Youth MIND Education: Youth Migrants'/Minorities' Inclusion, Non-violence, Diversity Education (yMIND)

Comprehensive diversity competence training in school setting

Synopsis of a good-practice model I with practical toolbox for piloting and taking to scale within the yMIND project in four EU countries

01.11.2017

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Inhalt

I. Introduction

yMIND stands for Youth MIND Education: Youth Migrants'/Minorities' Inclusion, Non-violence, Diversity Education. It is a participatory innovative project that promotes better social inclusion of newly-arrived migrant and Roma children and youth through comprehensive diversity education in school and community-based settings. It is currently implemented in four EU-countries with the support of the Erasmus + programme of the European Union *(Initiatives for policy innovation – Social inclusion through education, training and youth – EACEA 05/2016).*

Over a period of two years (staring December 2016) the partnership engages in implementing and upscaling two good-practice training models interlinking the themes diversity education, gender equality and bullying/violence prevention. At present these two models are being piloted in 15 schools and in multi-ethnic community settings in Austria, Bulgaria, Germany and Greece and after that will be scaled up throughout further European education and social inclusion networks.

The project's core aim is to support schools' culture to open (further) towards multi-ethnicity, to build cohesive and inclusive learning environments, to promote acceptance and respect towards differences. Our guiding notion is that empowering participatory involvement, whole-school approaches, and close cooperation among schools and grass-root communities can help to tackle the challenges of growingly diverse European education systems.

The aim of this document is to introduce you to one of the good-practice models adapted by the yMIND project partnership, to present its essential features (p. II) and to offer practical guidance and range of active learning methods (p.III) for its implementation in school setting.

We hope we will inspire you to make use of this training model in your education context!
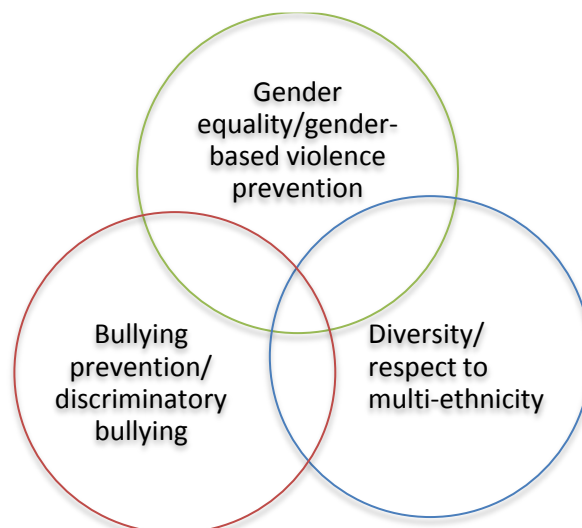
II. Presentation of the good-practice model I (GP I)

The good-practice model selected for piloting and scaling up through interventions in school setting is embedded in the underlying concept of diversity education (Evans, 2014) as promoted by the *NESET II report* (Van Driel et al., 2016).

With the overarching title **"Comprehensive diversity competence training**" it searches to establish cross-links and to integrate three core themes into a more holistic education model:

(1) understanding diversity, respecting differences , incl. those related to multi-ethnicity, (2) promoting gender equality and prevention of gender-based violence (GBV), and (3) prevention of bullying and discrimination.

We believe that the clue to a successful integration of these three overlapping themes into a comprehensive model lies into the cross-cutting approach, we are devoted to: child-centred participatory approach (see p.4).

Gender equality/gender-based violence prevention

Bullying prevention/ discriminatory bullying

Diversity/ respect to multi-ethnicity

2.1   Background and evidence on the model

This good-practice model has been selected because it will promote and build competence and strategies for "accepting and embracing diversity" (Van Driel et al., 2016) among both children and young learners and among education practitioners as key multipliers: teachers, school counselors and social workers, community/youth workers.

The model is based on previous experiences of SPI Forschung. It builds on two multifaceted training models for gender-based violence and bullying prevention in school setting. They draw on and harness the results of two EU-funded projects (EU Daphne Programme) with participation of SPI Forschung, which were further replicated at regional level in Germany. The origins of the model go back to:

2.1.1 Gender-equality training and competence building

The first anchor point of the model is an intervention developed under the GEAR I project - 'Gender Equality Awareness Raising against Intimate Partner Violence' (under the EU DAPHNE III Programme, 2009-2011, www.gear-ipv.eu). The key elements of this intervention focus on

gender roles, gender gaps, misconceptions and stereotypes and the related potential for gender-based violence. It aims at primary prevention of gender-based violence among teenagers, promoting healthy and equal relationships between the sexes and zero tolerance towards violence against girls/women.

The school-based intervention provided an extensive educational package with handbooks for teachers and students, encompassing lessons-based activities. The training model envisages one- to three-day school workshops with secondary school students (age of 13 and above), backed up by two-day multipliers' training seminars for teachers, social workers, pedagogues, youth workers on gender equality and prevention of violence in social and intimate relations.

Within a national follow-up in Germany (2011-2017) the model has been sustainably implemented in secondary schools in the federal State of Brandenburg with the support of the Ministry of Labour, Social Affairs, Health, Women and Families of the region and has been since then further developed and adapted.

2.1.2 Participatory child-centred bullying prevention

The second anchor point is an intervention implemented by another European project for participatory prevention and early identification of bullying in school (under the EU DAPHNE Programme, 2014-2016, http://listen.animusassociation.org/). The prevention model developed was largely embedded in the internationally renowned bullying prevention concept of Dan Olweus (Olweus bullying prevention programme - OBPP, http://www.violencepreventionworks.org)

The strong child's-rights approach provided sound evidence of lived experiences with regards to bullying at school and needs for support through the voices of more than 500 school children in seven EU-countries. The intervention combined participatory research, empowerment workshops with school children and adolescents, capacity building for teachers and other pedagogic practitioners, bulling prevention and social competence workshops.

The products encompass a manual for classroom bullying prevention activities, a booklet with creative products of children and a leaflet for parents. The results achieved were strengthened multi-perspectivity through sensitising adults for the children's views, enhanced capacity for bullying prevention using cooperative approaches (whole-school approach) and empowerment of students to take active part in school life, in social, civic and diversity education.

An added value to the second anchor point is intended through the link to another method for bullying prevention, developed and piloted by the Greek partner ACTION Synergy in the frame of another EU-funded project: teachers' training in drama for bullying prevention and combating cyber-bullying (EUBULLY, DG Justice, www.eubully.eu). This model steps also on the foundation of experience-based learning and offers informal learning opportunities and range of learning styles by using drama to discuss bullying and successful copying in the "classroom" and the whole school (InSIte Drama, 2015).

2.2   Adaptation of the model within yMIND

The current adaptation of the GP I model within yMIND entails the development of two new aspects:

- Thematic extension: the key thematic areas of the two background training models are complemented by a new topic: **Diversity**. Thus model features diversity-sensitive education promoting gender equality, non-discrimination and bullying prevention.

- Target-group extension: the model addresses and involves children and young people (CYP) from **migrant (incl. refugees) and Roma communities** as key beneficiaries.

The adaptation of the model is motivated by the backdrop situation of new-coming migrant CYP (incl. asylum seekers) and the diverse underlying challenges the receiving education contexts in most European countries face. Schools' vastly expanding multi-ethnic composition confronts school authorities, educators and other pedagogic practitioners with the task to sensitise and to create structures and school climate responsive to diversity and equal participation chances. For diversity cannot be taken for granted in multicultural societies and schools with higher concentration of migrant/ethnic minority students. And teachers need support to train not only in language proficiency, but to offer training in intercultural communication, social and life-skills, and awareness for diversity and discrimination. Diversity becomes an intersection issue that needs space not only in the formal education curriculum, but all through the school life and daily routines. Sufficient time for reflection and exploration in protected learning settings is required for both students and school staff in order to foster culture of pluralism, learning from differences, equality and respect.

2.3   Settings of implementation

The GP I model is designed for piloting and implementation in various formal educational settings. Among these can be primary and secondary schools, including such as bilingual/intercultural (ie, 'Europe schools') and inclusion schools with significant proportions of migrant/asylum seekers' children.

At the same time the model can also be adaptable for non-formal education settings in communities, such as: migrants' centres, intermediary accommodation and housing for asylum seekers, language schools or language and other course offered by youth or social welfare organisations.

2.4   Approach and methodology

A key feature of the model is the notion: **Start from the child/young person!**
The purpose of the integrated child-centred approach is to give freedom and responsibility to the children and young people and thus to empower them to participate and become co-

authors. Hereby participation is seen not merely as taking part in a given process, but moreover as taking a share, having responsibility and chance to decide, create and change.
Therefore the perspective of the children and adolescents is at the core of our commitment, of both model's learning objectives and training methods. The workshops with CYP will let the students actively bring their ideas, imagine, reflect, exchange views and perspectives, experiment and exercise new skills in a protected environment.

The methodology, encompassing interactive group-work techniques and learning activities has been carefully selected in a way to encourage CYP to voice their views, feelings and needs with regard to experiences with differences, otherness, discrimination, bullying and violence. It will allow them to build on and consolidate self-awareness, confidence, communication and conflict-solving skills. At same time skills for taking up the perspective of the others (multi-angel) will be built, enhancing student's empathy, sensitivity, tolerance towards diversity and ambiguity, respect towards multi-ethnicity, gender equality and non-violence.
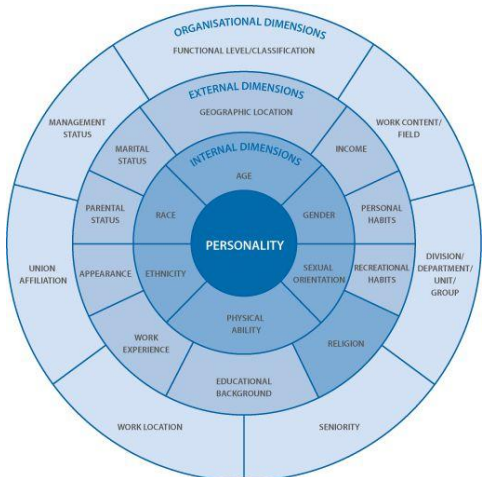
As a final outcome of implementation and taking to scale such a training approach we hope to succeed in increasing the willingness of children and young people to speak and act and thus to have a stronger say in what happens to them in school and other education settings.

2.5   Theoretical framing: Definitions in a nutshell and fundamental grasp

With the concise theoretical background in this section we offer just a compass you can follow in the content preparation of diversity training at school. The outline of the key concepts and their definitions aims at a fundamental grasp on what the relevance of these themes in the education of children and young people is and can help you consolidate your previous experience in the field. This outline does not present an exhaustive overview, but a practically-focused framing of the three interlinked thematic areas that can support you in your further didactic preparation. For an in-depth study of each concept you can refer to the resources selection listed in p. V.

2.5.1 Diversity

Most simply put **Diversity** means a difference, a variety, encompassing ethnicity, ability/disability, gender, culture etc (Save the Children UK, 2005). Diversity is the condition of being composed of differing elements, facets, or qualities or the state of being different, unlike (Websters Dictionary).

Further than that, diversity is the condition of being accepted and respected as person independent of these characteristics and qualities: age, sex, ethnical background, nationality, language, social and education background, sexual identity, region/place of living, confession, political views.

Diversity is a complex concept of personality. Several models operationalise it for the education practice offering insights into the links among the diverse facets of the personality. One of the models defines four dimension or layers of diversity and focuses explicitly on the intersections among them: - the personality, - the internal, - the external, and – the organisational dimensions (Loden/Roesener, 1991; Gardenswartz L/Rowe A, 1995).

The relevance of the concept of diversity for the education is that it helps to understand better commonalities and differences and how their interplay makes up the unique identity of every child and adult. Moreover it raises awareness on the privileges or the potential for discrimination certain individuals experience due to their belonging and affiliation to diverse groups. Diversity is no static but dynamically changing flow, interplay among the various dimensions or layers.

The diversity-sensitive education teaches about differences and otherness. It engages systematically with exploration, reflection and evaluation of expectations and attributions towards oneself and the others, related to the belonging to a certain group (Winkelmann, 2014). Beyond that it tackles stereotypical thinking, the so-called pigeon-hole thinking, which often leads to prejudices and discrimination. These all play an important role in the diversity competence training model adapted within yMIND.

Understanding prejudices: these are not just judgments, but judgments made 'a priori', prior to an experience, prior to an encounter with the complex diversity:
- Prejudices are based on creation of a difference;
- Prejudices are deeply rooted in dominating societal think-patterns;
- Prejudices have multiple functions, we often benefit from them at others' expenses.

Stereotypical thinking (pigeon-hole thinking): these are not prejudices against individual persons, but rather against groups of persons, who are "put in the one-dimensional box", only on the ground of one of their group affiliations/dimensions of diversity.

Attributions: this term demonstrates how power-driven prejudices are and what their role in production of power imbalance between individuals from different groups is. Consequently one group of people prescribes to another one how it 'has to be'.

Promoting diversity or diversity-sensitive education approaches at school suggests valuing and responding to the differences between and within groups, and taking a unified approach to tackling the causes and outcome of discrimination. Therefore diversity competence education goes hand in hand with awareness raising towards and prevention of discrimination (Save the Children UK, 2005).

> "The process of awareness raising on these diverse issues is not one of adding layer after layer of information, it is more like training the muscles of perception (seeing, hearing) to be able to focus on marginalised groups and individual differences, and to recognize how one's own limitations influence perception" (ibid.)

That is the main departure point of yMIND's diversity training model: to sensitise and "train the muscles of perception" (ibid.), to accommodate better the concept of diversity across schools in its multidimensionality: respect of the right to be different and at same time sharpen awareness towards phenomena such as non-membership, exclusion and discrimination.

Last but not least, diversity-sensitive education aims to promote self-reflection competence and strengthens self-awareness and self-efficacy of children and young people, as "diversity is not about the others – it is about you" (Stiftung SPI, 2011).

2.5.2 Gender

The Council of Europe's glossary (Council of Europe, 2016) defines **Gender** according to Article 3C of the Istanbul Convention as a concept that:

> "means the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men".

Gender refers to the social differences between women and men that have been learned; are changeable over time and have wide variations both within and between cultures (ibid.)

Gender equality means equal visibility, empowerment, responsibility and participation of both sexes in all spheres of public and private life. It also means "an equal access to and distribution of resources between women and men" (ibid.).

Gender roles are generally used to describe the views and ideas prevailing in particular social and cultural contexts, about how women (girls) and men (boys) are or have to be like, how masculinity and femininity is to be defined.

Gender stereotypes (Council of Europe, 2013) are generalised views or preconceived ideas, according to which individuals are categorised into particular gender groups, typically defined as "women "and "men". These are arbitrarily assigned characteristics and roles determined and limited by their sex. Stereotypes are both *descriptive*, in that members of a certain group are perceived to have the same attributes regardless of individual difference, and *prescriptive* as they set parameters for what is an acceptable behaviour within a certain society. They become problematic when used as a vehicle to discriminate against other people on grounds of their gender (ibid.).

In such terms gender stereotyping, being wide spread in the school system as well, contributes to an increase in the power imbalance between girls and boys, providing pretext and justifying discrimination and gender-based bullying at school. When unchallenged stiff gender role prescriptions and negative stereotypes (e.g. 'sissy' boys and 'tomboy' girls), or beliefs as: "Women are more emotional and less rational", or "Only feminine boys and masculine girls are bullied" can aggravate gender inequalities "normalising" rigid stereotypes and attitudes.

Several further digital-time phenomena such as **cyber-grooming**[1], **cyber-sexism**, **cyber-misogyny** and **sexting** (Council of Europe, 2013) have also a great deal in common – they all rest on deeply rooted stereotypes, ideas of power distribution and its abuse.

Schools have to recognise their important role in education for gender equality, as effectively challenging gender stereotypes and misconception is seen as a key strategy to prevent violence against women and girls. As emphasised by the Council of Europe (2014):

> "Systematically educating young people from an early age can prevent gender-based violence against women by promoting relationships based on equality and respect…" And moreover.. "Evidence suggests that prevention through early education is particularly valued when it is age-group specific, student-centred and interactive" (ibid.)

Taking this recommendation up, yMIND's model extends the evidence produced in education for gender equality as violence prevention means that is not only effective in school setting. It shows sustainable results in the capacity of young people to build health partners and intimate relationships as well (GEAR II, 2016).

2.5.3 Bullying

Probably the most often referred to definition of bullying among children is the one of Prof. Dr. Dan Olweus, a research professor of psychology in Norway, who has been considered the pioneer on the topic of bullying. According to him **Bullying** means that:

> "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students… It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another person, through physical contact, through words or in other ways." (Olweus, 1993)

Bullying is one of the most subtle forms of aggressive behaviour and violence. Nevertheless, not every act of violence is bullying. According to the WHO's survey on health behaviour in school-aged children bullying is when a student is:

> "teased repeatedly in a way he or she does not like… But it is not bullying when two students of about the same strength or power argue or fight. It is also not bullying when a student is teased in a friendly and playful way". (Currie C et al., 2012)

The most characteristic feature of bullying is the asymmetric and imbalanced power relationship among those who bully and those who are bullied. Further, it is no occasional or one-off occurrence, but a pattern of behaviour repeated over time against the same person with a noted power differential. Through diverse bullying acts the stronger student(s) systematically, purposefully and ruthlessly aims to hurt, damage, or intimidate the weaker one.

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1 Cyber-grooming means using the Internet for initiation of virtual contacts, for sexual harassment and eventually preparation of sexual abuse of children and young people – Definition of the Unabhängiger Beauftragter für Fragen des sexuellen Kindesmissbrauchs (2015)

As said above bullying is not simply teasing. Contrary to the wide-spread myths about the victim's self-help, the bullied cannot defend themselves by one's own effort. The bullying does not stop on its own without intervention from outside (Gugel, 2014）.

Different authors studies and grouped the various manifestation of bullying behaviour in several categories. One of the most often used classification in three basic types:

- **physical:** hitting, pushing, kicking, pinching, restraining another student by physical contact;
- **verbal:** threatening, teasing, insulting, taunting, blackmailing, calling names, spreading lies and rumours;
- **emotional/psychological:** intentionally excluding someone from a group or activity, manipulating, bring into ridicule.

Erroneous beliefs and misconceptions about violence, bullying and victimisation are common and some of them wide-spread. They often hinder the attentive, sensitive and neutral judgment of the adults and education professionals in situations of bullying. This hinders them to perceive manifestation signs and to intervene timely and adequately. A whole range of myths (eg, "Bullying isn't serious. It's just a matter of kids being kids", Highmark Foundation, 2015) is being supported in order to downplay the reality of bullying at school.

We consider it therefore useful that teachers and pedagogical staff to constantly reflect on their own perception and biases in order to improve accurate professional judgments.

The aim of addressing the topic of bullying within the training concept of yMIND will be to bring to light and create awareness not only about power imbalances among students that trigger bullying and violence, but to explore and illustrate the links between bullying, gender stereotypes, pigeon-hole thinking and discriminatory attitudes. In such a way the bullying-prevention component of the yMIND model will add new facets to the concept of diversity competence training.

2.6   Components of the model and implementation strategy

The strategy applied by the training model is informed by the participatory child-centred approach as presented above. That entails the set up and guiding of a collaborative process of multiple-actor participation (teachers, students, school heads, and parents) that will aim at commitment at the "whole school" level.

The implementation process is built up in three consecutive stages, stretching over a period of nine to 12 months as a whole. With such duration the training programme is a feasible mid-term intervention that can be tested and evaluated within one school year.

<u>Initial stage</u>

Duration: three to four months, but can take shorter in settings, well-prepared for the testing.

| **Step 1** | *Preparation and recruitment of schools/implementation centres* |

After your team has taken a decision to test the training model your next task along with model's careful study and the didactic preparation will be to plan your recruitment strategies. That means to decide on what kind of schools and/or other formal and informal education centres will be invited to participate in testing. Cooperation records based on previous projects with schools may be of advantage for that. (Re-) establishing contacts to school administration and principles (top-down) along with links to committed contact teachers, school counselors or parents' representatives (bottom-up) can be recruitment starting points that complement each other.

The motivation and willingness of the particular school or education centre to engage with the training programme is decisive. It can help to emphasize on the relevance of an increased diversity competence for the whole school climate and not only for academic performance and achievement of learning objectives. An important factor is in how far has the school already opened a space for the issues, addressed by the model. Whether the available school curriculum already foresees a "thematic space", or there is a special subject, such as emotional and social learning, health promotion, or life-skills – these can be favorable starting preconditions. The model can also build on existing or previous single-off initiative, which schools/centres would like to follow-up and extend (eg, school-against-racism, school of children's rights, violence-prevention project, girls' days, diversity project week etc.).

The preparatory steps may include:
- Providing information on the model (executive summary, components) and its implementation;
- Meeting with first contact point professional: teacher, prevention coordinator, school social worker/counselor ;
- Meeting with head of the centre (school principle, centre director, camp manager etc.) and agreement for cooperation like memorandum of understanding;
- Pre-selection of target group from the CYP : specific class or group of learners;
- Contacts and meeting with the class teacher/group leader;
- Presentation of the model to parents: contacts and informed consent for children's participation/attending parents' assembly or open letter to parents;
- Presentation of the model to the pre-selected class/group – visiting a class/activity of the group, introducing briefly but clearly and appealingly what you like them to participate in;
- Ensure that informed consent and voluntary principles of participation are safeguarded;
- Set up detailed time-plan for the following intervention steps, which is adapted to the school vacations/activities pauses.

| **Step 2** | *Focus group discussion with CYP* |

This is the first intervention component, which combines two objectives: a) participatory research on the perspective of CYP on the topics of training and b) needs assessment as to what focus and topic priorities to set in the next implementation steps. Here you will be able to explore together with the group of CYP which of the themes diversity, gender equality, bullying, discrimination is particularly relevant to them. Accordingly the results of this first intervention will help you to focus more precisely the competence training workshops on the selected thematic aspects: in what proportion you will blend the variety of themes.

Usually a focus group consists of six to eight participants. The group composition would be either mixed-sex or same –sex group according to your context relevance and the local possibilities. Ideally one focus group will be implemented in each selected school or centre prior to the first empowerment workshops. The focus group discussions will last 45 to 60 min. The participation is on voluntary basis. The teacher/group leader may invite a group out of the larger group/class to take part. A topic guide with key open-ended questions prompting the discussion has to be prepared in advance. It is advisable to conduct the focus group in a team of two facilitators – one moderating the discussion, the other being notes- and time-keeper. Upon consent of the participants you may take a digital record of the discussion under protection of personal data. No person's names will be shared or referred to in the discussion. The data collected will inform the detailed planning of the further steps of the training programme and the evaluation of the model's testing at same time.

| **Step 3** | *Empowerment needs assessment workshop with CYP* |

This is a one-day (optionally two half-day) workshop during the morning or after-school activities with the selected group/school class in each setting. It is a natural continuation of the focus group discussion applying interactive group-work and creative methods. It is advisable that the group size does not exceed 24 students. A team of two trainers facilitates the workshop.

Learning objectives:
- To ensure safe space in which the students can engage with their own ideas and needs related to the themes bullying, commonalities and differences, exclusion and discrimination;
- To understand the relation between own behaviour in the group and the group's response, to develop and/or strengthen self-awareness and group awareness;
- To sensitise to problem situations in the social relations in the class and to encourage the students to open and respectful discussions;
- To empower the students to express views, wishes, complaints and needs to change the social relations/climate in class.

For your preparation you will need:

A: A set of open-ended explorative questions to trigger and guide the individual and group work of the participants related to the topics tackled. For examples of questions see the focus group discussion topic guide (see p. IV).

B: A combination of interactive methods, applied to "explore and answer" the questions above. Some examples of methods are:

Graphic-creative techniques:
- drawing, modeling, crafting (modeling clay)
- collages from magazines showing the feelings of those
  who are discriminated/bullied and those who bully/discriminate,
- creating images: "a world of diversity"
- creating posters "my super school", "my diversity-aware class", "my gender-aware-community"
- creating messages to adults

Visual creative techniques:
- photo-voice - creating photo on the ideas, associations and
  messages of the children related to diversity, gender-equality, prevention of discrimination, racism, and violence

Interactive group-work techniques:
- Various exercises/activities promoting self- and group-awareness, positive
  group climate, empathy, confidence and trust.

A detailed example of the methodology and a session plan for an empowerment needs assessment workshop is presented below in p. III, Module 1. You can adapt this, selecting similar activities, which better match your group's age and previous experience with the topic.

Ideally Steps 2 and 3 would take place close to each other in the course of one, at maximum two weeks. The needs assessment results will be used by you in Step 4 to inform the practitioners about the perspective of the CYP. The creative art works of the workshop participants can be presented at a special parents' meeting and used in the last implementation Step 7 as well, for preparation of an exhibition, poster, message, campaign or similar activities in the frame of the whole school event.

Intermediary stage:

Duration: two to three months, but can take longer depending on the possibilities to schedule the teacher's trainings.

Step 4	*Capacity building training for teachers/school and other pedagogical staff*

Learning objectives:

- To increase method competence and capacity for adequate actions among teachers/educators/youth and community workers to deal with diversity education, encompassing topics of gender equality, bullying prevention and antidiscrimination.

Envisaged is to implement one two-day training (ca. 16 hours) in each of the selected settings Depending on the local possibilities and the most appropriate time to schedule the trainings they can be implemented with a varying flexibility..

These can be either two one-day workshops, or four half-day workshops. Accordingly the thematic blend can vary featuring different proportions at each school. Thus for instance you can conduct one-day diversity competence and one-day gender equality training, skipping the theme of bullying if not relevant for the school/participants. Or you may like to focus exclusively on diversity and implement two-day diversity training, covering the dimensions gender and antidiscrimination within the frame of this topic. Feel free to make up your own training programme with the support of our toolbox. Detailed methodology and session plans according to the particular topic blend are presented in p. III , Module 2.

Implementation stage

Duration: four to five months, but can take longer depending on the possibilities to schedule the different modules of students' workshops and the whole-school event.

Step 5	*Prevention and competence building workshops with school CYP*

Learning objectives:

- To provide space and enable active participation of CYP in tackling themes important to their wellbeing and a positive climate in school;
- To strengthen social skills and build diversity competence, including gender-equality and bullying prevention;
- To increase individual and group coping resources and constructive problem solving

Envisaged are two-day workshops with the same students' groups/classes that participated in the empowerment needs assessment workshops (Step3). Optionally, two one-day or four half-day workshops on modular basis can be flexibly adapted and implemented in each different school/centre.

Here again the thematic blend for the workshops can vary and have different proportions at each school. Thus for instance you can conduct one-day diversity training and one-day bullying prevention, if gender-based violence is not recognised as a priority topic for the selected class/group of students. Or you may like to focus exclusively on diversity and implement two-day diversity training, covering the dimensions gender and antidiscrimination within this topic. Or you may like to conduct a two-day workshop addressing gender roles, stereotypes and gender-based bullying and violence in intimate relationships for teenagers.
 Feel free to make up your own training programme with the support of our toolbox. Detailed methodology and session plans according to the particular topic blend are presented in p. III, Modules 3, 4 and 5. All suggested activities need to be reviewed in advance in order to undertake necessary adaptation with regard to the age group of your participants.

The competence-building workshops can be delivered by the team of trainers or by a team of a trainer and a practitioner from the school (teacher) or the centre (youth worker), already trained in Step 4.

| **Step 6** | *Follow-up* |

Provide support to the practitioners on regular basis during the implementation: feedback forms, brief interviews, follow-up meetings to reflect on the implementation process.

| **Step 7** | *A whole-school event* |

The aim is to finalise the model's implementation with this step, organizing a larger event visualising the work process and the results of the trainings, involving parents, other teachers and students, also local community representatives. This can be an awareness-raising seminar for guest schools or teachers, a contest, a summer fest, quiz, project week, and exhibition. The most important is that the students are involved together with the trained multipliers in the planning and preparation so it will enhance the collaborative efforts of the various school community groups.

The most important outcomes from the model's testing would be the awareness raised and the confidence to undertake the children's perspective and the attentiveness to their needs, potentials and resources in a context of diversity education.

III. Implementation toolbox: Examples for training modules and session plans

The following examples are based on the previous implementation practice of the model. They are just an offer for a blend. You can apply them directly, but you can as well adapt or extent them appropriately. Feel free to 'mix-and-shake' them, blending your own training programme according to the participants' age group, previous experience with the topics and other relevant factors. Modules 1, 3, 4 and 5 present examples of session plans for the workshops with CYP, while Module 2 – for a capacity building training for multipliers.

Module 1: Your voice matters! Empowerment participatory needs assessment workshop

Criteria for selection of participants:
- The decision to participate in the workshop is based on the motivation of the schools to commit to the topic and moreover to the core of the approach, the child-centred perspective;
- Each school appoints one class, according to interest to the topic and/or particular experience with situations/problems related to the topic;
- The class teachers prepare the class and the parents, the project is presented in advance at parents meetings/letter to parents;
- The participation in both workshop and individual activities is on completely voluntary basis

Ethical issues: Both the interactive workshops and research activities (focus groups, interviews) follow strictly the ethical principles for voluntary participation, after informed consent and ensuring complete confidentiality. The informed consent will be obtained prior the activities orally and the signed (with acronyms/pseudonyms) participant list will function as a proof form for the informed consents. Alongside, prior to all children's activities the parents information and consent has to be provided. Protecting personal data will be safeguarded and the collected products of the children's work eg, pictures, drawings, photos will not be personally signed by the authors. They will indicate only the gender and the age of the child/adolescent, but no children's names will be recorded.

Furthermore, regardless of the confidentiality assured all CYP will be asked for their consent/permission to use their products in the further work with the model.

Format:
- Interactive empowerment workshop: group and individual work exercises, small groups, same-sex/mixed-sex groups, team tasks in pairs;
- Focus group discussion and/or individual interviews – implemented before/after the workshop

Facilitator team: Two to three facilitators conduct each workshop depending on the size of the class and the methods used.

Methods:
- **Graphic-creative techniques:** drawing, modeling, crafting (modeling clay)
- **Visual creating participatory techniques:** photo-voice with disposable cameras
- **Interactive group work techniques:** reflecting attitudes, subjective perception, self-awareness, building rapport, trust and support exercises, brainstorming, socio-metric lines, case studies, role plays, frozen images and body sculptures.

Materials: Coloured paper and cards, pens and felt-tip pens, scissors, glue, clay, disposable cameras, flip-chart paper etc.

Location: Classrooms of the participating classes and/or additional group work rooms in the schools (quiet area)

Session Plan

One-day, can be split in two half-day workshops. The session plan will be adjusted to fit to the lesson plan and the school breaks.

Time	Task/Style of activity	Training resource
10 min	**Welcome and introduction to the workshop and its aims** *Who are we? Why are we here today?*	
20 min	**Get to know each other and getting started activities** (a selection): ▪ "Name, hand, ball" game or "The talking animal" ▪ "All those who…"/ "Me- not me" ▪ "Creating ground rules" ▪ "Get into a circle"	See p.V resource (1), (6), (7)
20 min	**Building rapport and trust** ▪ „Driving a car" game or „Three balls in the air"	Based on training experience of SPI
10 – 15 min	Break	
45 min	**Interactive activity sensitizing to the core topic of the workshop (a selection)** ▪ "Personality facets" (diversity) ▪ "How is it being a girl?" (gender equality) ▪ "Traffic light" (bullying)	See p.V resource: (2) and (6) (3) (1)
15 min	Break	
60 min	**Core group/individual creative activity** Based on pre-selected questions: ▪ Drawing/modeling/writing ▪ Taking pictures/Photo-voice	
10 min	**Reflection and positive feedback** ▪ "Flower petal" exercise	See p.V resource:(2)
5 min	**Wrap-up and appraisal activity** ▪ CYP receive a certificate	

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Module 2: Becoming yMIND multiplier! Capacity building training for education practitioners

Example 1: Prevention of bullying

Objectives: Sensitisation and capacity building for prevention, early identification of bullying in school setting and timely intervention based on a child-centred approach.

Criteria for selection of participants:
- Whole school staff: teachers and educators, counsellors/school social workers
- On-choice participation for interested/motivated/experienced teachers and educators
- Participation of teachers experienced in training in conflict mediation, school social workers and so-called trust teachers

Format:
- Training seminar format (medium size group: ca. 30 persons): plenary and group work
- Practical method-workshop format (small group: 10-12 persons): plenary and small groups

Facilitator team: Two to four facilitators depending on format/ group's size

Methods:
- **Interactive needs assessment:** ground rules, expectations, motivation to engage in the training
- **Expert input and knowledge transfer:** presentation, brief outline of definitions and theoretical background, discussions, brainstorming,
- **Skills building and learning methods-transfer (interactive group work exercises):** self-awareness and self-esteem, building rapport, trust, support and positive class climate, attitudes and believes towards bullying, gender roles and stereotypes, diversity, sociometric lines/scales, case studies, role plays, frozen images and body sculptures
- **'Toolkit' workshop:** reflection, feedback and discussions on techniques'/methods' implementation and further adaptation

Materials: Multimedia, flipchart, moderation sets

Location: In the schools: aula, class rooms, canteen

Session Plan – Day 1

Two-day training, can be split in two one-day or four half-day trainings.

Time	Task/Style of activity	Training resource
10 min	**Welcome and introduction to the training** *Who are we? Why are we here today?*	
60 min	**Introductory block: motivation, expectations, needs** : ■ "All those who…" ■ "Experience with bullying at school? Myths about bullying" ■ Inspiration – the children's perspective on bullying ■ Child-centred approach – presentation of key features ■ Discussion	See p.V resource: (6) (1)
10 – 15 min	Break	
60 min	**Sensitisation block: awareness and experience-based discussion of the topic** ■ "Words that hurt" ■ "Bullying triangle"	See p.V resource: (1), (7)
30 min	**Expertise block: theoretical backgroudn and definitions** ■ Bullying and violence: Presentation	
30 min	Break	
60 min	**Skills block: interactive group work methods** ■ "Sticks and stones" ■ "Map of help" ■ "Play with us"	(1)
10 min	**Reflection and feedback**	

Session Plan – Day 2

Two-day training, can be split in two one-day or four half-day trainings.

Time	Task/Style of activity	Training resource
15 min	**Check-in the day, warm up** ▪ "Get into a circle"	(1)
20 min	**Method-transfer block**: Identification of bullying ▪ Check-lists for early detection of bullying manifestations - Presentation	
30 min	**Method-transfer block:** Case studies on bullying, building rapport and trust ▪ Group work with selected cases ▪ Good practice action steps: what to do in case of bullying at school? ▪ Support needs and resources	
10 – 15 min	Break	
45 min	**Practice block:** Exercise and discuss bullying prevention activities (a selection) ▪ "Get into a circle" ▪ "Cat and mouse" ▪ "Traffic light" ▪ "Good news" ▪ "Animals and good qualities" ▪ "Jurtenkreis"	(1)
15 min	Break	
45 min	**Planning block:** plan your own bullying prevention lesson ▪ Individual/paired work ▪ Presentation and discussion	
15 min	**Feedback and evaluation** ▪ "Wastepaper basket and rucksack" ▪ Feedback form and Certificate	(1)

Objectives: Sensitisation and capacity building for a multi-angel perception, discussion and tackling of the topics gender, gender equality and their interlink to bullying and gender-based violence

Session Plan – Day 1

Two-day training, can be split in two one-day or four half-day trainings.

Time	Task/Style of activity	Training resource
10 min	**Welcome and introduction to the training** *Who are we? Why are we here today?*	
60 min	**Introductory block: get to know each other, motivation, expectations, needs** : ▪ „Name game: masculine and feminine names" ▪ "All those who…": experience with bullying at school, experience with work on gender roles and stereotypes.	See p.V resource: (3), (7)
15 min	Break	
45 min	**Gender roles and stereotypes: awareness and experience-based discussion of the topic** ▪ "How many percent?" – sociometric line on perceiptions of gender roles, femininity and masculinity	(3), (7)
30 min	**Expertise block: theoretical input on gender and gender equality**	
30 min	Break	
60 min	**Skills block:** ▪ "Real woman and a real man -- Be as you like to be" ▪ Reflection and discussion	(3)
10 min	**Reflection and feedback**	

Session Plan – Day 2

Two-day training, can be split in two one-day or four half-day trainings

Time	Task/Style of activity	Training resource
15 min	**Check-in the day, warm up** ■ "Get into a circle"	(1)
45 min	**Bullying prevention:** Identification of bullying ■ "Bullying triangle"	(1), (7)
30 min	**Expertise block: theoretical input on bullying**	
15 min	Break	
45 min	**Method-transfer block: prevention of gender-based bullying (a selection)** ■ "Violence barometer" ■ "Role play using cases of gender-based bullying" ■ Reflection and discussion of methods' applicability	(1)
15 min	Break	
45 min	**Gender-based violence in relationships:** ■ Input on health/unhealthy intimate relationships among teenagers ■ "Anna and Dimitry" – Discussion of a case study	(3)
15 min	**Feedback and evaluation** ■ "Wastepaper basket and rucksack" ■ Feedback form and Certificate	(1)

> **Objectives:** Sensitisation and understanding of diversity as a complex theme with high relevance for education for social inclusion, capacity building in diversity-aware education and learning activities

Session Plan

One-day training, can be split in two half-day trainings.

Time	Task/Style of activity	Training resource
30 min	**Welcome and introduction to the training** *Who are we? Why are we here today?* **Expectations** *What do I associate with diversity?*	
50 min	**Exploring diversity: reflection on the own cultural identity** ▪ „The personality molecule" (Part I)	See p.V resources (2), (6) and (7)
30 min	**Exploring diversity and power difference: awareness about (structural) discrimination** ▪ „Power lines …"	(5)
15 min	Break	
50 min	**Diversity and discrimination: visualising power structures, privileges and discrimination** ▪ "The personality molecule" (Part II)	(6) and (7)
30 min	Break	
30 min	**Expertise block: input on definitions and theoretical background of the diversity approach**	
45 min	**Stereotypes and prejudices: experiences of being discriminated/having discriminated (a selection)** ▪ "The lemons" ▪ "Multiple glasses"	(6) and (7) (6)

15 min	Break

45 min	**Diversity in school: get involved in diversity-aware education**
	
	▪ Group work on three questions:
	   (a) What does it mean for CYP to handle the topic diversity in school? What hopes and fears can be attached to that?
	   (b) How can a diversity-sensitive school look like? (Structure, subjects, spaces, staff, climate)
	   (c) What methods of teaching/learning can we use to promote diversity in our school?
	▪ Presentation of group work results
	▪ Discussion

15 min	**Feedback and evaluation** ▪ "Wastepaper basket and rucksack" ▪ Feedback form and Certificate

Module 3: Think out of the (mental) box! Diversity-aware classroom

> **Objectives:**
> - To acknowledge oneself/others as complex and diverse personalities;
> - To become aware of different dimensions of diversity:
> - To sensitise towards differences, power inequalities and discrimination.

Session plan   *Prevention workshop for CYP*

One-day training, can be split in two half-day trainings.
The session plan will be adjusted to fit to the participants' age, the lesson plan and the school breaks.

Time	Task/Style of activity	Training resource
10 min	**Introduction and warm-up activity - sensitisation do diversity** ▪ "All those who…"/"Me – not me"	See p.V res. (6) and (7)
30 min	**Self-awareness and reflection on diversity (a selection)** ▪ "Personality molecule" – individual work and paired discussion ▪ "Who are you?" - individual work and paired discussion	(2) and (7) (5)
10 – 15 min	Break	
30 min	**Understanding differences, power and discrimination** ▪ "Power lines" – group socio-metric activity ▪ "Memory"	(5) and (7) (6)
15 min	Break	
45 min	**Stereotypes and discrimination (a selection)** ▪ "The lemons" ▪ "The labels game" ▪ "Green face"	(6) (5) (2) and (7)
15 min	Break	
15 min	**Self-awareness and appraisal of diversity** ▪ "Power flower" ▪ "Piano"	(2) and (7) (2) and (7)
5 min	**Feedback and wrap-up** ▪ CYP receive a certificate	

Module 4:   Girls/ Boys only?

Objectives:
- To explore the relationships between gender, gender differences, roles and possible stereotypes
- To raise awareness towards gender stereotypes and their role in power imbalance among girls and boys
- To sensitise and to prevent gender-based violence

Session plan   *Prevention workshop for CYP*

One-day training, can optionally be split in two half-day trainings.
The session plan will be adjusted to fit to the participants' age, the lesson plan and the school breaks.

Time	Task/Style of activity	Training resource
10 min	**Introduction and warm-up activity - sensitisation to gender-awareness and equality** ▪ "Snake in a circle" ▪ "All who…"	See p.V resources (1)
30 min	**Self-awareness and reflection on gender differences (a selection)** ▪ "How is it being a girl? How is it being a boy?" ▪ "What I like? What I don't like about… being a girl/boy?"	(3) (3)
10 – 15 min	Break	
45 min	**Understanding gender stereotypes** ▪ "Body images" – in same-sex groups	(3)
15 min	Break	
45 min	**Sensitisation to gender-based violence and bullying** ▪ "Violence barometer" – in same-sex groups	(1)
15 min	Break	
45 min	**Tackling gender-based violence (GBV) and bullying in school** ▪ Role play	(1)
5 min	**Feedback and wrap-up** ▪ CYP receive a certificate	

Module 5:   Bullying is not just a... 'bullshit'!

Objectives:
- To raise awareness towards feelings of being excluded
- To prepare the group for the topic of bullying
- To explore situations of power imbalance and experience the power of words that hurt
- To encourage empathy and establish helping and supportive climate in the group

Session plan   *Prevention workshop for CYP*

One-day training, can optionally be split in two half-day trainings.
The session plan will be adjusted to fit to the participants' age, the lesson plan and the school breaks.

Time	Task/Style of activity	Training resource
10 min	**Introduction and warm-up activity sensitizing to the topic of bullying (a selection)** ▪ "Get into a circle" ▪ "Cat and mouse"	See p.V resources (1) (1)
30 min	**Awareness and perception of bullying** ▪ "Words that hurt"	(1)
10 – 15 min	Break	
45 min	**Tackling power imbalance: who is who in the bullying situation?** ▪ "Bullying triangle"	(1)
15 min	Break	
45 min	**Tackling myths about bullying** ▪ "Myths and realities"	(1)
15 min	Break	
45 min	**Promoting self-awareness and awareness of other's good features** ▪ "Animals and good features"	(1)
5 min	**Feedback and wrap-up** ▪ "Wastepaper basket and rucksack" ▪ CYP receive a certificate	(1)

Module 6: Use of drama methods in discussing and responding to bullying in school

> **Objectives:**
> - To use non-traditional powerful method of drama to encourage diversity of learning styles in the classroom;
> - To demonstrate the emotional consequences of bullying and create safe space to discuss bullying and improve coping skills through drama play.

Session plan   *Prevention workshop for CYP*

One-day training, can be split in two half-day trainings.

The session plan will be adjusted to fit to the participants' age, the lesson plan and the school breaks.

Time	Task/Style of activity	Training resource
10 min	**Introduction and warm-up activity sensitizing to drama as an education method** ■ What is drama? ■ What are you going to take part in?	See p.V resources (4)
90 min	**Participating in a drama lesson: Structure of the drama piece** 1) Sharing the problem – main features of a problem case ■ Marking the space ■ Narrative – The teacher/facilitator takes the role of the protagonist (victim of bullying) ■ Discussion	(4)
10 – 15 min	Break	
45 min	**Participating in a drama lesson: Continuation** 2) Analysing the situation from the victim's side ■ Narration ■ Improvisation ■ Discussion	(4)
15 min	Break	

45 min	**Participating in a drama lesson: Continuation**	
	3) Analysing the situation from the bystanders and followers side	(4)
	■ Still-image	
	■ Thought tracking	
	■ Creating depth	
	■ Working in groups on images/scenes	
15 min	Break	
45 min	**Participating in a drama lesson: Continuation**	
	4) Analysing the situation from adults perspective (parents', alternatively teacher's)	(4)
	■ Narration	
	■ Still-image	
	■ Forum theatre	
15 min	Break	
45 min	**Participating in a drama lesson: Continuation**	
	5) Possibilities to change the victim's situation	(4)
	■ Small-group discussion	
	■ Whole group improvisation	
	Reflection and closing the process	

IV. Topic guide: for a focus group discussion with children and young people (CYP)

Key themes and questions

1. Well-being at school

When are children in your class happy/unhappy? What makes them feel like that?

What makes children in my class angry is….

What makes children in my class sad is…

What do we need to feel good/safe in my class?

2. Diversity and discrimination

What happens in your class when somebody looks different than the others? How do the others react?

What happens in your class when somebody feels different than the others?
How do the others react?

Are there children in your class who have ever talked about that with the others?
How did the others react?

Is there something that makes you different than your classroom neighbor?
Which is this feature? How do you feel about it?

Which are your three most characteristic features? Which are your strengths?

Which are the strengths of your classroom neighbor?

What does it mean to you to be accepted as you are from the others in your class?
What do you need for that?

3. Gender, gender-equality and gender-based violence

How is it being a girl according to you?

 I am glad that I am a girl because………./I don't like to be a girl because..

I would/wouldn't like to be a boy because…….

What is it being a boy according to you?

I am glad that I am a boy because……….

I would like to be a girl because…….

What do you think is the main difference between girls and boys?

What do you think they have in common?

What is allowed to girls? What is allowed to boys?

What do you think are the advantages and disadvantages of being a girl /a boy?

Do you know about the family situation of your classmates/other students in the school?

Have you ever heard about some family problems, have you ever talked about hitting / being hit? Do you know if your classmates are feeling good at home? Have you heard about specific disciplinary measures or pressure some of your classmates experience at home?

4. Bullying

What does bullying mean to you?

What do you like to tell the children who bully others?

V. References

Hereunder we offer a list of resources for further reading and a selection of method handbooks and manuals, which will help you to design your training session plans.

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A selection of training methods and learning activities

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