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Youth-led Needs Assessment

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Executive Summary

This activity report describes the main results and impact of the activities carried out as part of the implementation of the 5 local youth led community needs assessments in the 4 project countries (Italy, Greece, Belgium, and Romania). The aim of the needs assessment was to analyse existing needs, gaps and resources in the project communities and to understand how different stakeholders perceive, react and manage peer violence both offline and online.

This activity was implemented at the local level (one or two schools) and was carried out between October 2022 - February 2023. In each of the countries involved, the project team involved on average 20 high school students for a total of 157, in carrying out key informant interviews with local community leaders from their school and other local institutions (such as the municipality or civil society organisations) and other supplementary activities, such as collaborative mapping, urban exploration and surveys.

A total of 29 individuals from the school and wider community were interviewed by the students (in Romania, additional interviews were performed as part of the optional activities and will be described in the country report). Common findings across all countries include varying degrees of knowledge of the topic of violence within the school community depending on the involvement in the topic. The greater community seems to be unaware of the issue or even hold misconceptions. Some efforts are being made but they are dependent on funding and the leadership initiative of individuals in charge. The school is a key place where students need space to express themselves and find support from professionals.

Introduction

The Youth for Love 2 project, co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union, aims to prevent, detect and address peer violence among adolescents (14-18 years) in 5 local communities in 4 European countries (Italy, Belgium, Greece, Romania), by promoting the adoption of positive behaviours and by involving youth, families, educational professionals and community members at large in community-based initiatives developed and led by youth to prevent and address the problem. The project is the consequential continuation of the previous one, Youth for love, realised between 2019 and 2021 in the same Countries, that had a strong focus on gender-based violence and school related gender based violence (SRGBV).

The WHO acknowledges youth violence as a major public health issue. Youth violence can take up many forms including physical, verbal, psychological and sexual. The UNICEF 2018 Report “An Everyday Lesson: #ENDviolence in Schools” shows that half of the students aged 13–15 experiences bullying or physical fights within a year. The Council of Europe Strategy on the Rights of the Child 2016-2021 has identified violence prevention as one of the five priority areas to guarantee the promotion of children’s rights. Research shows that there are numerous risk factors strongly associated with youth violence that occur at different levels: individual level (i.e. personality and behavioural factors), family and close relationship level (i.e. negative peer influence, lack of social ties, poor parent-child relationships, parents’ antisocial behaviours etc.) and community and society level (i.e. low social cohesion, inequality, insecurity, gender and cultural norms) (Center for Disease Control and Prevention, WHO, 2015). As with risk factors, also protective factors can be built at these different levels to reduce the likelihood of youth violence. Therefore, based on this evidence and the lessons learnt from the previous project, the “Youth 4 Love 2” project promotes the adoption of a comprehensive multi-stakeholder approach that involves actors that do not typically cooperate such as



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youth, parents, educational professionals (school and community), associations, private service providers (private and third sector), public services and authorities (public sector) at local, national and EU level.

Overview of youth-led needs assessment in all project communities

1. Short description of the context

The Youth for Love 2 youth led needs assessment is part of the project's community-based intervention. The aim of the needs assessment was to analyse existing needs, gaps and resources in the project communities and to understand how different stakeholders perceive, react and manage peer violence both offline and online.

In Italy, this activity was implemented in two communities: in the IS Rossellini school in Rome, with a new group created this school year by combining two other sections, and in two fourth year classes of the IIS Oriani-Mazzini school in Milan, the school which participated in project activities in the first year of implementation. In Greece, this activity was implemented in the 27th Lyceum of Athens (high school) in Kolonos, a disadvantaged area where just last year a high school student from another school committed suicide. The suicide may have been connected to bullying, which was prevalent in the area. In Belgium, this activity was carried out in the school Campus de helix in Maasmechelen municipality (east Belgium) with pupils from the 5th and 6th grade. In Romania, the activity was implemented with students from the Elena Cuza National College and The Special Technological High School no. 3, both located in Bucharest.

2. Overview of implementation

Each partner involved at least 20 youth in each area in conducting the youth led community needs assessment. The youth was divided into 3 smaller groups and conducted different activities aimed at analysing existing needs, gaps and resources in their communities and understanding how different stakeholders perceive, react and manage peer violence both offline and online. In Romania, most students from Elena Cuza National College who participated in the project wanted to also take part in this phase of the project and were divided into smaller groups that worked on the 4 optional modules (43 students); out of these 43 students, a smaller group was involved in conducting the obligatory key stakeholder interviews (9 students). From The Special Technological High School no. 3, a number of 24 students were also involved in the optional modules and most of them also participated in the Community Lab organized in their school.

The following were implemented in each community:

- a selection of the 4 optional modules/ activities provided
 - a. Collaborative mapping
 - b. Urban exploration
 - c. Photovoice
 - d. Conducting a survey.
- as well as, an obligatory module/ activity on Assessing Community Readiness through Key Stakeholder Interviews.

At the end, each group was responsible for presenting the findings of their work during the community lab, which is thoroughly described in **D3.4 Community Labs**.

In Italy, this activity was implemented in October, November, and December 2022. In Rome, the activities were implemented in November and December 2022, while in Milan it was implemented in October and November 2022. In Rome, students were split into groups based on the person they wanted to interview,

participated in four workshops and conducted six interviews. In Milan, students split into four groups and chose their preferred methodology (collaborative map and urban exploration, interviews, surveys for teachers, or surveys for students). Each class was occupied for nine hours. A total of seven interviews were carried out by the student group in Milan.

In Greece, this activity was implemented in February 2023. Students were split into 5 groups and participated in three workshops (2,5 hours each). Additionally, one hour of homework was given to the students. In these workshops, online-offline research was implemented to map the community of Kolonos regarding the theme. Also, students held 5 interviews.

In Belgium, this activity was implemented in November 2022. It was divided into three sessions. The first session included a brief introduction to the theory on violence, the first phase of the participatory action research, namely 'mapping', and in addition, the pupils prepared the urban exploration or photovoice assignment. Then, during the second session, the pupils went out to carry out the photovoice and urban exploration assignment. During the second part of the second lesson, the pupils prepared their interviews and if there was time left, they already started analysing the collected information. As a home task by the third session, the pupils conducted an interview of someone from the community. Finally, during the last session, the pupils compiled all the information collected on a digital map.

In Romania, this activity was implemented from December 2022 to April 2023. The 43 students participating from Elena Cuza National College were split into smaller groups that ranged from a group of 2 persons to a larger group of 6 persons. They each participated in five offline workshops of 2 hours each at Elena Cuza National College (5 workshops were organized for each class, so a total of 10 workshops were organized) and 1 online workshop for the preparation of the mandatory key stakeholders interviews. In the Special Technological High School no. 3, the 24 students participated in 2 workshops.

3. Engagement

Number of participants in the youth led needs assessment

	Nr of students	Nr of other stakeholders involved	Roles of other stakeholders involved
Italy - 2 communities	28 F, 1 M, 1 O 12 F, 9 M	7 F 6 F	1. School director 2. Lawyer and teacher 3. Antiviolence operator 4. Council member 5. Youth community center operator 6. Community psychologist 7. Woman police officer
Greece - 1 community	13 F, 9 M, 0 O	2 F, 2 M, 0 O	F: 1 teacher and 1 parent M: 1 social worker & 1 local authority (responsible for public schools/education of the area of Kolonos)
Belgium - 1 community	17 F, 1 M, 0 O	3 F, 4 M, 0 O	1. Owner of the local supermarket

			<ol style="list-style-type: none"> 2. School Psychologist 3. Head of the sexual health department of the hospital 4. Responsible of the local youth wellbeing organization (JAC, governmental organisation) 5. Spokesperson of the local police station 6. Local policy maker for safety 7. Responsible of the local youth wellbeing organization (vzw Thebe, NGO)
Romania - 1 community	52 F, 15 M, 0 O	5 F	<ol style="list-style-type: none"> 1. School director 2. School psychologist 3. Social assistant and case manager in center for women victims of violence 4. NGO president 5. Governmental agency director
TOTAL	157 (122 F, 34 M, 1 O)	29 (23 F, 6 M)	

4. Implementation

	Preparatory workshop/ activity Nr.	Date	Topic/Content
Italy - Rome	1.	02/11/2022	<p>The meeting was opened with an icebreaker (the name game) to recreate a climate of sharing and collaboration in a class where this year there are students from two different sections that have been amalgamated and therefore do not know each other and did not work together during the previous year of the project.</p> <p>This was followed by a recap of the workshop activities carried out last year, conducted in a dialogic manner with the class in order to involve the students in the reconstruction of what had been done previously and the major results achieved, but also to tell each other about the paths they had followed when the sections were still divided.</p>

			<p>The students were then stimulated to reflect in a circle on the needs they recognise in their school context and among their peers³ with regard to preventing and combating peer violence, also starting from the case of harassment that occurred during the last school year and the workshop on safe spaces and maps that took place at the end of the class. The aspects identified were: greater awareness for the 3 children at school on the subject; training of ATA and teaching staff so that there is greater attention to peer violence and the various forms of bullying, an ability to recognise alarm bells, understand situations and better manage cases of violence; greater involvement of families to make their educational role as parents more responsible and more aware; clearer and more timely measures against those who commit violence; a truly competent psychological help desk to which they can turn.</p> <p>At the end of the first meeting, the class chose, through brainstorming, the subjects to be interviewed for the needs analysis: the vice-principal; the president of the International Women's House; a representative of the Rome municipality's school department; the parish priest of the parish near the Rossellini; a member of the anti-mafia association Libera; a representative of the postal police.</p> <p>The class spontaneously divided according to the person they most wanted to interview in order to conduct the interviews separately and work in small groups.</p>
		Work from one meeting to the other	the various groups started to make contact with the subjects chosen for the interviews, with the support of us facilitators, and kept us informed of their progress.
	2.	10/11/2022	<p>At the opening of the second meeting, the various groups reported back to us on the progress made for the interviews and there was a discussion about the difficulty for one group to contact the postal police and the conclusion was reached to interview a school representative instead, who was considered an interesting voice and more representative of the needs of their peers. In the first part of the meeting, we read the guiding questions together to facilitate understanding in view of the interviews.</p> <p>In the next part of the meeting, the class was divided into two subgroups, each followed by one of us facilitators, and the first two interviews (with the parish priest and the representative of the school councillor's office) were conducted in a more choral manner, to allow everyone to experience themselves in our presence. People from the corresponding groups had a more active role in asking questions, recording, taking notes, while the other groups were observing and, in the case of the video interview</p>

			with the parish priest, supported their companions on a technical level.
		Work from one meeting to the other	The groups were supposed to conduct the remaining interviews between the second and third meetings, so that we could start the analysis work together. Despite several reminders and requests for updates, only two more interviews were conducted.
	3.	06/12/2022	<p>During the third meeting, an attempt was made to give more support to the two groups that had not yet conducted their respective interviews, encouraging them to make arrangements with the chosen subjects through the contacts we had provided them with after the first meeting. During the meeting, the two groups set dates for the missing interviews.</p> <p>In order to begin and facilitate the analysis work on the interviews conducted, we involved the class in extrapolating macro-areas/macro-themes on which to focus their subsequent intervention at the community workshop, based on what emerged from the various interviews conducted. The themes identified were: the community's knowledge and awareness of peer violence; the actions to be taken to prevent and combat peer violence in the community; the current and potential roles and actions of those in leadership roles in the community; and the actors/institutions/associations/services involved in preventing and combating peer violence in the community.</p>
	4.	13/12/2022	<p>during this meeting the class divided into the various subgroups and analysed the transcripts of the interviews conducted on the basis of the macro-areas identified in the previous meeting, inserting extracts into a shared google doc created by us facilitators.</p> <p>During the meeting, two people were chosen who will act as spokespersons during the community workshop and share the results of the community-based intervention with the 3 participants, and who made themselves available for a video call with us facilitators closer to the event.</p>
Italy - Milan	1.	26/10/2022	2hours with classes 4P-4Q: welcome back! Recap of what we've done last year together (sharing with schoolmates the memories of the experience of summer school in Greece). Sharing and presenting the activities planned for the second year of the project.
	2.	09/11/2022	2hours with class 4P: we divided students in two groups: one group worked on the construction of the collaborative map, also useful to build and decide the path of the urban exploration; the other one on the identification of 7 people to be interviewed who representing the educating community, they also have to write an email text in order to propose them the interview.

			2hours with class 4Q: the whole class chose the survey as an analysis tool. The students were divided into 2 groups, every group created a survey both concerning the perception and the knowledge of the phenomenon of GBV and peer violence, but one aimed at teachers and the other at students.
	3.	28/11/2022	3hours with classes 4P-4Q: this meeting was dedicated to urban exploration activity. We involved both classes and two teachers who participated in the teacher training program planned for the first year of implementation. The places visited during the walk and the logistics, were organized by a group of students (they realized the map with also the timing of the walk). At each stop, the students explained to their classmates why they had chosen that place, the role and the relevance of that place for the community and for them. During the walk another group of students, through the photovoice technique, were in charge of taking photos to provide documentary evidence of the day trip. In one of the stages of the urban exploration, which lasted 3 hours, a small group of students interviewed an educator of a youth aggregation center in the neighborhood.
	4.	14/12/2022	2hours with class 4P: the class, divided into working groups, worked on systematizing the evidence and information gathered from the first interviews conducted and urban exploration. They decided to create a power point presentation to showcase their research work at the community lab. 2hours with class 4Q: the class, divided into working groups, worked on analyzing the results collected from the surveys by trying to organize the data into a power point presentation reporting the major evidences and making proposals. The result of the work done will be presented during the community lab.
Greece	1.	7/02/2023	Introduce the program and beginning of Mapping
	2.	13/02/2023	End of mapping and preparation for interviews
	3.	20/02/2023	End of interviews, reflection student reflection on what was said in the interviews
Belgium	1.	8/11/2022	Session 1: Introductory and preparatory session
	2.	22/11/2022	Session 2: Participatory action research part 1
	3.	29/11/2022	Session 3: Participatory action research part 2
Romania	1.	9/12/2022 (Elena Cuza)	During the first workshop, we have initially established the objectives of the activity together with the students, explaining to them both the optional and mandatory activities and creatively engaging them in enriching and expanding these objectives. Once everybody clearly understood what we are aiming for and the need to create this needs assessment from the perspective of students, we were further able to work on the defining of the area to explore. The students were divided in small

			<p>groups, from groups of two to groups of six students, and together they negotiated and decided which areas they wanted to approach and then draw a map showing the limits of the neighborhood they wanted to explore. For the optional activities, especially for safety reasons they created clear boundaries and teamed up to go together. Ten such maps resulted from the activity and then the students proceeded to setting up their small objectives to follow during the optional activities. During the same meeting, the students also discussed about the mandatory interviews with key stakeholders and decided whom they would want to interview based on their particular interests in connection to the project. The following groups arised: psychologists, the district mayor, police officers, NGO's working against violence, teachers, school inspectors, the director of their school, medical staff.</p>
	2.	15/2/2023 (Elena Cuza)	<p>During the second workshop, the students worked on defining better the optional activities, by deciding how they want to collect the information, from where specifically they want to collect the information and which types of questions they would like to ask the people to be interviewed during the optional activities. Among the groups to be interviewed, as part of the optional activities, the students mentioned other teenagers, elderly people, new parents, people with disabilities, parents of teenagers and people in different professional qualities, such as for example waiters working at restaurants inside the park, near the place where adolescents spend their time, people working in street cleaning and public transportation etc. With regards to the questions to be asked, each group created an interview guide, following the initial objectives they have set and some of the questions included were: do you think this could be a dangerous place for teenagers and why? Have you ever felt in danger in this environment? What do you do when you witness violence among teenagers? Have you observed such cases? Which do you think are the consequences of abuse against children and adolescents? What kind of resources do you think should be involved in order to increase the safety of young people? Do you think you are protected when you need protection? Which do you think is the most dangerous thing that young people are exposed to daily? Which would be the first thing you would improve in order to increase people's safety? Do you think there are certain places or areas that are problematic from the point of view of people safety? Are there certain periods during the day when you feel less safe in this environment? What do you think is lacking in the environment in order to make it more safe? What are the types of difficulties that you are encountering in the public space? How do you feel about public transportation and where the bus and tram stops are located, especially taking into account the needs of elderly</p>

			people and new parents? Did you ever reflected on the issues of a teenager in this neighborhood? Which could these issues be? What would be the first thing you would do if you would see that the teenager is in danger? Which are the main changes you would make in order to increase the safety of teenagers? How do you imagine a safe place have you ever been harassed in this area? How do you avoid the dangers in this area?
		Work from one meeting to another (Elena Cuza)	The students planned the optional activities further and started implementing it. Each group approached the task in their own manner and spent at least 1 extra hour to organize the activities.
	3.	8/03/2023 (Elena Cuza)	During this workshop, the students provided information with regard to how the optional activities progressed and also divided in smaller groups in order to prepare for the mandatory interviews. They have decided how to further proceed. The workshop was also dedicated to studying the questions in the mandatory interview guide and to make sure all of the students will be involved in the interviews have a good understanding of the questions and what type of information they are looking for from the interviewees. This work was significant, as the students found the interview guide to be written in a language that is very foreign to them, including terms they were not familiar with. They needed this initial translation work in order to make sure they are able to conduct the interview properly and each and every question to be asked was discussed together. This was very helpful, and sometimes not even the interviewees were able to understand fully the questions and because of this preparation work the students were able to explain it to them and to provide examples with regard to the answer they were searching, in this way clarifying it for the interviewee. Although the students spent time discussing the questions and even dividing it among themselves in a very clear manner, so they did go to the interview prepared, they still thought the interview guide was quite unfriendly and difficult to use.
		Work from one meeting to another (Elena Cuza)	During this time, the students implemented all of the optional activities in the public space they have selected around their school. The time investment in the preparation was different from one group to another, each group spending between three and six hours for the preparation of the activity and for preparing their presentations.
	4.	6/4/2023 (Elena Cuza)	This workshop was dedicated to presenting the results of the optional activities by each group. The students were able to organize the optional activities from different perspectives and the main methods they have used were: interviews (with people of all ages, parents of young children, parents of teenagers, elderly people, persons on the job near places frequently used by teenagers etc.), observation and listening to public conversation (such as in a supermarket, looking at social and economic issues),

			google docs, conversations with teenagers in their school and outside their school, filming a video showing a real past case of violence in the place where it previously happened to the students, taking pictures, creating a billboard etc.
		The mandatory interviews being organized	During this period, the students performed most of the interviews scheduled and analysed them in their groups. Due to a very particular school period, which involved students being outside the classroom for a long period of time, only the students from one classroom were able to conduct interviews.
	5.	21/4/2023 (Elena Cuza)	During this workshop, the students discussed about the needs they have identified through the interviews they have conducted and shared experiences among themselves about the most important points identified and what should be further done in order to improve the situation of teenagers affected by violence. Part of the workshop was also dedicated to discussing about the peer 2 peer activity and to plan it in detail.
	6.	19/4/2023 (Special High School)	This workshop was dedicated to identifying the specific needs in the case of pre-teenagers and teenagers with disabilities and to understand the type of messages and information that would be needed in order to support not only teenagers, but the entire community of people with hearing and speech impairments to protect themselves against violence. From what we are aware, there are no information sources available in sign language concerning violence among teenagers and domestic violence and the steps that should be taken in cases of violence. This workshop was developed with two aims: to understand the needs of students and to develop a Community Lab inside the school and also to create the messages for the local campaign and advocacy.
	7.	20/4/2023 (Special High School)	This workshop was dedicated to identifying the specific needs in the case of pre-teenagers and teenagers with disabilities and to understand the type of messages and information that would be needed in order to support not only teenagers, but the entire community of people with hearing and speech impairments to protect themselves against violence. From what we are aware, there are no information sources available in sign language concerning violence among teenagers and domestic violence and the steps that should be taken in cases of violence. This workshop was developed with two aims: to understand the needs of students and to develop a Community Lab inside the school and also to create the messages for the local campaign and advocacy.

8. Student's work presentation

In Italy, the two communities engaged in the project implemented the following actions. In Rome, students carried out six key informant interviews. Some of the interviewees were at the city level, such as representatives from the Rome municipality and the international women's house in Rome, and some were

at the neighborhood level, such as a local priest and the vice president of the school. The main challenge in this context was the engagement of the group in the project. Students were new to this group and did not find the interviews interesting, thus making it difficult to motivate them to finish the interviews within the given timeframe.

In Milan, groups of students worked in different activities, each group using the methodology it preferred. Group 1 completed the collaborative map and organized an urban exploration, group 2 conducted interviews with representatives of the educational community, group 3 prepared a survey on the theme of GBV and peer violence addressed to students, and group 4 prepared a survey on the theme of GBV and peer violence addressed to teachers. Below is an overview of the activities of each group:

- Group 1: based on the work from previous modules, students identified various places of interest and took the initiative to search for names and associations to create the urban exploration map. The final output (map) is attached below. The main challenge students faced was collecting and comparing information regarding services and associations in the territory.
- Group 2: students carried out seven interviews. All interviewees were women and some of them came from the neighborhood (ex. School director and community psychologist), while others came from the greater area of Milan (ex. Council member and police officer). The main challenge students faced was organising the interviews on a day and time that suited the availability of all participants.
- Groups 3 and 4: Students created the questionnaires based on work completed the previous year. The two groups ensured that there were common and related questions for the student and respective teacher questionnaires. The surveys can be found attached below. The main challenge students faced was the structure and length of the surveys, as well as disseminating them once they were finalised.

In Greece, students carried out five key informant interviews and the collaborative mapping activity. Out of the five people interviewed, three were women and two were men. Most interviewees were part of the school community, such as a parent and a fellow teacher, while some of them were also part of the local community, i.e. local authority representative and social worker. Students did not face any major challenges. For the collaborative mapping activity, students learned about the topic of school violence and reflected on potential prevention measures. As homework, they started drawing the map, taking photos of local unsafe spaces and researching local safe spaces. The main challenges faced in this activity were the lack of facilities and equipment, as well as the restriction not to leave the school building.

In Belgium, students carried out seven key informant interviews and the collaborative mapping activity. Out of the seven people interviewed, three were women and four were men. Most interviewees were part of the local community, such as local supermarket owner and local police spokesperson (detailed list below), while one interviewee was part of the school staff, i.e. school psychologist. The main challenge students faced was the level of difficulty of the interview. Because questions were too theoretical, abstract and difficult for students to understand, which stressed them and challenged their motivation.

For the collaborative mapping activity, students split into three groups and used a printed map of Maasmechelen to explore safe and unsafe places in their neighborhood. Most groups chose safe and unsafe places in Maasmechelen to visit afterwards during the photovoice or urban exploration assignment. The main challenge in this activity was matching places to the map, especially when it came to digitalisation of the map.

In Romania, 5 mandatory interviews with stakeholders were organized; these 5 women were interviewed by the teenagers who were involved in the activities of the project. Their professional background is, as follows:

- the school director of one of the high schools involved in the implementation of the project
- a school psychologist in another high school in Bucharest, who is also a psychotherapist in private practice, working with children, teenagers, adults and families
- a social assistant and case manager working in a government-led center providing assistance to women and children victims of domestic violence
- the president of a non-governmental organization developing education projects and managing a kindergarten and a home for abandoned children, in the child protection system
- a police officer and agency manager, working in the field of anti-drug policies and prevention of substance use, with experience in violence prevention

Concerning the optional activities, the teenagers were involved in several activities, such as street interviews (with people of all ages, parents of young children, parents of teenagers, elderly people, persons on the job near places frequently used by teenagers etc.), observation and listening to public conversation (such as in a supermarket, looking at social and economic issues), google docs, conversations with teenagers in their school and outside their school, research, filming a video showing a real past case of violence in the place where it previously happened to the students, creating a billboard etc.

9. Conclusions and evaluation

Main findings

In Italy, the activities in total revealed that although specialists have full understanding and expertise on the matter of GBV, the community at large is not sufficiently aware of the phenomenon. Even though there is a big effort to educate others about GBV and different response efforts, it seems that institutional interest in the topic fluctuates resulting in funding cuts. There are hopes that the budget allocated to schools will be used for GBV prevention. However, a wider network of available services, expertise, and lessons learned is necessary. The needs for space, increased support services (psychological support) and youth leadership are all considered high.

In Greece, the key informant interviews revealed that the community knows about the issue of violence, but there are limited efforts to react to it. In terms of resources, local authorities are investing into the issue, given that last year two conferences on the matter were organised locally. While local authorities and the school take some initiatives, it seems that many teachers and parents do not have the necessary time inside the classroom or outside to devote to the issue. Students admit that a handful of workshops are not enough to solve the issue.

In Belgium, the key informant interviews revealed various degrees of knowledge, leadership and involvement in the issue. Some community members knew about relevant local efforts to combat violence and even played a key role in developing, improving and/or implementing efforts. However, there were also those who had barely heard about the topic or may hold misconceptions about it. The interviews also showed that although there are some available resources (eg. space, volunteers, local professionals and financial resources, little action is taken to allocate them to this issue.

In Romania, all of the persons interviewed had knowledge with regard to the existing resources in the field of violence among teenagers and were able to contribute to the interview with valuable information.

However, it is important to point out that most of the knowledge was particular to their field of intervention and to their work specifics (for example, the school director and school psychologist were able to mention about the initiatives happening in their schools and in the school system, as well as in the context of the NGOs they had partnerships with, the social assistant was able to provide information about services for victims of violence, but also valuable information concerning the community she works in etc.). The knowledge they had was also specific to the type of beneficiaries they were working with – in the case of the police officer, she was able to also relate in her answers with substance abuse and the patterns of substance abuse during adolescence, the case manager was able to describe informal organization of groups of initiative among Roma women and Roma families, the NGO director pointed out examples of situations of violence among children and teenagers in the child protection system etc. All of the interviewees pointed out that much more resources are needed in order to better prevent and manage cases of violence among teenagers, although some pointed out there is already some progress in terms of knowledge and resources.

Positive feedback on activities from students:

- In Italy, students found the activities fun, stimulating and engaging, allowing them to make their voices heard, try their hand at different skills and experiences, take on responsibility and act autonomously
- In Greece, students found the activities fun
- In Belgium, students were very motivated to go out and meet people, to choose stakeholders involved in this topic.
- In Romania, the students found the optional activities engaging and interesting, while the mandatory one with the stakeholders were, in their view, very informative and new.

Negative feedback on activities from students:

- In Italy, students found some activities to be too complex (ex. interview questions were too long, creating an online map was difficult, and data collection, analysis and synthesis was a bit advanced)
- In Greece, students found that there were too many questions in the interviews
- In Belgium, students felt overwhelmed by the prospect of having to carry out the interviews in the time span that they had
- In Romania, the students considered the interview guide to be unfriendly, using questions that were too complicated and formulated in a manner that sometimes made the interviewees ask them to repeat it; they underlined the fact that they could have come to the same results with simple, more on point questions. They also communicated the fact that sometimes the questions were somehow repetitive.

Impact of activities:

- In Italy, students were able to gain new knowledge regarding GBV and potential responses or prevention methods to it, as well as new skills related to mapping, questionnaire creation and dissemination, interview preparation and execution, and data collection, analysis and synthesis. Relationships among students and their teachers also improved through common activities taking place outside the classroom/class topic.
- In Greece, the project reinvigorated interest in the local community, both students and teachers, and encouraged them to act. Other classes wanted to get involved in the project and students started conversations about private initiatives they could get started.
- In Belgium, students were able to increase their awareness of the topic and local initiatives to resolve it, while it also allowed the room for students to share their feelings and discuss with others about their

experience living in their neighborhood. However, given that most participants were female, the discussion did not explore the difference in experience between boys and girls.

- In Romania, students really enjoyed the optional activities, which allowed them to look at the community from a new, different perspective and also to practice their abilities of interviewing people on the street and taking the pulse of the community. All of the students who participated in the project wanted to be part of these optional activities, which they found creative and beneficial and were really invested in finding out new things and coming with good results. Concerning the aspects related to the mandatory interviews, although 20 students wanted to take part in this activity, only 9 were finally able to conduct the 5 interviews, due to the school schedule that did not allow one of the classes to get involved. They found the interviews very interesting, but very hard to conduct, due to the complicated interview guide, that used technical project-management language more than language adapted to the communication style and understanding of the teenagers.



Youth-led Needs Assessment in Italy



Overview of the youth-led needs assessment in Italy

Rome

1. Overview of implementation

The class was able to complete the six interviews with key stakeholders and initiate a reflection process on the needs and activated and activatable resources of their school and local community regarding peer violence.

The group, which was created this school year with the amalgamation of two sections, proved to be not very cohesive, within which there was often intermittent and uneven participation: a couple of children participated actively and constantly in the entire course, the rest of the class was divided into a group of people who were more engaged in the moments of reflection in the circle, often speaking up but then pulling back more in the practical activities and in subgroups, and a group vice versa. On the whole, there was an often subdued and passive dynamic both within the class group and in the relationship with us facilitators, an aspect that we brought up in discussions with the teacher in charge of the project and other teachers who confirmed a general low level of participation by the class this year, also in terms of didactics, internships and extracurricular activities proposed.

Although interest in the topic was fairly shared within the group, this did not translate into a proactive, enthusiastic and curious approach to the activities to be carried out. The course was often interrupted for a long period of time, interspersed with occupation and self-management, often postponed due to problems with the school timetable or the unwillingness of the class to stay in school after class. Working asynchronously and autonomously in subgroups was difficult and required more support from the facilitators, sacrificing the possibility of adding a second action to the interviews (such as photovoice or questionnaire).

Given all the above aspects, the use of different methodologies made it possible to involve almost the entire class in different moments and activities, albeit in an inconstant manner. With some people, who were more inclined to take the floor and express their opinions, the brainstorming moments and the sharing and confrontation in a circle worked best; with others, it worked to give them the responsibility of conducting the interviews and taking care of the recordings and technical aspects that were congenial to them given their specific course of study; still others were more at ease and responsive in the interview analysis phase and acted as a driving force for the rest of the class.

List of preparatory workshops/ activity implementation

	Date	Topic/Content
1.	02/11/2022	<p>The meeting was opened with an icebreaker (the name game) to recreate a climate of sharing and collaboration in a class where this year there are students from two different sections that have been amalgamated and therefore do not know each other and did not work together during the previous year of the project.</p> <p>This was followed by a recap of the workshop activities carried out last year, conducted in a dialogic manner with the class in order to involve the</p>

		<p>students in the reconstruction of what had been done previously and the major results achieved, but also to tell each other about the paths they had followed when the sections were still divided.</p> <p>The students were then stimulated to reflect in a circle on the needs they recognise in their school context and among their peers³ with regard to preventing and combating peer violence, also starting from the case of harassment that occurred during the last school year and the workshop on safe spaces and maps that took place at the end of the class. The aspects identified were: greater awareness for the 3 children at school on the subject; training of ATA and teaching staff so that there is greater attention to peer violence and the various forms of bullying, an ability to recognise alarm bells, understand situations and better manage cases of violence; greater involvement of families to make their educational role as parents more responsible and more aware; clearer and more timely measures against those who commit violence; a truly competent psychological help desk to which they can turn.</p> <p>At the end of the first meeting, the class chose, through brainstorming, the subjects to be interviewed for the needs analysis: the vice-principal; the president of the International Women's House; a representative of the Rome municipality's school department; the parish priest of the parish near the Rossellini; a member of the anti-mafia association Libera; a representative of the postal police.</p> <p>The class spontaneously divided according to the person they most wanted to interview in order to conduct the interviews separately and work in small groups.</p>
	Work from one meeting to the other	the various groups started to make contact with the subjects chosen for the interviews, with the support of us facilitators, and kept us informed of their progress.
2.	10/11/2022	<p>At the opening of the second meeting, the various groups reported back to us on the progress made for the interviews and there was a discussion about the difficulty for one group to contact the postal police and the conclusion was reached to interview a school representative instead, who was considered an interesting voice and more representative of the needs of their peers. In the first part of the meeting, we read the guiding questions together to facilitate understanding in view of the interviews.</p> <p>In the next part of the meeting, the class was divided into two subgroups, each followed by one of us facilitators, and the first two interviews (with the parish priest and the representative of the school councillor's office) were conducted in a more choral manner, to allow everyone to experience themselves in our presence. People from the corresponding groups had a more active role in asking questions, recording, taking notes, while the other groups were observing and, in the case of the video interview with the parish priest, supported their companions on a technical level.</p>
	Work from one meeting to the other	The groups were supposed to conduct the remaining interviews between the second and third meetings, so that we could start the analysis work together. Despite several reminders and requests for updates, only two more interviews were conducted.
3.	06/12/2022	During the third meeting, an attempt was made to give more support to the two groups that had not yet conducted their respective interviews,

		<p>encouraging them to make arrangements with the chosen subjects through the contacts we had provided them with after the first meeting. During the meeting, the two groups set dates for the missing interviews.</p> <p>In order to begin and facilitate the analysis work on the interviews conducted, we involved the class in extrapolating macro-areas/macro-themes on which to focus their subsequent intervention at the community workshop, based on what emerged from the various interviews conducted. The themes identified were: the community's knowledge and awareness of peer violence; the actions to be taken to prevent and combat peer violence in the community; the current and potential roles and actions of those in leadership roles in the community; and the actors/institutions/associations/services involved in preventing and combating peer violence in the community.</p>
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2. Engagement

Nr of students	Nr of other stakeholders involved	Roles of other stakeholders involved
16 (10F, 6 M) 11 (4 F, 6 M, 1 O) 14 (9 F, 5 M) 17 (11 F, 6 M) TOTAL NUMBERS FOR THIS ACTIVITY: 21 (12 F, 9 M)	6	Viceheadmaster, student's representative, religious leader, local institution (educational office of the city of Rome), president of international women's house, representative from local antimafia association

3. Methodologies

Methodology	YES	NO	Notes/comments
Collaborative mapping		No	
Urban exploration		No	
Photovoice		No	
Survey		No	
Community Readiness through Key Stakeholder Interviews (mandatory)	Yes		Due to the fact that it has been challenging to work with the group (see other sections for more details) it has only been possible to implement the key stakeholder

			interviews, also due to the fact that the activity has proven to be quite time consuming with respect to the total amount of hours available in the project for this specific activity.
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4. Student's activities presentation

Assessing Community Readiness through Key Stakeholder Interviews

Period of implementation (day/month/year- day/month-year)	November – December 2022
Name of school(s) involved	IS Rossellini Roma
Number of students involved: specify gender	
Describe preparatory activities conducted with the students	See above table on meetings conducted for all the details
Positive comments on the activity by the students	In general, it has been challenging to stimulate the active participation of this group, so also the positive or negative feedbacks have not really arrived. We have noted a great apathy of students with whom it has been challenging to work in this phase with respect to the previous school year and the TSP.
Negative comments on the activity by the students	
Main challenges in the implementation	It has been very challenging to work with this group, which has shown a remarkably lower engagement than the group involved in p2p. this is due to several reasons: first of all the fact that the groups had been newly constituted (two classes had been merged) and this has completely changed the balances and leaderships within the group, resulting also in a lower trust level than for the p2p workshops. Another challenging element has been time and the group has only been able to roll out the interviews with stakeholders, an activity imposed by us which has not stimulated their interest.

Number of respondents interviewed: specify gender (if available)	6
Specify the community which they belong to (e.g town, neighborhood, community of interest)	Some at city level (local institution – education office + international women’s house) + some at neighborhood level
List the types of roles the people you interviewed have (e.g school director, mayor etc.)	<ul style="list-style-type: none"> - Head of Educational Office Rome municipaliy (city-level institution) - Priest of local church - Representative from Libera, an Italian organization against mafias - Vice principal of IS Rossellini - Representative from local police - Representative from International women’s house in Rome
What are the main findings in terms of	
COMMUNITY KNOWLEDGE OF EFFORTS	
<ul style="list-style-type: none"> • LEADERSHIP 	Even though local leaders seem to recognize the issue, they are still failing to put in place relevant initiatives which are structural and have a strong youth-leadership componenet. Indeed, the interviews revealed a transversal recognition of young people's leading role in guiding the reading of peer violence, in devising possible solutions and promoting change. Putting the voices, perspectives, desires and needs of young people at the centre means giving value to the school and to educational activities.
<ul style="list-style-type: none"> • COMMUNITY CLIMATE 	There is often a social minimization of violence, and victim blaming which makes it clear that there is still the need for greater awareness. Those who seem to be most aware (young people) lack space and opportunities to express their needs, desires and suggest solutions to the problems they daily face.
<ul style="list-style-type: none"> • KNOWLEDGE ABOUT THE ISSUE 	all those interviewed agreed that gender-based and peer violence at school, understood as violence against women and homolesbobitransphobic violence, is a problem that needs to be addressed, recognised by institutions, schools and civil society organisations, but at the same time they emphasised how it is often underestimated by the broader community and the media narrative, trivialised on the one hand to 'mere boys' and on the other hand only traced back to striking news cases linked to juvenile deviance or femicide. Instead, gender-based violence is a systemic and

	structural phenomenon of our society that has its roots in the normalisation of gender-based stereotypes and discrimination.
<ul style="list-style-type: none"> RESOURCES FOR ACTIONS (time, money, people, space, etc.) 	Several of those interviewed emphasised that the critical aspects of the efforts and initiatives are often the lack of systemic actions involving different institutional levels; the absence of specific funding and the scarcity of resources with the consequent discontinuity of projects, which are spot-on and insufficient with respect to the capillarity of the problem; but also the fragmentation of the community between those who are more sensitive to the problem and recognise it as such and those who minimise or ignore it.

5. Main findings

Please list all the main needs identified using the different methodologies proposed. Describe the type of need, whom is affected by it, severity, comments etc. Need	Person/People affected by the need	Severity of the need (High-Medium-Low)	Other comments
Lack of youth-led spaces at school and in the community	Students and young people of the local community	high	This aspect has come up several times from the group as one of the main needs they have as students in their school
More need for awareness-raising projects active in schools in order to facilitate the sharing of good practices, the efforts made, the activities carried out, the objectives and the results achieved, which do not always manage to be recognised and valued	The entire school community	medium	Putting the voices, perspectives, desires and needs of young people at the centre means giving value to the school and to educational activities. another proposal for improvement concerns the possibility of creating a greater exchange among peers but also

at the end of the projects.			among students and teachers
support services for students (e.g. psychological support)	students	high	Since the pandemic students all over Italy have been mobilizing to express their malaise and to ask for proper support services. This need is a priority also in the context of IS Rossellini

Milan

Overview of implementation

We worked with students from two fourth classes of IIS Oriani-Mazzini, who had participated in the project activities in the first year of implementation. Together we started from the work done and immediately students wanted to focus on the importance and relevance that the perception of the phenomenon of gender violence and peer violence has. They wanted to focus on the analysis, using different tools, of the perception and knowledge that all the educating community members have with respect to this phenomenon. Students worked divided into groups; each group chose the methodology they prefer to begin the analysis of the phenomenon. Someone used the collaborative map and organized an urban exploration; someone conducted interviews with some of the representatives of the educating community and others prepared two surveys on the theme of GBV and peer violence: one addressed to students and the other addressed to teachers. This work was very challenging for students; they used the meetings in classroom with the educators to discuss the work done and they had to do some work independently by organizing themselves outside school hours. Thanks to the WhatsApp groups, we were able to follow the progress of the work by giving them support whenever they need it. Initially, self-organizing in groups was a bit complex, often asking for the intervention of educators. With the progress of meetings and the construction of work and the feedbacks, they have become more and more autonomous and organized. The result of the analysis was presented during the community lab in January.

List of preparatory workshops/ activity implementation

	Date	Topic/Content
1.	26/10/22	2hours with classes 4P-4Q: welcome back! Recap of what we've done last year together (sharing with schoolmates the memories of the experience of summer school in Greece). Sharing and presenting the activities planned for the second year of the project.
2.	09/11/22	2hours with class 4P: we divided students in two groups: one group worked on the construction of the collaborative map, also useful to build and decide the path of the urban exploration; the other one on the identification of 7 people to be interviewed who representing the educating community, they also have to write an email text in order to propose them the interview.

		2hours with class 4Q: the whole class chose the survey as an analysis tool. The students were divided into 2 groups, every group created a survey both concerning the perception and the knowledge of the phenomenon of GBV and peer violence, but one aimed at teachers and the other at students.
3.	28/11/22	3hours with classes 4P-4Q: this meeting was dedicated to urban exploration activity. We involved both classes and two teachers who participated in the teacher training program planned for the first year of implementation. The places visited during the walk and the logistics, were organized by a group of students (they realized the map with also the timing of the walk). At each stop, the students explained to their classmates why they had chosen that place, the role and the relevance of that place for the community and for them. During the walk another group of students, through the photovoice technique, were in charge of taking photos to provide documentary evidence of the day trip. In one of the stages of the urban exploration, which lasted 3 hours, a small group of students interviewed an educator of a youth aggregation center in the neighborhood.
4.	14/12/22	2hours with class 4P: the class, divided into working groups, worked on systematizing the evidence and information gathered from the first interviews conducted and urban exploration. They decided to create a power point presentation to showcase their research work at the community lab. 2hours with class 4Q: the class, divided into working groups, worked on analyzing the results collected from the surveys by trying to organize the data into a power point presentation reporting the major evidences and making proposals. The result of the work done will be presented during the community lab.

Engagement

Number of participants in the youth led needs assessment

Nr of students	Nr of other stakeholders involved	Roles of other stakeholders involved
28 F, 1 M, 1 O	7 F	<ul style="list-style-type: none"> - School director - Lawyer and teacher - Antiviolence operator - Council member - Youth community center operator - Community psychologist - Woman police officer

Methodologies

Methodology	YES	NO	Notes/comments
Collaborative mapping	x		The working group started from the work done the previous year on safe and unsafe spaces in the

			community. They identified on the map the spaces, associations, places, and people who work on preventing and combating peer violence among adolescents daily.
Urban exploration	x		Starting from the result of the collaborative mapping, they have built the path of urban exploration. It was fun and exciting for them to organize not only the route but also the timing, guiding their schoolmates and explaining to them the places they passed through. The walk ended at Municipio VI with a meeting with the councilwoman for Welfare.
Photovoice		x	The groups took some photos during the urban exploration, of the walking group and the places visited, but we cannot properly understand this as a photovoice.
Survey	x		A working group developed a questionnaire to investigate the perceptions of peers and teachers who are part of the relevant educational community, with respect to the phenomenon of gender and peer violence. They took inspiration from the teen support program's post questionnaires by including some questions that they were curious about to gather feedback on. They were well organized in writing the questions and disseminating the questionnaire (they used school WhatsApp groups, acquaintances, internal school email groups, and contacts of their teachers).
Community Readiness through Key Stakeholder Interviews (mandatory)	x		It was a bit complex to organize the interviews and to fit the availability of students with those of the stakeholders. Only three of the interviews took place online, the others were conducted in person (at school or at the associations' offices). The greatest difficulty was found in the length and complexity of the questions to be asked.

Student's activities presentation

Assessing Community Readiness through Key Stakeholder Interviews

Period of implementation (day/month/year- day/month-year)	29/11/2022 - 19/01/2023
Name of school(s) involved	IIS Oriani-Mazzini Milan (a group of students from class 4P)

Number of students involved: specify gender	11 F
Describe preparatory activities conducted with the students	We presented the students with the work they were to do in this first part of the activity. To the interview group, we handed out the guidance materials on the stakeholders' interview part. They started by analyzing the collaborative map and the work done on the community in the last modules of the teen support program. They analyzed the various places and people they could have interviewed. They did a recognition of the contacts they had or could have recovered and chose the various profiles. To contact people, they prepared an email text that they sent with the help of the educator. Some contacts were also recollected with the help of the teachers as the school has contacts with some people in the community through some active projects and collaborations. To prepare for the interviews, the students carefully read through the various questions and slightly simplified them. They made appointments with the various stakeholders and rehearsed the interview.
Positive comments on the activity by the students	It was an opportunity for them to try their hand at a new experience. They had the opportunity to engage with adult figures of reference from the educational community with respect to the topic of gender and peer violence among adolescents. They made their voices heard, took responsibility for handling the interview in total autonomy.
Negative comments on the activity by the students	The students found that the questions to be asked of the interviewee were too long and written in somewhat complex language.
Main challenges in the implementation	Organize the interviews and to fit the availability of students with those of the stakeholders.

Number of respondents interviewed: specify gender (if available)	7 F
Specify the community which they belong to (e.g town, neighborhood, community of interest)	City of Milan (community of interest) and neighborhood
List the types of roles the people you interviewed have (e.g school director, mayor etc.)	<ul style="list-style-type: none"> - School director - Lawyer and teacher - Antiviolence worker - Council member - Youth community center operator - Community psychologist - Woman police officer

What are the main findings in terms of	
COMMUNITY KNOWLEDGE OF EFFORTS	All the people interviewed by the students demonstrated an in-depth knowledge of the actions and events active in the area with respect to the topic of prevention and contrast of GBV and peer violence among adolescents. However, they pointed out that they were probably aware of it because they work on the subject and are directly involved in this process either by role or by personal interest. The doubt is that the community and the students themselves do not know about all the possibilities and the services they have available.
<ul style="list-style-type: none"> LEADERSHIP 	Compared to the concern and action of the leadership towards the phenomenon, the answers were not univocal. Probably with respect to the role of the respondent, the answers were high involvement on the part of the leadership who cares about the problem and little involvement of the leadership because it does not feel the issue as a priority. In general, the respondents underlined the importance of networking, of connecting the different services, associations and people with different roles in the community, to share good practices. They made a special mention to the municipality highlighting the efforts made in terms not only of time and space, but also for creating working tables on this topic.
<ul style="list-style-type: none"> COMMUNITY CLIMATE 	<p>Compared to the perception of the topic within the community, respondents have different visions and opinions. There are those who say that the issue is a priority with a high engagement of the community; others think that for the community members it is not an issue of interest.</p> <p>Many respondents say that the community is active, with voluntary actions, in support of the various initiatives and events organized and implemented by the associations and the community. Others say instead that knowledge about the topic is very inadequate. According to the respondents, those who should drive interest and engage the community members are school and institutions.</p>
<ul style="list-style-type: none"> KNOWLEDGE ABOUT THE ISSUE 	Also in this case, what emerges is conditioned by the role and the personal experience of the respondent. Obviously, the level of knowledge of all aspects related to the phenomenon of GBV and peer violence among adolescents is quite high for those who are directly involved in raising awareness activities or those who play an important role. With respect to community members, on the other hand, the judgments are aligned; the

	respondents are convinced that the community does not have sufficient knowledge about the phenomenon with respect to the causes, symptoms, consequences and impacts that this phenomenon has on the community. Once again, they say that school has a key role in the prevention through the implementation of projects and training aimed at all people who go through it.
<ul style="list-style-type: none"> RESOURCES FOR ACTIONS (time, money, people, space, etc.) 	Compared to this final section, the opinion of the respondents is quite aligned. For them who work on this issue every day, the effort is enormous: from the training of new volunteers and the search for resources, the time made available, creation of networks and worktables, to writing projects to have the opportunity to work on the topic and on the engagement of students. Unfortunately, they say that the institutions, not considering the issue as a priority, cut funds by establishing other priorities and thus put their work in difficulty. In the last period, some funds have been allocated to schools and the hope is there is budget aimed at prevention activities. Compared to the institutions, at the municipality level, it depends on the priorities that the council gives and who stays in power.

Collaborative mapping

Period of implementation (day/month/year- day/month-year)	26/10/2022 and 9/11/2022
Name of school(s) involved	IIS Oriani - Mazzini (a group of students from class 4P)
Number of students involved: specify gender	6 F
Describe preparatory activities conducted with the students	Students started from the work done on the community in the last modules of the teen support program. They identified various places of interest by choosing what were the most important in preventing and combating gender and peer violence. They independently searched for names of associations then selecting to create the urban exploration route.
Positive comments on the activity by the students	They had fun looking for the various associations and creating the map. Surely a different activity from the usual to think about the territory they daily live.
Negative comments on the activity by the students	For the students, the most difficult part was creating the online map. After initial uncertainties, they became familiar with the tool and were able to create their map together.

Main challenges in the implementation	Surely recovering the information on the services and associations of the territory in which the school is inserted was not easy, also because not all of them are residents in the Municipality. There was a very strong work of comparison within the group and research.
Output of activity	<i>Find the map attached</i>
Impact of activity	The activity had a very positive impact; the students had the opportunity to learn more about the territory they live in daily life, but also the services offered. In addition, they have also deepened the role linked to the theme of GBV and peer violence and among peers, of each institution, place or figure they have identified. They also used technological tools they didn't know before.

Survey

Period of implementation (day/month/year- day/month-year)	26/10/2022 and 9/11/2022
Name of school(s) involved	IIS Oriani - Mazzini (students from class 4Q)
Number of students involved: specify gender	19F 1M 1other
Describe preparatory activities conducted with the students	The students reasoned about the tool they would like to use to collect data on the perception of the phenomenon of GBV and peer violence among adolescents and chose the questionnaire. They worked by taking a cue from the questionnaire filled out in the previous year, simplifying it and making it shorter. one group dealt with the teachers' questionnaire and the other with the students' questionnaire. They compared each other to choose common questions that they could then compare (those on knowledge of GBV).
Positive comments on the activity by the students	The best moment for them certainly was the analysis and comparison of the two questionnaires had expectations that in some cases were belied.
Negative comments on the activity by the students	The most difficult part was the analysis, interpretation, and synthesis of the data collected through the questionnaires.
Main challenges in the implementation	Initially find an appropriate number of questions that were able to collect the desired data. then disseminate the questionnaire.
Output of activity	<i>Find the surveys attached</i>
Impact of activity	The activity was very formative for everyone at all stages of implementation; they got to understand how a questionnaire is structured, why this tool is used, what are

	the methods of dissemination, data collection and analysis of results.
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Urban Exploration

Period of implementation (day/month/year- day/month-year)	28/11/2022
Name of school(s) involved	IIS Oriani - Mazzini (classes 4P and 4Q)
Number of students involved: specify gender	21F 1M 1other
Describe preparatory activities conducted with the students	Students prepared the route using the collaborative map; they chose the stages based on the time they had available (3h), obviously calculating the travel time. They created an ad hoc map and distributed it to classmates. For each stop, one of them explained to classmates the place where they were, its role in the community, and its significance. The rest of the group had to note down the sensations, smells, and what they saw along the way. during the exploration, a group of girls interviewed one of the stakeholders while the rest of the group visited the youth community center and all together then visited, thanks to the councilwoman, city hall VI and the council hall spaces.
Positive comments on the activity by the students	Exploration was a way for everyone to get to know and experience in a deeper and different way, the physical and non-physical places in the neighborhood in which their school is located.
Negative comments on the activity by the students	Would have liked to have had more time for the walk and to observe the neighborhood more thoroughly and less hurriedly.
Main challenges in the implementation	The most complex part was leading the group in the neighborhood, they had a lot of desire to go out and be together, every now and then they would get a little scattered. Fortunately, the teachers helped in managing the group even having to take transportation to move around the neighborhood. Initially, it was also difficult to ask them to try to analyze places in a different way by focusing on their feelings.
Impact of activity	During the walk some very interesting reflections on the perception of places emerged, related to the theme of intersectionality, experiences and the lived experience of each. It was a very interesting moment for them because they shared an experience together and for the teachers who accompanied them, because they were able to see

	their students in a different light and share another experience with them.
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Main findings

Please list all the main needs identified using the different methodologies proposed. Describe the type of need, whom is affected by it, severity, comments etc. Need	Person/People affected by the need	Severity of the need (High-Medium-Low)	Other comments
Space	Students, teachers and adults	High	Physical and confrontation spaces, where young people can find each other and talk about their problems. Confrontation spaces to dialogue with adults with respect to the problems that students have to find common solutions.
Psychological well-being	Students	High	The need to have reference figures at school with whom to confide and be welcomed has emerged very strongly. After the period of the covid pandemic, students' psychological well-being has been affected. They express the need to have a more frequent presence at school by the psychologist
Youth leadership	Students/community representatives	High	Students need to reclaim their spaces, to have their voices heard and to be protagonists within the school and in the local area. On the other hand, the adult community of reference needs to network and give space to and for young people, listen to their ideas in order to understand directly from them what their real needs are and how to thus improve their lives and those of the community.



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Youth-led Needs Assessment in Greece



Overview of the youth-led needs assessment in Greece

1. Overview of implementation

These workshops were implemented in a group of students of 27o Lyceum of Athens, area Kolonos. We delivered 3 workshops of 2,5 hours. Additionally, 1-hour of homework was given to the students. In these workshops we implemented online-offline research to mapping the community of Kolonos regarding the theme. Also, students took 5 interviews.

List of preparatory workshops/ activity implementation

	Date	Topic/Content
i.e.	<u>30/11/22</u>	<u>Preparatory workshop on collaborative mapping</u>
1.	<u>7/02/2023</u>	<u>Introduce the program and beginning of Mapping</u>
2.	<u>13/02/2023</u>	<u>End of mapping and preparation for interviews</u>
3.	<u>20/02/2023</u>	<u>End of interviews, reflection student reflection on what was said in the interviews</u>

2. Engagement

Number of participants in the youth led needs assessment

Nr of students	Nr of other stakeholders involved	Roles of other stakeholders involved
13 F, 9 M, 22 O	2 F, 2 M	i.e. school teacher F: 1 teacher and 1 parent M: 1 social worker & 1 local authority (responsible for public schools/education of the area of Kolonos)

3. Methodologies

Methodology	YES	NO	Notes/comments
Collaborative mapping	✓		
Urban exploration	✓		Not as a group but individually (the way from home to school and back)
Photovoice		✓	
Survey		✓	
Community Readiness through Key Stakeholder	✓		

Interviews (mandatory)			
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4. Student's activities presentation

Assessing Community Readiness through Key Stakeholder Interviews

Period of implementation (day/month/year- day/month-year)	13/02/2023 20/02/2023
Name of school(s) involved	27o Lyceum of Athens (area Kolonos)
Number of students involved: specify gender	13 F, 9 M
Describe preparatory activities conducted with the students	<ul style="list-style-type: none"> • Write / create a manual of interview (preparation stage) • Induction what is an interview, which are their goals. • Separation in 5 groups • Induction of the methodology of the interview and hand out a copy of manual in each interviewer group • We saw all together the questions of interview and we give where it was needed more explanations
Positive comments on the activity by the students	We find the hole procedure mapping and interviews "fun"!
Negative comments on the activity by the students	Too many questions!
Main challenges in the implementation	For the parents, student, and teacher there was no specific problem. They had 1 week to take the interview as homework. The interviews from the local authority and the social work due to institutional restrictions of the school and their availability took place online. However, despite the internet issues that we had, and the fact that the facilities and equipment of the school were limited, we managed to take the interviews and we have time for reflection.

Number of respondents interviewed: specify gender (if available)	5 individuals 3 F (teacher, parent, girl who is a member of the 15-member school council 2 M (Local Authority, social worker)
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Specify the community which they belong to (e.g town, neighborhood, community of interest)	All, except social worker, live and act in community of Kolonos. Social worker works with people from Kolonos. It is worth mentioning that the representative of local authority was once a student of 27o Lyceum of Athens when he was teen.
List the types of roles the people you interviewed have (e.g school director, mayor etc.)	1 teacher 1 parent 1 social worker 1 local authority (responsible for public schools/education of the area of Kolonos) 1 girl who is a member of the 15-member school council
What are the main findings in terms of	
COMMUNITY KNOWLEDGE OF EFFORTS	All the interviews claim that the community knows the efforts
<ul style="list-style-type: none"> LEADERSHIP 	Regarding the leadership, it seems that local authorities and school, as an institution, take initiatives for the phenomenon and after that teachers individually but they underline that they do not have time and the curriculum is tight. On the other hand, students claim that they do not have the space and the time to develop initiatives regarding the theme and some of them believe that initiatives like one or two workshops are not enough to solve the problem. Parents have the willing to support their children but unfortunately they don't have time because most of them are working.
<ul style="list-style-type: none"> COMMUNITY CLIMATE 	
<ul style="list-style-type: none"> KNOWLEDGE ABOUT THE ISSUE 	All of them have knowledge about the issue but not all of them do something about the issue.
<ul style="list-style-type: none"> RESOURCES FOR ACTIONS (time, money, people, space, etc.) 	Local authorities invest in preventing and combating school violence. Last year local authorities organized 2 conferences on school violence. And they have the will to invest more. In addition, local authorities underline that parents and generally family environment do not participate in parents and guardians' association,

	conferences, and generally in actions regarding the theme. Additionally, schools and the Ministry of Education must invest money, people, spaces to prevent and reduce or stop school violence.
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i.e. Collaborative mapping

Period of implementation (day/month/year- day/month-year)	7/02/2023 13/02/2023
Name of school(s) involved	27o Lyceum of Athens (area Kolonos)
Number of students involved: specify gender	13 F, 9 M
Describe preparatory activities conducted with the students	<ol style="list-style-type: none"> 1. Name game and Icebreaker activity 2. A few words about Y4L2 3. Adaption of power of flower activity 4. Agree-disagree activity <p>(3&4 stage of the workshop aimed to raise their awareness about the topic and mostly to understand that school violence is something that affects all students, whether they are victim, offender or observer. And that's way they can be part of the solution)</p> <ol style="list-style-type: none"> 5. Reflection about what we can do to prevent school violence in the area/community 6. Homework for the next time: to take photos from the area, as they are walking from home to school in order to find "unsafe spaces in the area/community. <p>In the next workshop half of the group started to draw the map and parallel the other half was searching in internet to find "safe spaces" in the area/community.</p>
Positive comments on the activity by the students	"Finally, we participated in something creative"
Negative comments on the activity by the students	"Mapping is only part of the solution and not the solution"
Main challenges in the implementation	Facilities and equipment to use digital tools for mapping and the restrictions to go out of school to take photos all together.
Output of activity	See annex 1
Impact of activity	The result of all these workshops was that the participants (students and teachers) were reinvigorated

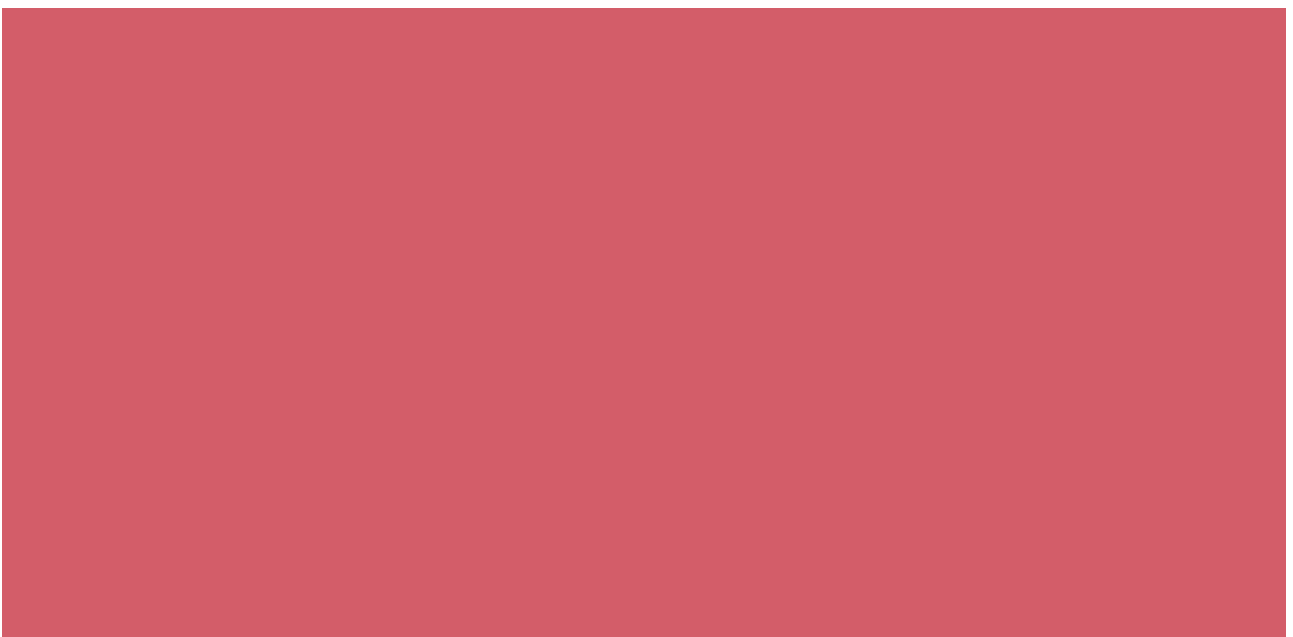
	to do something about school violence. The increased willingness to take action led to wanting to involve other classes from the same school in the action. At the same time conversations started to take place among the pupils about what they could do themselves.
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5. Main findings

Please list all the main needs identified using the different methodologies proposed. Describe the type of need, whom is affected by it, severity, comments etc. Need	Person/People affected by the need	Severity of the need (High-Medium-Low)	Other comments
Active participation of parents in school community	Students and school staff	High	
Trained teachers on the management of school violence and teachers to be more supportive to the students	Students, parents and school staff	High	
Enrich curriculum with workshops, interventions	Students and the whole society	High	
Converting unsafe areas of the community into safe ones	Students and the whole society	High	
Community creates spaces where young people can engage in sport and the arts for free	Students and the whole society	High	



Youth-led Needs Assessment in Belgium



Overview of the youth-led needs assessment in Belgium

1. Overview of implementation

In Belgium, the Youth Led Community Needs Assessment was divided into three sessions in which pupils from the 5th and 6th grade worked on the content of these sessions during their seminars.

The first session included a brief introduction to the theory on violence, the first phase of the participatory action research, namely 'mapping', and in addition, the pupils prepared the urban exploration or photovoice assignment. Then, during the second session, the pupils went out to carry out the photovoice and urban exploration assignment. During the second part of the second lesson, the pupils prepared their interviews and if there was time left, they already started analysing the collected information. As a home task by the third session, the pupils conducted an interview of someone from the community. Finally, during the last session, the pupils compiled all the information collected on a digital map.

List of preparatory workshops/ activity implementation

	Date	Topic/Content
i.e.	<u>30/11/22</u>	<u>Preparatory workshop on collaborative mapping</u>
1.	8/11/2022	Session 1: Introductory and preparatory session
2.	22/11/2022	Session 2: Participatory action research part 1
3.	29/11/2022	Session 3: Participatory action research part 2

2. Engagement

Number of participants in the youth led needs assessment

Nr of students	Nr of other stakeholders involved	Roles of other stakeholders involved
17 F, 1 M, 0 O	3 F, 4 M	<ol style="list-style-type: none"> Owner of the local supermarket School Psychologist Head of the sexual health department of the hospital Responsible of the local youth wellbeing organization (JAC, governmental organisation) Spokesperson of the local police station Local policy maker for safety Responsible of the local youth wellbeing organization (vzw Thebe, NGO)

3. Methodologies

Methodology	YES	NO	Notes/comments
Collaborative mapping	X		
Urban exploration	X		
Photovoice	X		
Survey		X	
Community Readiness through Key Stakeholder Interviews (mandatory)	X		

4. Student's activities presentation

Assessing Community Readiness through Key Stakeholder Interviews

Period of implementation (day/month/year- day/month-year)	8/11/2022 – 29/11/2022
Name of school(s) involved	Campus de helix, Maasmechelen
Number of students involved: specify gender	18 students (17 V, 1 M)
Describe preparatory activities conducted with the students	During the first sessions, we discussed the process of community readiness assessment: what it means and why it is important in the process of advocacy about the topic of peer violence. We also looked at the questions for the community readiness assessment interview, to see if all students understood the assignment. Based on this information, students discussed who are key stakeholders to assess the level of readiness in their community. We made sure to pay attention to various levels of involvement in the topic and in local policy.
Positive comments on the activity by the students	They were very motivated to go out and meet people, to choose stakeholders involved in this topic.
Negative comments on the activity by the students	They felt overwhelmed by the prospect of having to carry out the interviews in the time span that they had.
Main challenges in the implementation	The level of difficulty of the interview. It is a very theoretical, abstract concept that is measured with difficult questions. Students didn't understand the questions, so it was very difficult for them to do the interview without understanding what they were doing. This stressed them and challenged their motivation.
Number of respondents interviewed: specify gender (if available)	7 – 3F, 4M

Specify the community which they belong to (e.g town, neighborhood, community of interest)	Maasmechelen, area of the school
List the types of roles the people you interviewed have (e.g school director, mayor etc.)	<ol style="list-style-type: none"> 1. Owner of the local supermarket 2. School Psychologist 3. Head of the sexual health department of the hospital 4. Responsible of the local youth wellbeing organization (JAC, governmental organisation) 5. Spokesperson of the local police station 6. Local policy maker for safety 7. Responsible of the local youth wellbeing organization (vzw Thebe, NGO)
What are the main findings in terms of	
COMMUNITY KNOWLEDGE OF EFFORTS	At least some community members have heard of local efforts and are familiar with their purpose.
<ul style="list-style-type: none"> • LEADERSHIP 	At least some of the leaders believe this issue is a concern in the community and that some effort is needed to address it. While some at least passively support current efforts, few participate in developing, improving or implementing efforts.
<ul style="list-style-type: none"> • COMMUNITY CLIMATE 	At least some community members play a key role in developing, improving and/or implementing efforts, possibly as members of groups or as public advocates of efforts, and/or as other types of driving forces.
<ul style="list-style-type: none"> • KNOWLEDGE ABOUT THE ISSUE 	At least some community members have heard of the problem, but little else. Some community members may have misconceptions about the problem. Community members may be somewhat aware that the problem is local.
<ul style="list-style-type: none"> • RESOURCES FOR ACTIONS (time, money, people, space, etc.) 	There are some resources (such as a community space, volunteers, local professionals, or grants or other financial sources) that could be used for further initiatives. There is little or no action to allocate these resources to this issue.

i.e. Collaborative mapping

Period of implementation (day/month/year- day/month-year)	8/11/2022 – 29/11/2022
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Name of school(s) involved	Campus de helix, Maasmechelen
Number of students involved: specify gender	18 leerlingen (17 V, 1 M)
Describe preparatory activities conducted with the students	Using a printed map of Maasmechelen, pupils have already indicated some points that they would like to investigate further or that they would like to highlight to others who will look at the map afterwards. Most groups chose to select safe and unsafe places in Maasmechelen to visit afterwards during the photovoice or urban exploration assignment.
Positive comments on the activity by the students	As always, students liked working on this topic.
Negative comments on the activity by the students	/
Main challenges in the implementation	The pupils found it difficult to select the places on the map and matching to find the desired places on the map. Afterwards, they wanted to digitise the map (with several points to mark) and they had the same problems there too.
Output of activity	Group 1: https://www.thinglink.com/scene/1654106077198811137 Group 2: https://www.thinglink.com/scene/1654099723469979650 Group 3: https://www.thinglink.com/scene/1654133927050215426 Group 4: https://www.thinglink.com/scene/1654102115636740099
Impact of activity	This activity gave a varied view on how youth and students in Maasmechelen view safety and their surroundings. Some places were collectively indicated as unsafe, other places were unknown to some of the students (such as the youth organization Thebe). Sharing these experiences was very useful, as it allowed the students to share how they felt, agreed or disagreed about living in Maasmechelen as a young person. Because this group was almost all-female, it didn't allow for a discussion on the difference in experience between girls and boys.

5. Main findings

Please list all the main needs identified using the different methodologies proposed. Describe the type of need,	Person/People affected by the need	Severity of the need (High-Medium-Low)	Other comments
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whom is affected by it, severity, comments etc. Need			
Places where many young people gather, feel unsafe (e.g. the supermarket)	Everyone, the supermarket owner	Medium	
Empty, abandoned places feel unsafe.	Everyone	Medium	
There is a taboo on talking about your wellbeing.	Students, young people	High	
Teachers are not aware of the real needs of students.	Students, young people	High	



Youth-led Needs Assessment in Romania



Overview of the youth-led needs assessment in Romania

1. Overview of implementation

The youth-led needs assessment was developed in both high schools we have worked with, but in different manners, given the specifics of each school. Most activities took place at Elena Cuza National College, where the students implemented both the optional activities and the mandatory interviews with stakeholders. The two classes were kept separate, since almost all the students from each class were involved in the activities and it would have been very difficult to work with such a large group. In implementing the activities, the students worked in smaller groups, designed the community map they wanted to explore, went out and made multiple interviews with citizens (parents, elderly people, people on the job, adults, teenagers) exploring different aspects of the safety and violence among teenagers in the eyes of the interviewees, they also recorded videos and took pictures, did research on significant social issues, observed different social situations etc. The students from one of the classes of Elena Cuza National College also interviewed the 5 key stakeholders. The students from The Special Technological High School no. 3 also identified needs of the students in terms of tackling, preventing and managing violence among teenagers, as well as development needs of teenagers in general.

List of preparatory workshops/ activity implementation

Romania	1.	9/12/2022 (Elena Cuza)	During the first workshop, we have initially established the objectives of the activity together with the students, explaining to them both the optional and mandatory activities and creatively engaging them in enriching and expanding these objectives. Once everybody clearly understood what we are aiming for and the need to create this needs assessment from the perspective of students, we were further able to work on the defining of the area to explore. The students were divided in small groups, from groups of two to groups of six students, and together they negotiated and decided which areas they wanted to approach and then draw a map showing the limits of the neighborhood they wanted to explore. For the optional activities, especially for safety reasons they created clear boundaries and teamed up to go together. Ten such maps resulted from the activity and then the students proceeded to setting up their small objectives to follow during the optional activities. During the same meeting, the students also discussed about the mandatory interviews with key stakeholders and decided whom they would want to interview based on their particular interests in connection to the project. The following groups arised: psychologists, the district mayor, police officers, NGO's working against violence, teachers, school inspectors, the director of their school, medical staff.
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	2.	15/2/2023 (Elena Cuza)	<p>During the second workshop, the students worked on defining better the optional activities, by deciding how they want to collect the information, from where specifically they want to collect the information and which types of questions they would like to ask the people to be interviewed during the optional activities. Among the groups to be interviewed, as part of the optional activities, the students mentioned other teenagers, elderly people, new parents, people with disabilities, parents of teenagers and people in different professional qualities, such as for example waiters working at restaurants inside the park, near the place where adolescents spend their time, people working in street cleaning and public transportation etc. With regards to the questions to be asked, each group created an interview guide, following the initial objectives they have set and some of the questions included were: do you think this could be a dangerous place for teenagers and why? Have you ever felt in danger in this environment? What do you do when you witness violence among teenagers? Have you observed such cases? Which do you think are the consequences of abuse against children and adolescents? What kind of resources do you think should be involved in order to increase the safety of young people? Do you think you are protected when you need protection? Which do you think is the most dangerous thing that young people are exposed to daily? Which would be the first thing you would improve in order to increase people's safety? Do you think there are certain places or areas that are problematic from the point of view of people safety? Are there certain periods during the day when you feel less safe in this environment? What do you think is lacking in the environment in order to make it more safe? What are the types of difficulties that you are encountering in the public space? How do you feel about public transportation and where the bus and tram stops are located, especially taking into account the needs of elderly people and new parents? Did you ever reflected on the issues of a teenager in this neighborhood? Which could these issues be? What would be the first thing you would do if you would see that the teenager is in danger? Which are the main changes you would make in order to increase the safety of teenagers? How do you imagine a safe place have you ever been</p>
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			harassed in this area? How do you avoid the dangers in this area?
		Work from one meeting to another (Elena Cuza)	The students planned the optional activities further and started implementing it. Each group approached the task in their own manner and spent at least 1 extra hour to organize the activities.
3.		8/03/2023 (Elena Cuza)	During this workshop, the students provided information with regard to how the optional activities progressed and also divided in smaller groups in order to prepare for the mandatory interviews. They have decided how to further proceed. The workshop was also dedicated to studying the questions in the mandatory interview guide and to make sure all of the students will be involved in the interviews have a good understanding of the questions and what type of information they are looking for from the interviewees. This work was significant, as the students found the interview guide to be written in a language that is very foreign to them, including terms they were not familiar with. They needed this initial translation work in order to make sure they are able to conduct the interview properly and each and every question to be asked was discussed together. This was very helpful, and sometimes not even the interviewees were able to understand fully the questions and because of this preparation work the students were able to explain it to them and to provide examples with regard to the answer they were searching, in this way clarifying it for the interviewee. Although the students spent time discussing the questions and even dividing it among themselves in a very clear manner, so they did go to the interview prepared, they still thought the interview guide was quite unfriendly and difficult to use.
		Work from one meeting to another (Elena Cuza)	During this time, the students implemented all of the optional activities in the public space they have selected around their school. The time investment in the preparation was different from one group to another, each group spending between three and six hours for the preparation of the activity and for preparing their presentations.
4.		6/4/2023 (Elena Cuza)	This workshop was dedicated to presenting the results of the optional activities by each group. The students were able to organize the optional activities from different perspectives and the main methods

			they have used were: interviews (with people of all ages, parents of young children, parents of teenagers, elderly people, persons on the job near places frequently used by teenagers etc.), observation and listening to public conversation (such as in a supermarket, looking at social and economic issues), google docs, conversations with teenagers in their school and outside their school, filming a video showing a real past case of violence in the place where it previously happened to the students, taking pictures, creating a billboard etc.
		The mandatory interviews being organized	During this period, the students performed most of the interviews scheduled and analysed them in their groups. Due to a very particular school period, which involved students being outside the classroom for a long period of time, only the students from one classroom were able to conduct interviews.
	5.	21/4/2023 (Elena Cuza)	During this workshop, the students discussed about the needs they have identified through the interviews they have conducted and shared experiences among themselves about the most important points identified and what should be further done in order to improve the situation of teenagers affected by violence. Part of the workshop was also dedicated to discussing about the peer 2 peer activity and to plan it in detail.
	6.	19/4/2023 (Special High School)	This workshop was dedicated to identifying the specific needs in the case of pre-teenagers and teenagers with disabilities and to understand the type of messages and information that would be needed in order to support not only teenagers, but the entire community of people with hearing and speech impairments to protect themselves against violence. From what we are aware, there are no information sources available in sign language concerning violence among teenagers and domestic violence and the steps that should be taken in cases of violence. This workshop was developed with two aims: to understand the needs of students and to develop a Community Lab inside the school and also to create the messages for the local campaign and advocacy.
	7.	20/4/2023 (Special High School)	This workshop was dedicated to identifying the specific needs in the case of pre-teenagers and teenagers with disabilities and to understand the type of messages and information that would be needed in order to support not only teenagers, but the entire community of people with hearing and speech impairments to protect themselves against

			violence. From what we are aware, there are no information sources available in sign language concerning violence among teenagers and domestic violence and the steps that should be taken in cases of violence. This workshop was developed with two aims: to understand the needs of students and to develop a Community Lab inside the school and also to create the messages for the local campaign and advocacy.
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2. Engagement

Number of participants in the youth led needs assessment

Nr of students	Nr of other stakeholders involved	Roles of other stakeholders involved
9 F (in mandatory interviews with stakeholders)	5 F	School director School psychologist NGO president Social assistant and case manager Governmental agency director
52 F, 15 M (in optional needs assessment activities)		

3. Methodologies

Methodology	YES	NO	Notes/comments
Collaborative mapping	X		While creating the maps together, in order to decide which geographical boundaries they will explore, the students also looked at the existing resources in those areas and also exchanged information about these resources to each other. The maps remained offline and the sharing was done during the presentation of the activities results.

Urban exploration	X		The urban exploration activity organized by the students was very complex. They have invested a lot of time and efforts, from the time spent in the workshops to the time spent outside the workshops (their free time) in order to take photos, film videos, observe and listen to conversations, research the social issues and perform many interviews with people on the street (parents, elderly people, people on the job etc.)
Photovoice		X	Although the students took multiple photos, it would not fully qualify as photovoice, but could rather be included in the urban exploration activity.
Survey	X		Two of the small groups decided to create surveys online and to ask specific questions to different target groups (teenagers, parents, adults etc.).
Community Readiness through Key Stakeholder Interviews (mandatory)	X		5 interviews were conducted, with a school director, a school psychologist, a NGO president, a social assistant and case manager, a police officer and governmental agency director.

4. Student's activities presentation

Assessing Community Readiness through Key Stakeholder Interviews

Period of implementation	9/12/2022 - 28/4/2023
Name of school(s) involved	Elena Cuza National College
Number of students involved: specify gender	9 F
Describe preparatory activities conducted with the students	The preparatory activities were rather complex and involved discussing in the larger group the type of stakeholders who would be interesting and important for them to interview, especially given the fact that the topic is one of high importance for the students, discussing the interview guide and exploring the meanings of every question, practicing interview skills, deciding the smaller groups who would be guiding each interview, communicating and setting up the interview time and date with each of the interviewees, dividing the questions among the interviewers etc.
Positive comments on the activity by the students	What the students enjoyed about the activity was the fact that they were able to meet with people in different professional roles they have never met before; they found the information they were able to gather interesting and new.
Negative comments on the activity by the students	The students did not enjoy the interview guide itself. It is not an instrument they would recommend further, since the language is very technical and it does not seem appropriate for their communication style. The suggestions is to create a more friendly type of instrument, that is considered a living instrument, one that also allows them some flexibility, so they could add other questions or renounce to some.
Main challenges in the implementation	One of the classes involved, from where other 11 students wanted to perform the interviews, could not be involved in the process, due to the school context; however, we are considering doing this activity again outside of the project, so that the students could also benefit from this experience.

Number of people interviewed	
Number of respondents interviewed: specify gender (if available)	5 F
Specify the community which they belong to (e.g town, neighborhood, community of interest)	Bucharest All of them have experience of working with teenagers (directly and constantly or less constant, but all of them have this experience) and all of them have knowledge of the phenomenon of violence and domestic violence from the special perspective of their professional role.

<p>List the types of roles the people you interviewed have (e.g school director, mayor etc.)</p>	<ul style="list-style-type: none"> - the school director of one of the high schools involved in the implementation of the project - a school psychologist in another high school in Bucharest, who is also a psychotherapist in private practice, working with children, teenagers, adults and families - a social assistant and case manager working in a government-led center providing assistance to women and children victims of domestic violence - the president of a non-governmental organization developing education projects and managing a kindergarten and a home for abandoned children, in the child protection system - a police officer and agency manager, working in the field of anti-drug policies and prevention of substance use, with experience in violence prevention
<p>What are the main findings in terms of</p>	
<ul style="list-style-type: none"> • COMMUNITY KNOWLEDGE OF EFFORTS 	<p>All of the persons interviewed had knowledge with regard to the existing resources in the field of violence among teenagers and were able to contribute to the interview with valuable information. However, it is important to point out that most of the knowledge was particular to their field of intervention and to their work specifics (for example, the school director and school psychologist were able to mention about the initiatives happening in their schools and in the school system, as well as in the context of the NGOs they had partnerships with, the social assistant was able to provide information about services for victims of violence, but also valuable information concerning the community she works in etc.). The knowledge they had was also specific to the type of beneficiaries they were working with – in the case of the police officer, she was able to also relate in her answers with substance abuse and the patterns of substance abuse during adolescence, the case manager was able to describe informal organization of groups of initiative among Roma women and Roma families, the NGO director pointed out examples of situations of violence among children and teenagers in the child protection system etc.</p>
<ul style="list-style-type: none"> • LEADERSHIP 	<p>Concerning the leadership awareness and action concerning violence among teenagers, there are different perspectives: the schools are generally regarded as places where there is quite a lot of interest and knowledge in terms of developing policies and programs for the prevention and management of violence among teenagers, the schools being obviously perceived as the</p>

	<p>closest to potential situations of violence. All of the persons involved in the interviews had a range of very high level of experience in schools (working in schools) or a moderate level of experience in schools (working with schools in different prevention programs) and were able to accurately respond. In one case, one of the interviewees working in a school pointed out that it becomes a priority for the leadership if it is made a priority and afterwards it will also become a priority for the rest of the members of the community (students, parents, school staff etc.). Less knowledge was related to public authorities or politicians (for example, one of the interviewees considered there is a very low level of awareness and involvement from local authorities, thinking they do not take seriously the issues of violence among teenagers, while being much more involved in aspects related to infrastructure and in the material aspects of their role, and in general taking less interest in social issues – this is also related to those achievements that provide a higher chance for a politician to be re-elected, so those aspects that can be very visible for voters). Also, it was pointed out that in many cases, where there is support, the support is rather passive. One of the interviewees also provided a good-practice example related to informal community leaders, composed by usually mothers who are involved and active and paying attention to the well-being of their children and to other community members. They intervene with both material support, when needed, but also they get involved in cases of violence in the community, trying to keep their children as much as possible in an environment free of violence – in these cases, violence is prevented or stopped from the inside of the community. Another interviewee discussed the fact that in some cases leaders are mostly involved in a passive manner, participating in different committees and working groups, but without a consistent result in terms of implementation. However, on the good side, one of the interviewees also pointed out that there is currently more funding allocated, at a governmental level, for programs and projects in support of teenagers and young people. The same interviewee mentioned about positive progress in terms of the legal formulations concerning sexual violence.</p>
<ul style="list-style-type: none"> • COMMUNITY CLIMATE 	<p>The answers were different based on the experiences of the interviewees and on the way they have defined the idea of community. For example, in schools the community was defined taking into account the school staff, the students and the parents and in these cases</p>

	<p>several examples were provided concerning the activities that were made in order to involve the community more and raise their awareness. Although in general the members of the school community were more aware of aspects concerning violence among teenagers, there were also situations that were pointed out where teachers were not so able to support students who were facing a case of violence in a positive and constructive manner. In the view of the interviewees working with authorities, who were looking at the community at large, they pointed out a rather low level of active involvement, as well as the persistence of some prejudice against asking for support (for example using mental health services was underlined as a type of support the community looks at with reluctance and preconceived ideas). In general, the interviewees pointed out that people usually only get involved if the problem impacts themselves directly, but also mentioned positive cases of involvement, such as the informal community groups of mothers and the involvement and donations from employees of multinational companies. In spite of the fact that there is a small increase in involvement, there is a reluctance in terms of supporting the funding of such projects and activities. Also, the community members still hold strong stereotypes with regard to violence, such as being a private matter, to be solved in the family, restricting the freedom of movement for teenage girls and victim blaming, especially in cases of sexual violence.</p>
<ul style="list-style-type: none"> • KNOWLEDGE ABOUT THE ISSUE 	<p>All of the interviewees had a high level of knowledge concerning violence among teenagers, this being achieved in direct connection to their professional life. However, most of them pointed out that there is a moderate or low knowledge about violence among teenagers in the community, the highest levels of knowledge of the existing cases being at the level of those directly involved in raising and educating teenagers. One of the respondents pointed out the fact that some of the knowledge the larger community has comes from media exposure, as well as from the reactions and discussions around violence among teenagers from social media, which take place especially when a case takes place and is publicized and made public (usually cases of violence among teenagers, but also cases of violence of teenagers against teachers). Another respondent also mentioned the fact that the community members know a lot more about cases of violence among teenagers, but are not willing to admit that they know, especially in terms of the real causes of violence, which many times are directly related to</p>

	<p>behaviours also happening in their family of origin, where they are either victims or witnesses of violence. One respondent underlined the existence of intracommunity discussions and efforts around the phenomenon, which remain not public, but are happening, especially where there are initiative groups at the community level. However, all of the respondents agree that there is a high need for more information to be provided to the community members on this topic, since this would lead to a better understanding of the phenomenon, less acceptance and tolerance, a better recognition of sometimes more subtle or more obvious signs and a much higher capacity of prevention and acting in cases of violence.</p>
<ul style="list-style-type: none"> RESOURCES FOR ACTIONS (time, money, people, space, etc.) 	<p>Most respondents pointed out that although efforts are being made, there are still very few resources allocated to communities in order to prevent and properly manage cases of violence among teenagers. In the case of schools, there are examples of internal resources (such as the school psychologist and trained teachers), but also partnerships with external experts (usually from NGOs or authorities) in specific projects. While one of the representatives from a public authority points out they are benefiting from many volunteers, especially teenagers and young people, the other representative from a different public authority points out that no matter the type of resource exemplified, they are very few, insufficient for the needs of the communities. In terms of the existing experts, one respondent underlines the fact that there is a high need to check the competences of those experts and make sure they are able and fit to work with teenagers and communities. There is a high level of agreement in terms of funding, through taxes and donations in the community, which are generally low, especially due to the limited resources that the community members have access to. One respondent points out the importance of safe spaces, especially in the topic of violence, where having confidence in key for victims of violence of any ages to talk about the situations they are encountering and to ask for support. There is agreement with regard to all resources that they are not sufficient taking into account the challenging and complex issue of violence among teenagers and violence in general.</p>

Collaborative mapping

Period of implementation (day/month/year- day/month-year)	December 2022
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Name of school(s) involved	Elena Cuza National College
Number of students involved: specify gender	41 (39F, 2M)
Describe preparatory activities conducted with the students	The students were explained all of the objectives of the mapping, which was to better know the environment they live and learn in and what it offers in general for people and teenagers, but especially for cases of violence among teenagers or domestic violence. They took into account the district their school is placed in and divided it into smaller areas. Each group decided which area they want to explore in terms of existing opportunities (spaces for teenagers, basic services for citizens, services for people victims of violence, safe and unsafe spaces etc.). They listed all of the findings and discussed it among the groups. There was no online result, all maps were created offline.
Positive comments on the activity by the students	The students enjoyed watching the space that is so familiar to them through new lenses. They worked well together in defining the space and their priorities and, while working, had the realisation that the age group of teenagers is often left out in terms of providing spaces for fun activities, for spending free time etc. They also reflected on how the space is not as friendly with other categories of people.
Negative comments on the activity by the students	There were no negative comments.
Main challenges in the implementation	There were no challenges in implementation. The students were able to divide in small groups based on their community of friends and they had the freedom to work with the persons they have the best relationships with in the small groups. This supported the process.
Output of activity	<i>Drawn maps, with highlighted elements of interest, shared knowledge among the small groups in the classrooms.</i>
Impact of activity	The students enjoyed this research of the community and got a better understanding of their community through the eyes of others. One exercise that we did during this session was also to imagine the space not only from the perspective of a teenager, but also from the perspective of a young mother carrying her baby in a stroller and going out shopping, from the perspective of a person with a locomotory disability and from the perspective of an elderly person with mobility issues. They developed a better understanding of other people struggling and the needs for different categories of people (such as, for example, the need to have accessibility, the need to have bus and tram stations close to the main points of interest etc.).

Urban exploration

Period of implementation (day/month/year- day/month-year)	February - April 2022
Name of school(s) involved	Elena Cuza National College
Number of students involved: specify gender	43 (40F, 3M)
Describe preparatory activities conducted with the students	The students were explained all of the objectives and the types of methods they could use for the urban exploration. Each of the small exploratory groups set up their own objectives, such as: to identify the things that are wrong in the space we live in from multiple perspectives, to assess places we find safe or unsafe and discuss how an unsafe place may become a safe place, to assess the perspectives of citizens of different ages, educations, genders about what they know concerning violence among teenagers and the dangers teenagers may be exposed to, to observe and understand how a safer place may be created for teenagers, to hear the voices of people about the problems of the neighbourhood, to explore the local horizon, taking into account the safety and accessibility for different social categories in this space, to support a beneficial change for teenagers and other citizens in the community, to find out how willing the adults in our lives are to get involve in ensuring more safety for teenagers, to take the social pulse. They also decided what type of method they want to use: some of them used interviews, others wanted to make a video or take pictures, others wanted to do research and learn about the community, while others wanted to identify the main issues through observing the neighbourhood and hearing conversations among regular people. All of the groups created a set of questions they found appropriate to ask in order to meet their own objective.
Positive comments on the activity by the students	The students really enjoyed this optional activity. They spent a lot of time working on it and were very enthusiastic to present their results at the end. They enjoyed interviewing regular people and played all the interviews that were taken.
Negative comments on the activity by the students	There were no negative comments.
Main challenges in the implementation	There were no challenges in implementation. The students were able to divide in small groups based on their community of friends and they had the freedom to work with the persons they have the best relationships with in the small groups. This supported the process.
Output of activity	25 street interviews, several PPT presentations, research results, billboard.

Impact of activity	The students enjoyed this research of the community and got a better understanding of their community through the eyes of others. One exercise that we did during this session was also to imagine the space not only from the perspective of a teenager, but also from the perspective of a young mother carrying her baby in a stroller and going out shopping, from the perspective of a person with a locomotory disability and from the perspective of an elderly person with mobility issues. They developed a better understanding of other people struggling and the needs for different categories of people (such as, for example, the need to have accessibility, the need to have bus and tram stations close to the main points of interest etc.).
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Survey

Period of implementation (day/month/year- day/month-year)	February - April 2022
Name of school(s) involved	Elena Cuza National College
Number of students involved: specify gender	43 (40F, 3M)
Describe preparatory activities conducted with the students	<p>Two groups of students decided to implement a survey; one of the groups created two google forms, one for teenagers and one for adults, on teenagers safety. As a result, they have received 22 filled in responses from teenagers (11 F/11 M) and 10 filled in responses from adults. Through these questionnaire, the group investigated the knowledge of both teenagers and adults about teenagers safety, they assessed the main dangers in the view of the respondents for adolescents and young people, and the level of knowledge the respondents had with regard to violence, forms of violence and solutions to violence. They also asked the respondents to propose their own solutions to the situations of violence that teenagers may experience.</p> <p>The other group of students also collected information via google forms from 3 people with different perspectives: a man of 47 years old, a woman of 38 years old and a child of 12 years old.</p> <p>Both groups created presentations based on the results that have collected via the survey.</p>
Positive comments on the activity by the students	The students really enjoyed this optional activity. They spent a lot of time working on it and were very enthusiastic to present their results at the end. They enjoyed interviewing regular people and played all the interviews that were taken.

Negative comments on the activity by the students	There were no negative comments.
Main challenges in the implementation	There were no challenges in implementation. The students were able to divide in small groups based on their community of friends and they had the freedom to work with the persons they have the best relationships with in the small groups. This supported the process.
Output of activity	<i>35 respondents to the survey, 2 research results presentations</i>
Impact of activity	The students enjoyed this research of the community and got a better understanding of their community through the eyes of others. One exercise that we did during this session was also to imagine the space not only from the perspective of a teenager, but also from the perspective of a young mother carrying her baby in a stroller and going out shopping, from the perspective of a person with a locomotory disability and from the perspective of an elderly person with mobility issues. They developed a better understanding of other people struggling and the needs for different categories of people (such as, for example, the need to have accessibility, the need to have bus and tram stations close to the main points of interest etc.).

Collaborative mapping

Period of implementation (day/month/year- day/month-year)	April 2022
Name of school(s) involved	Special Technological High School no. 3
Number of students involved: specify gender	24 (12 F, 12 M)
Describe preparatory activities conducted with the students	The students were explained all of the objectives of the mapping, which was to better know the environment they learn in and what it offers in general for people and teenagers, but especially for cases of violence among teenagers. Given their specificity, they took into account only the community of their school and its very close proximities. The aim of the activity was to understand what needs students with different disabilities have in terms of making their school community safe and passing on the message to as many students as possible. They listed all of the findings and discussed it among the groups.
Positive comments on the activity by the students	The students enjoyed creating added value for people from the same age group and other age groups that may be subjected to violence, that have in common the disability that may sometimes make it even more difficult for them to put an end to the situation of violence. They

	enjoyed thinking about how the messages of the project could be further passed on to other generations of students or to much younger students already enrolled in the school.
Negative comments on the activity by the students	There were no negative comments.
Main challenges in the implementation	There were no challenges in implementation.
Output of activity	<i>Discussions, drawing main conclusions.</i>
Impact of activity	The students enjoyed this research of the community and got a better understanding of their community through the eyes of others.

5. Main findings

Please list all the main needs identified using the different methodologies proposed. Describe the type of need, whom is affected by it, severity, comments etc. Need	Person/People affected by the need	Severity of the need (High-Medium-Low)	Other comments
Low resources allocated to the field	Children, teenagers, adults who may be victims to all forms of violence	High	Several key stakeholders pointed out that all types of resources mentioned are insufficient, especially funding and experts in the field.
Strong prejudice still present concerning violence	Children, teenagers, adults who may be victims to all forms of violence	High	The need of changing these prejudice is very strong, as it impacts the capacity of the people subjected to violence to search for support and receive support.
Lack of safe spaces especially designated for teenagers	Teenagers	High	Teenagers do not feel that they have their own designated spaces in the community and mention many instances in which they are sent away from all places. In the

			parks, there are spaces for very young children, but no places for adolescents.
Street harassment	Especially women and girls	High	This was also considered a significant need, especially since teenage girls are highly impacted by instances of street harassment. This was also placed in connection with the need to have public illumination everywhere in the neighbourhood.
Lack of involvement of adults (and sometimes also authorities) in the safety of teenagers	Teenagers	High	Teenagers consider it is very difficult to discuss the matter of violence with an adult, especially since adults are perceived as not being very willing to get involved and to support an adolescent who is facing such a situation.