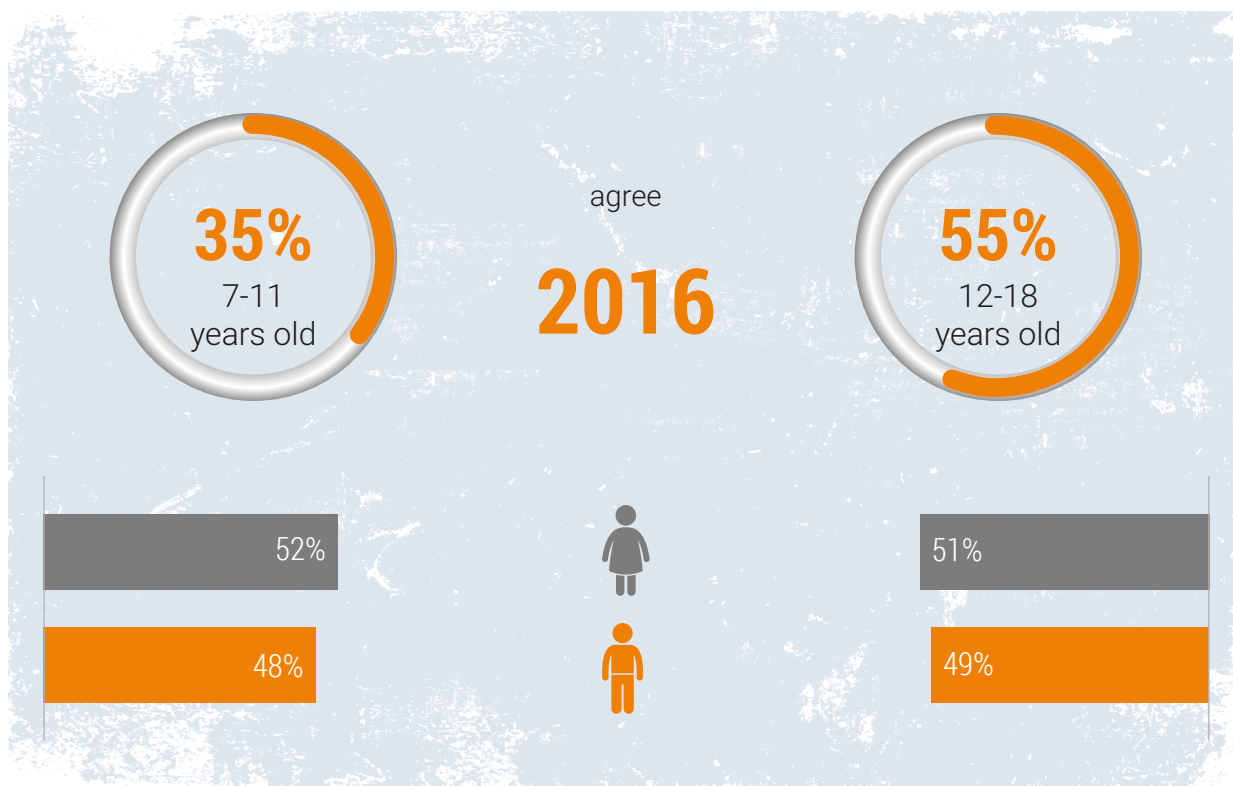
"The role of a man and a woman in a family is to create decent living conditions and to educate children in harmony."

Teacher trained as part of the project

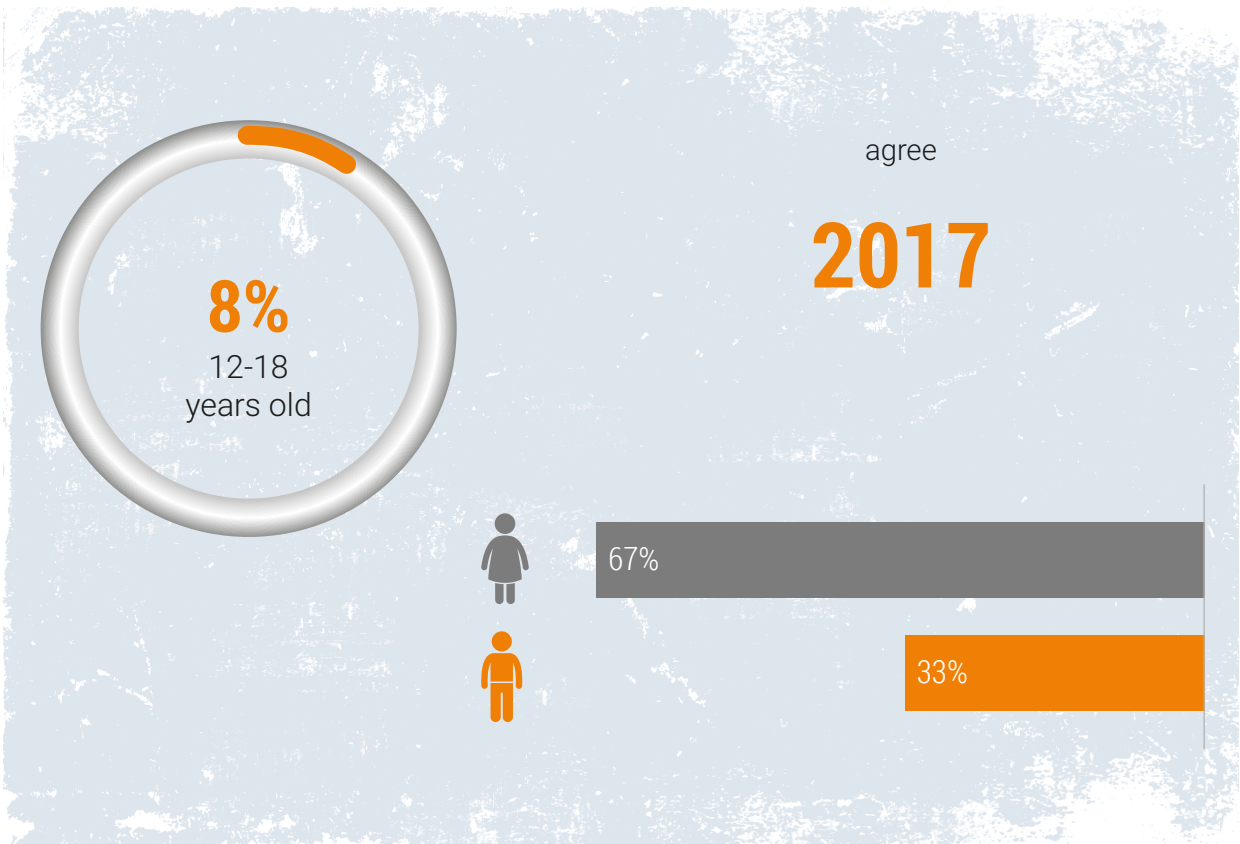
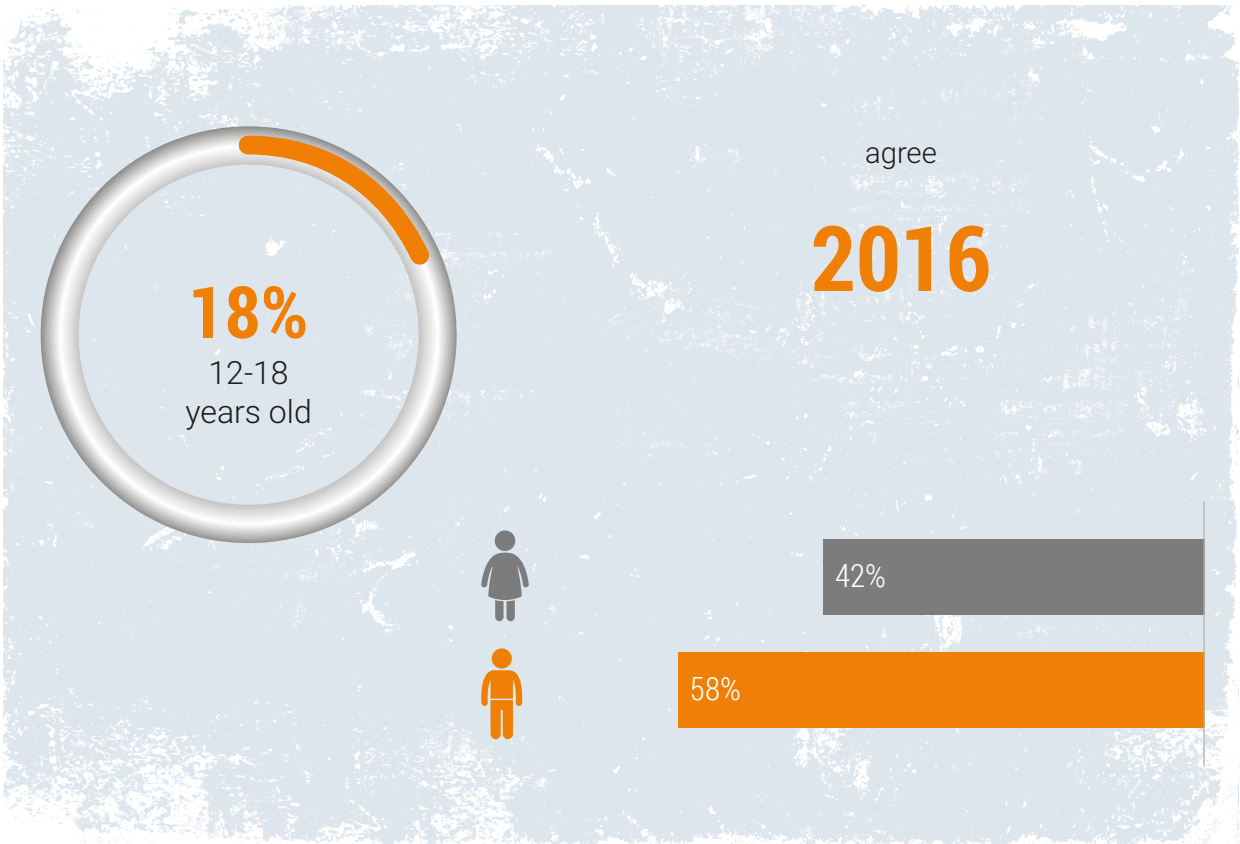


APPEARANCE

A real man/boy does not care about how he looks or his appearance



Boys should wear blue and girls pink





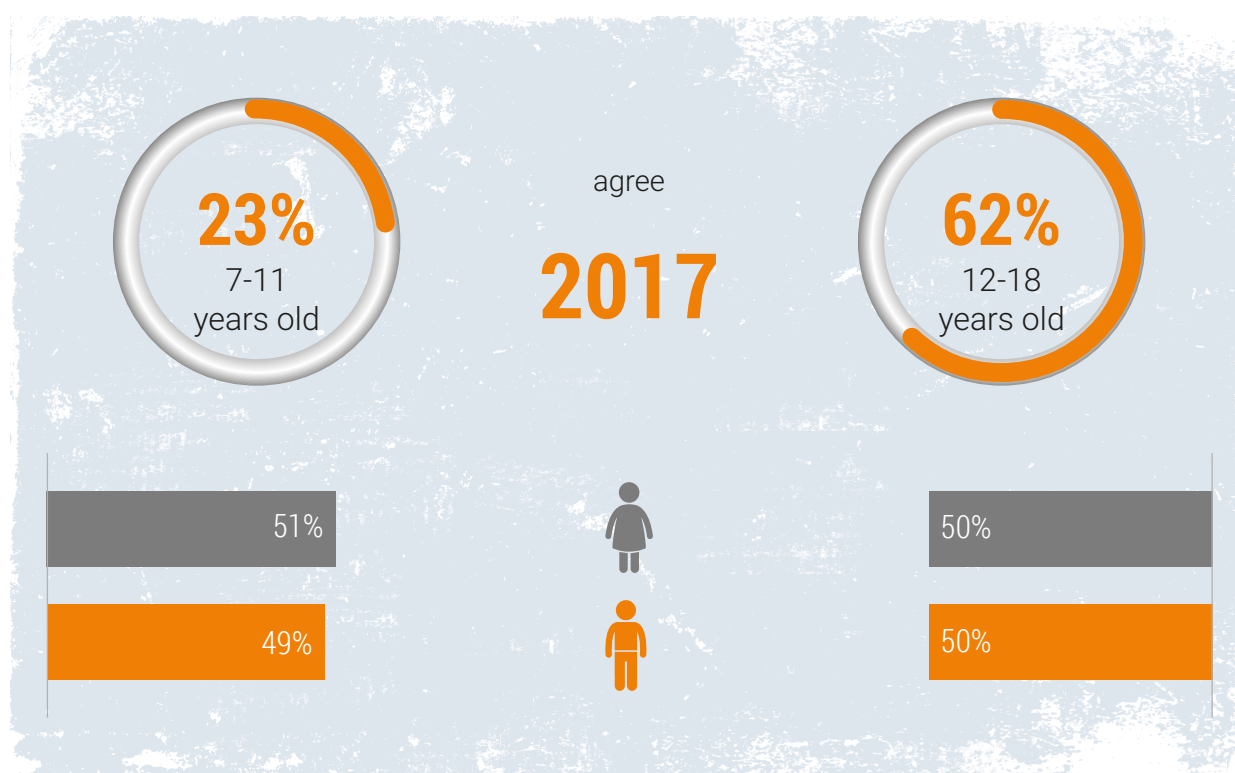
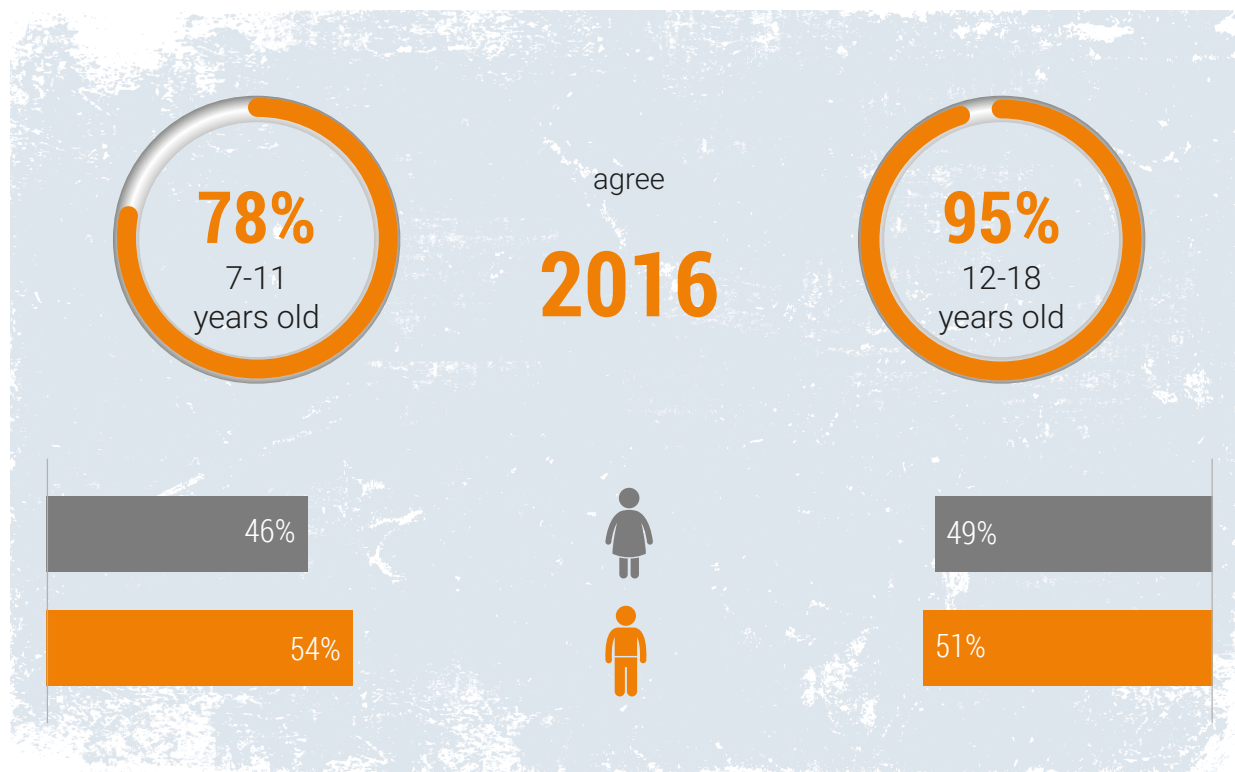
"After participating in several activities, I realized that when a boy is crying it is not a big deal and it is something normal, and I myself, have days when I'm feeling sad sometimes. That doesn't mean that if a boy cries, he is weaker or he is no longer holding the title of a "boy", that's just a necessity which any one of us has. There's nothing embarrassing about that, and each of us must understand that."

A participant of peer-to-peer activities

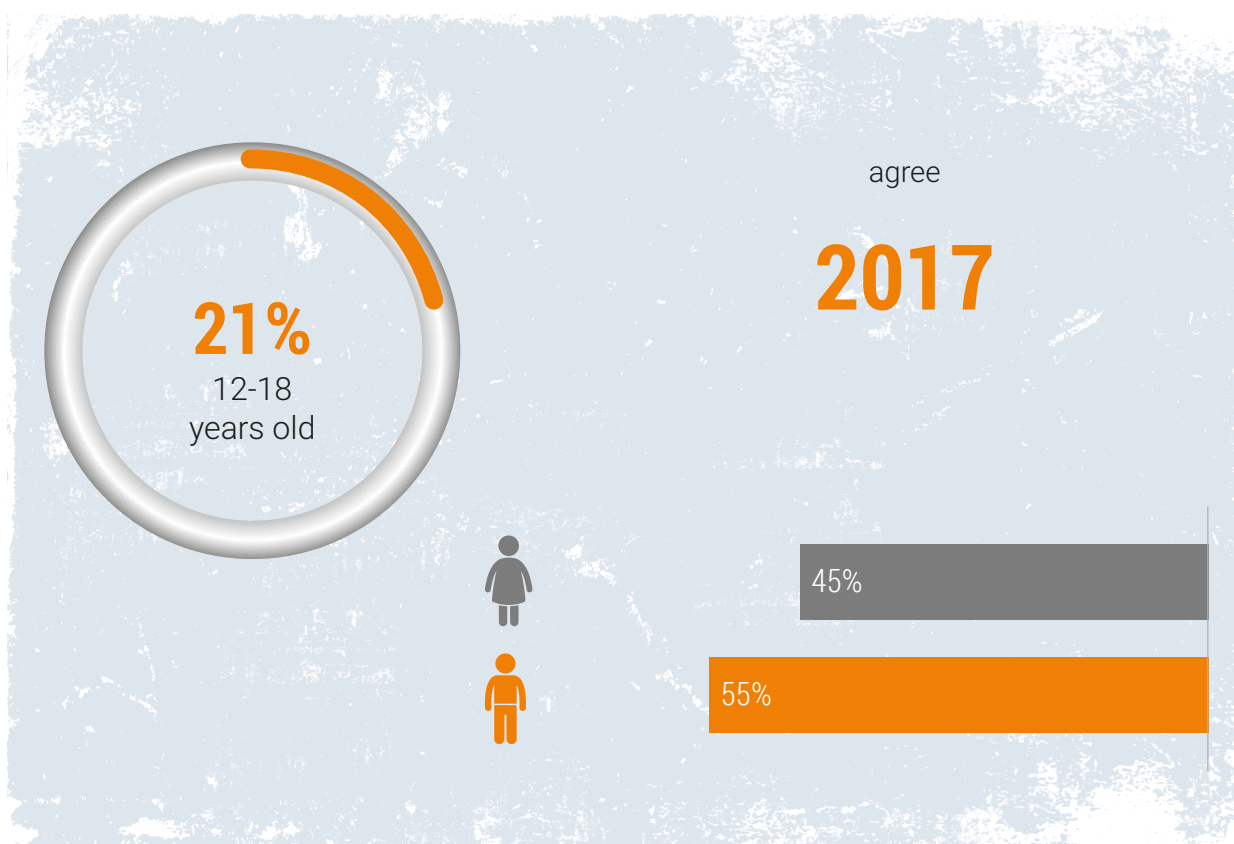
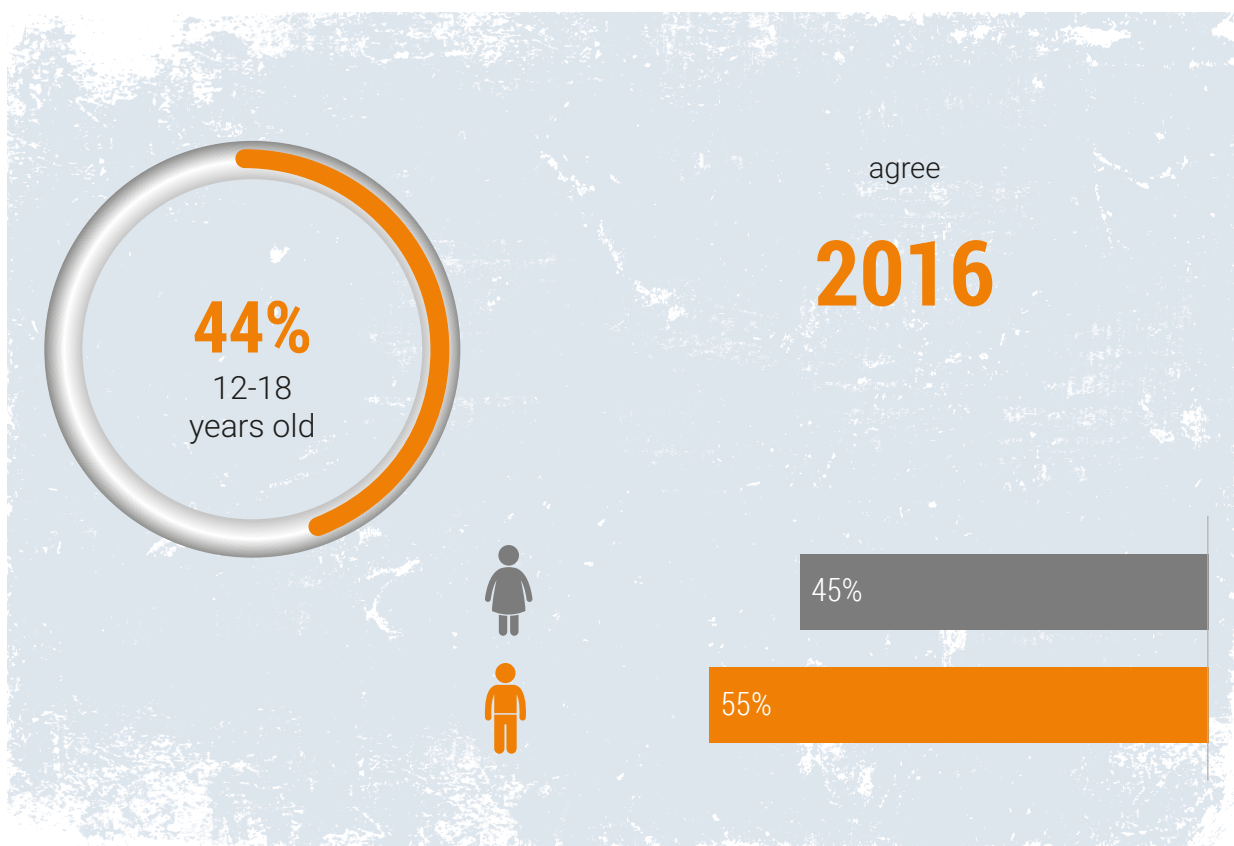
FREE TIME ACTIVITIES -

What are the boys' main activities in their free time?

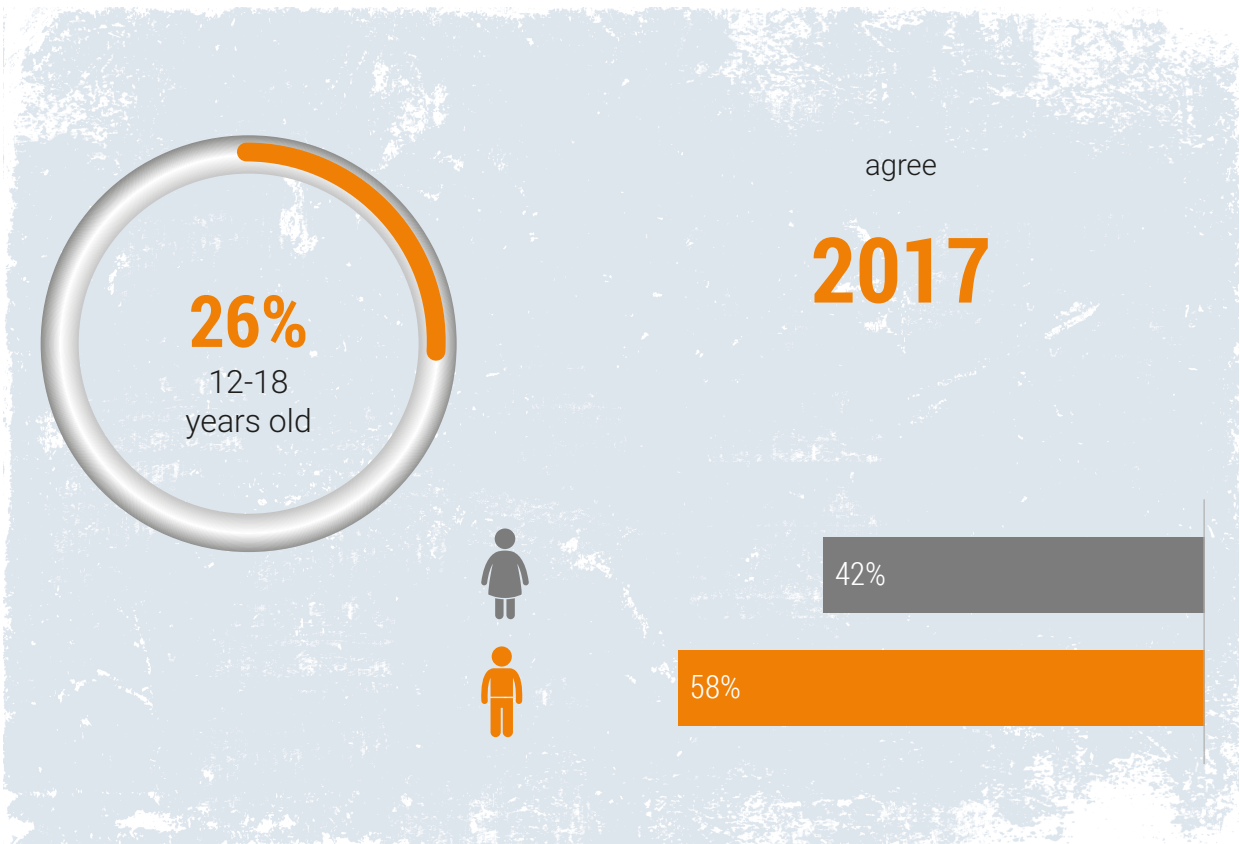
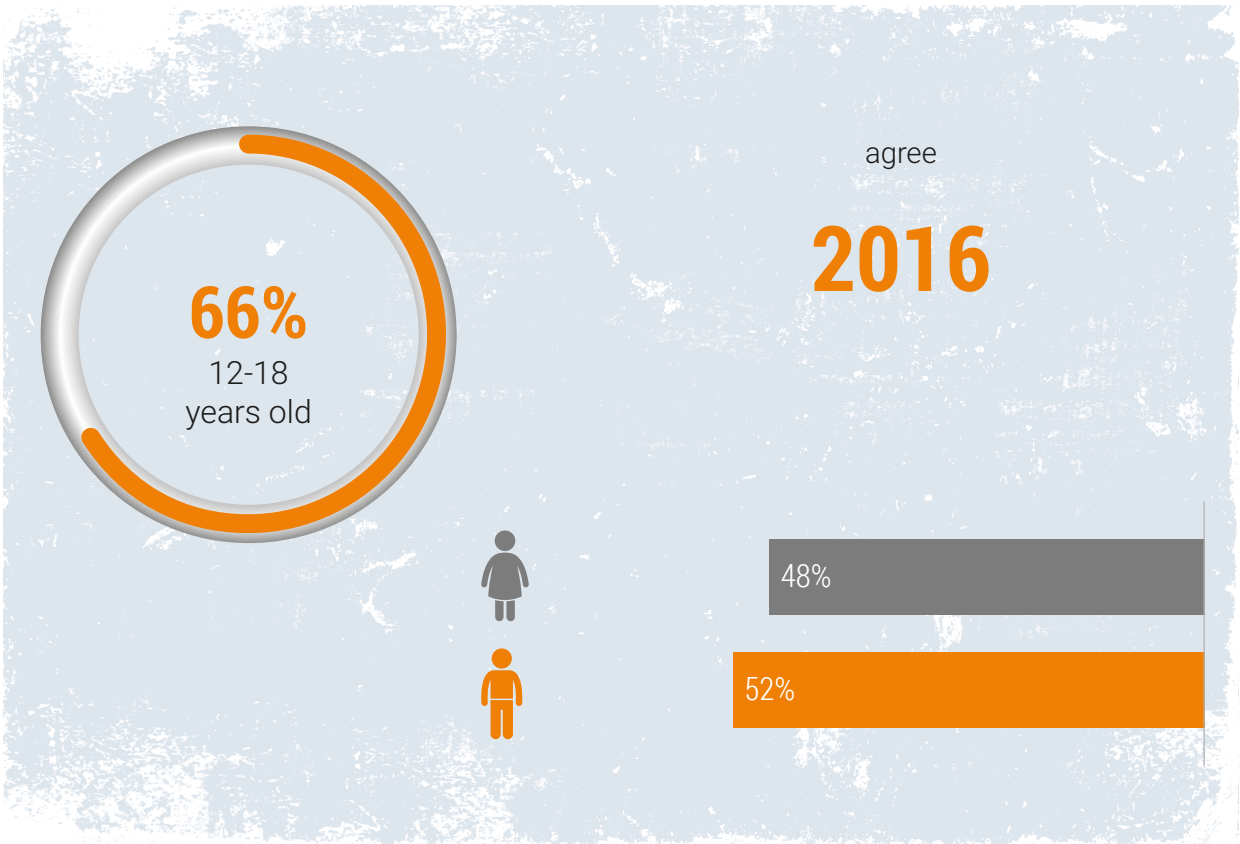
Men/boys usually practice outdoors activities such as fishing and football



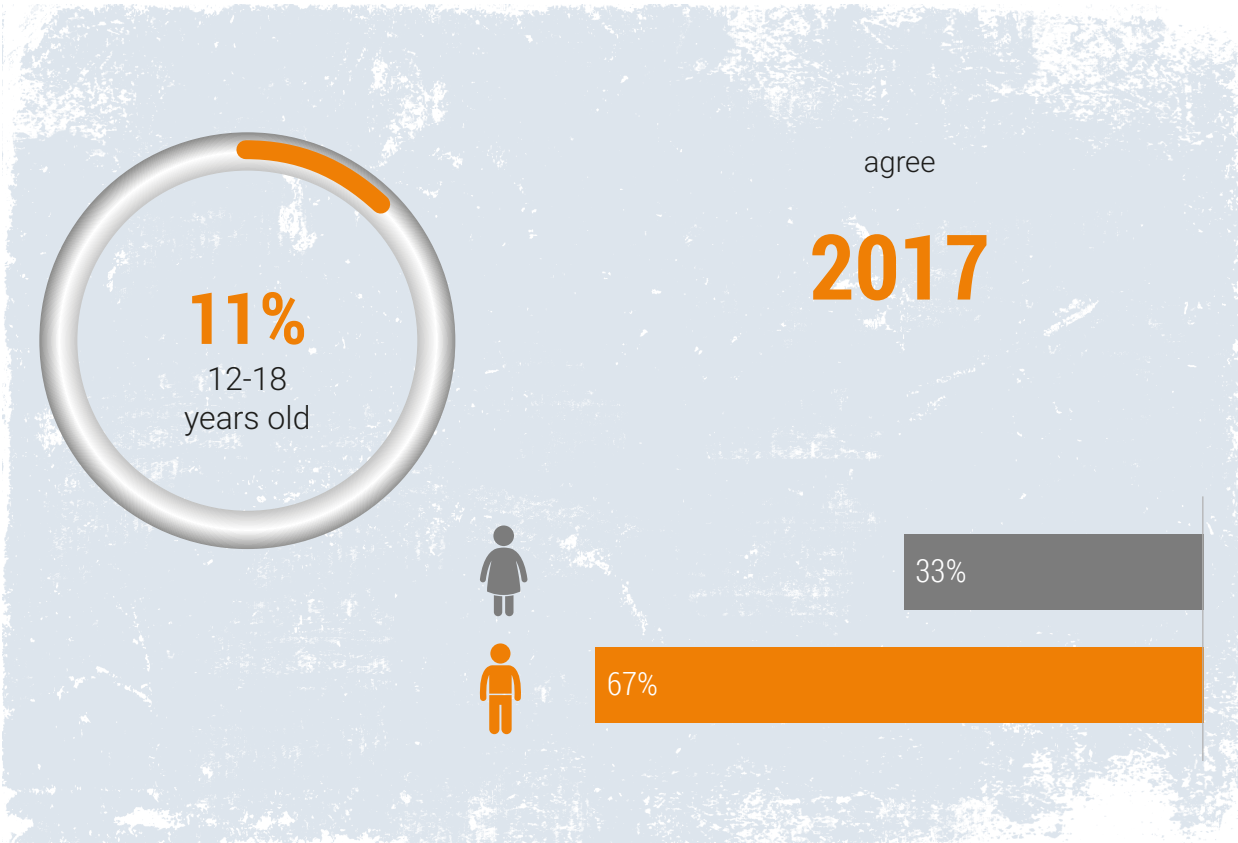
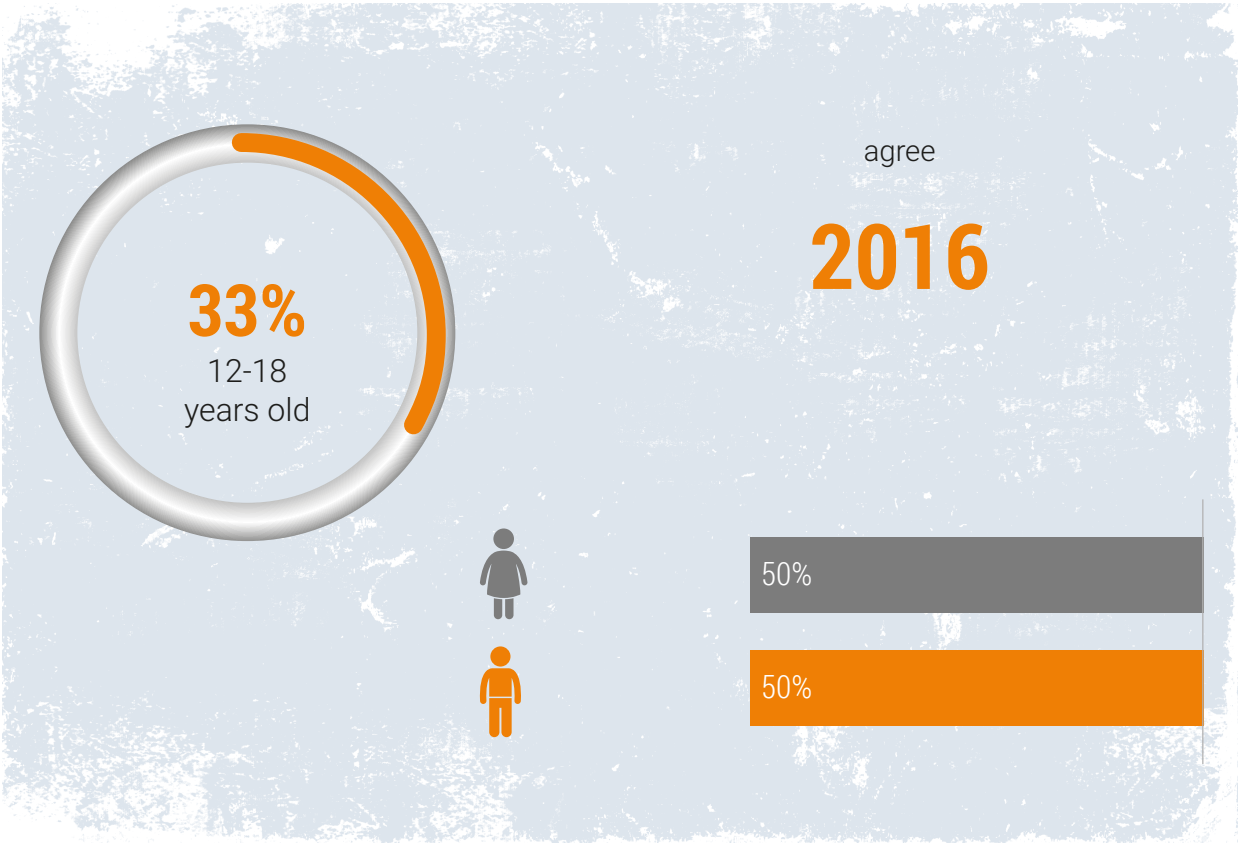
Men usually do “heavy” work, such as in construction, mechanics; they are not secretaries, teachers or cosmetologists



Men usually work in science, engineering and other technical fields



Only women cook, sew and crochet



"In a relationship it doesn't matter what gender you are, all that we have to do is to listen and care for the other's needs and opinions and not believe that we are better or somehow above others. We have to be easygoing and keep it simple as we are, and have no fear."

Participant in peer-to-peer activities





MATERIALS DEVELOPED WITHIN THE PROJECT

Board games

In order to diminish gender stereotypes but also to prevent abuse and discrimination among children aged 7-11 years old, we designed a set of games that help children take a better and more positive model of behaviour.

Games are always fun and a great way of spending time, but they are also essential for children's social, emotional and physical development. During play, children increase their social competences, learn how to act and interact with different social actors, and learn about themselves and the world around them.

In addition to expressing feelings, children also learn to cope with their feelings as they act out being angry, sad, or worried in a situation they control (Erikson, 1963). Pretend play allows them to think out loud about experiences charged with both pleasant and unpleasant feelings.

When playing, children are as actors when acting. They learn all the social roles and specific behaviours starting from family and closest group. That is why, it is essential at this time to have a good role model near, in the school or home.

At this specific age (7-11 years old) children usually seek out new information, experiences and challenges in play. A child in this age group is influenced by peers and is extremely social. So the card and board games may work very well for them.

When designing the games, we took into consideration all of these needs and made them as interactive and informational as they can be. By playing these two games, children have a chance to learn more about gender roles, abuse, their emotions and a healthier life style.

“In Memo’s World: without stereotypes”

“In Memo’s World: without stereotypes” is a card memory game in which cards depict the gender stereotypes that were identified by children. The gender stereotypes are represented on the cards in a way that reflects a negative or a positive role model. Thus, while playing a memory game, children receive these positive messages, are able to discuss them and compare to the situations they face in their daily life.

For example, the fact that “boys don’t cry” was one of the strongest stereotypes among children. Some cards in our game illustrate both girls and boys crying or showing other emotions. Repeated exposure to this message leads to the decrease of this specific



stereotype. Therefore, the game “In Memo’s World: without stereotypes” promotes healthier social behaviour at the subconscious level.

<https://www.youtube.com/watch?v=dGnNpwyW6Vk&t=9s>

“BUUM! Stereotypes”

“BUUM! Stereotypes” is an adaptation of the classical Jenga game, where a message reflecting gender stereotypes or positive behaviours is printed on each wooden block of our game. During the game, children cooperate to build a tower that is composed only of positive messages and have to eliminate the blocks with negative behaviour patterns. By discussing and making common decisions, children together agree on what is a positive and negative behaviour.



<https://www.youtube.com/watch?v=xSLQuiuvXo0&t=2s>

“Psychosocial activities on gender equality for teenagers” Manual

This workshop manual is specifically, but not limited, designed for professionals and young leaders who are engaged in activities with boys and young men of 12 years and older. It aims to develop a set of skills and abilities needed to decrease violent and abusive behaviour among young men and their peers and to promote a gender equal non-judgmental conduct. The manual includes 10 workshops on topics such as gender awareness, masculinity, expressing emotions, labelling, power and relationship, violence, healthy relationships, and young men’s health.



**ACTIVITĂȚI PSIHO-SOCIALE
ÎN DOMENIUL EGALITĂȚII DE GEN
PENTRU ADOLESCENȚI**

OAK
FOUNDATION

Terre des hommes

<https://childhub.org/en/child-protection-tools-trainers/psychosocial-activities-gender-equality-teenagers>

“Teens Leaders for Gender Equality” Guide

This guide was developed specifically for adolescents who participated in the ALEG summer camps and focuses on both the development of peer educator skills and on raising awareness about gender equality, gender roles, and prevention of abuse.



http://tdh-moldova.md/media/files/files/suport_participanti_aleg_2017_925402.pdf

“Conscious Gender-Sensitive Parenting” Training Programme

The training programme aims to increase the involvement of boys and men in child care and education to prevent violence and abuse against children. The training handbook serves as theoretical and practical guidelines for conducting activities aimed at enhancing the participation of boys and men in the educational processes both in the private sphere, i.e. the family, and the public one, i.e. formal and informal education, as well as in the educational processes taking place at community level.

The programme addresses issues that are critical in increasing the parenting role of men, so that both their children and they themselves benefit from a relationship of synergy, whereas nonviolence and tolerance evolve from legal terms into values, moral standards and quintessence of individual and collective civic consciousness to create a genuinely democratic society.



<https://childhub.org/en/child-protection-online-library/conscious-gender-sensitive-parenting>



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