



## **Deliverable 3.3**

# **Peer to Peer Program**

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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 Peer-to-peer program in each project country. In the beginning it should be noted that the context in the four countries of implementation presents significant differences not only in terms of the needs that have been identified but also in the legal and institutional framework that applies. This has posed challenges in safeguarding access to schools and obtaining the permissions that are necessary for entering school classrooms and working with students. In some cases, the bureaucratic processes that needed to be followed caused delays, but the challenges were managed effectively. The overall impression regarding peer school violence in all of the four countries suggests that supporting the school community as a whole and designing interventions for preventing and combating peer school violence is of utmost importance, but the individual contextual needs should be assessed properly to ensure that the activities will actually respond to the field needs.

An overall number of about 770 students was engaged in all of the four countries. Additionally, in the peer-to-peer activities, teachers, tutors and school directors were mainly the stakeholders involved other than the students. An average number of 3 preparatory sessions with a duration of 1-2 hours took place before the presentation of the students work. Students presented their work creating and using a diversity of tools depending on the context they were working in, the needs that were identified in the previous stages of the project, the audiences that they wished to address and, finally, the creativity of each group. A photo exhibition, a crosswords puzzle, a treasure hunt, a fashion show, a quiz game and the development of signs and materials that were placed in parts of the school were created by the students. Awareness raising regarding peer school violence and stereotypes were the key objectives of the presentations while discussions were also initiated in the school communities.

In all of the four countries a collaborative approach was adopted with the aim of developing the activities. Showing the students how to work together, overcoming common challenges and finding ways to communicate were key during the peer-to-peer implementation phase. The participants were engaged in a meaningful way which placed human rights at the center of their attention.

# 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 2018 and 2020 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 experience 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, protective factors can also 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 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.

The Youth for Love 2 Peer to Peer Program is part of the project’s community-based intervention. It consists mainly of creative awareness raising activities on peer violence both online and offline, aiming to enhance youth awareness on the topic and promote their active engagement in community-based intervention’s activities.

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# Overview of Peer to Peer in all Countries

## 1. Short description of the context

The context in the four countries of implementation presents significant differences not only in terms of the needs that have been identified but also in the legal and institutional framework that applies. Peer school violence is an issue in all of the four countries, with the gravity and the nature of incidents officially recorded varying. However, strengthening cooperation among the members of the school community, raising awareness from an early school age and proceeding in broader social changes that will increase the wellbeing of people have been highlighted as key observations.

In terms of project implementation, the differences in the institutional framework around school operation, has posed challenges in safeguarding access to schools and obtaining the permissions that are necessary for entering school classrooms and working with students. In some cases, the bureaucratic processes that needed to be followed caused delays, but the challenges were managed effectively. The overall impression regarding peer school violence in all of the four countries suggests that supporting the school community as a whole and designing interventions for preventing and combating peer school violence is of utmost importance, but the individual contextual needs should be assessed properly to ensure that the activities will actually respond to the field needs.

## 2. Overview of implementation

In all of the four countries a collaborative approach was adopted with the aim of developing the activities. Showing the students how to work together, overcoming common challenges and finding ways to communicate were key during the peer-to-peer implementation phase. The participants were engaged in a meaningful way which placed human rights in the center of their attention. There was a variety of activities implemented as will be indicated below. Students selected the means of promoting their message based on identified needs that were detected in the previous implementation phases of the project. It is a matter of fact that the students' creativity and perspectives were of added value for the project itself and for all the people who were involved and worked with them.

## 3. Engagement

Number of peer-to-peer educators from the total number of students participants in the peer-to-peer program

Nr of students in the training program (peer educators+peers)	Nr of peer educators	Nr of peers involved
770	96	674

### 1. Implementation

Number of meetings	Period	Topic/Content
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8 meetings in Italy (3 in Rome and 5 in Milan)	July 2022	Discussion on where to focus the activities and the final event on
	September – November 2022	Team building activities. Common reflection on the role and characteristics that a peer educator should have. Definition of activities preparation of the materials and organization of the activity
	January 2023	Presentation of students' work
	April 2023	Peer to peer event at school
3 meetings in Greece	February 2023	Induction of the program, raise awareness of the theme, induction of the peer-to-peer approach – Discussion about what awareness raising is – Desk research for the quiz
	March 2023	Finalization of the quiz
3 meetings In Belgium	January 2023	Determining together the topic for the activity
	March 2023	Two groups working on the two proposals and activities: doing research and drawing up an action plan.
	April 2023	Presenting the plan to the school board/school principal and launching the activity at the school playground
4 meetings In Romania	March 2023	Introducing the peer2peer activity, setting up the three different teams who will be delivering the programs and establishing the main objectives and aspects of the program with the students
	April 2023	Online meeting to discuss the activities to be undertaken as part of the peer2peer program by each team, setting up roles and responsibilities during the program delivery, discussing timings
	April 2023	Refining all the program delivery and revisiting all needs for the program
	April 2023	Delivering the peer2peer program to three groups of younger students; closing and evaluating the program from the perspective of students

## 2. Student's work presentation

Students presented their work creating and using a diversity of tools depending on the context they were working in, the needs that were identified in the previous stages of the project, the audiences that they wished to address and, finally, the creativity of each group. A photo exhibition, a crosswords puzzle, a treasure hunt, a fashion show, a quiz game and the development of signs and materials that were placed in parts of the school were created by the students. Awareness raising regarding peer school violence and stereotypes were the key objectives of the presentations while discussions were also initiated in the school communities. The lessons learnt for all the parties involved in the processes were elaborated at both personal and group level. Being members of a group the members of which share common concerns and aspirations, working together for achieving a common goal as well as finding ways to communicate messages to external audiences or/ and people who are not familiar with the issues under concern arise as the key factors that attracted the interest of the participants.

## 4. Conclusions and evaluation

**The most important things that the students have learned during the implementation of the Peer 2 Peer Program:**

- How to turn their thoughts and concerns on a specific issue into concrete recommendations/messages that are presented in a less familiar audience.
- How to discuss with peers that have a different point of view respecting personal boundaries, experiences and feelings.
- How to think in a more creative way when dealing with “traditional” policy challenges.
- How to examine a specific issue as a part of the wider picture and not as an isolated fragmented element of a defined circumstance.
- At some point, students were not motivated because they believed their voice would not be heard. They had carried out previous actions in the form of a survey, and their peers were not interested at all. They were convinced that this time it would be the same. In this phase, it was very important to show them how to find an action and an idea that would work, to have them think of a new and unique approach that would be nudging for their peers. With the support of the teacher, it was possible to convince them that they definitely have a voice to be heard and that when they rethink their approach, there are many new possibilities.
- Working together in small groups, learning to share tasks and take responsibility.
- Try to step into the shoes of the educator in terms of responsibility, activity management, capturing students' attention, explaining important concepts.
- Increase confidence in themselves and their abilities.
- How to creatively lead the conversation on a topic they believe in and are committed to
- How to stand in front of a younger audience of students and be able to engage them on a topic students usually are reluctant to discuss in public
- How to make a clear assessment of what students may need and how to transform those perceived needs into a conversation that is open and meaningful
- How to work as a team in delivering a program, how to provide information in a creative and relaxed way and how to divide roles and support each other in the delivery of the program

#### **The most difficult things for the peer-to-peer educators to do:**

- Find a way to reach their peers with a message and a medium that would draw their attention.
- To manage the sense of futility that peers were expressing.
- Agree on which activity to develop.
- Challenge themselves by conducting an activity with their peers.
- Managing emotions in the context of delivering a program in a completely independent manner

#### **The most enjoyable things for the peer-to-peer educators to do:**

- Present their proposals to the school board. It was an honor to them that the school board wanted to listen to their ideas, because they had put hard work into it.
- To discover and follow the peers' way of thinking regarding school violence and bullying.
- Prepare the activities.
- For once be on the other side and run an activity, reasoning together with peers.
- Finding out that they are able to work with other teenagers in a professional, yet friendly way
- Realising that they are able to adapt on the spot and introducing new games, activities or re-construct the topic of discussion to better match the needs of the students they are communicating with



# Peer to Peer Program in Italy

## Overview of Implementation of the Peer-to-Peer Program in Italy

### 1. Overview of implementation

In Italy the Peer-to-Peer program was implemented in Rome and in Milan.

**In Rome:** The Peer-to-Peer programme has involved the classes from the fifth grade. Starting from the p2p toolkit, they have reflected on what kind of activities they could implement and have chosen to realize a photo exhibition on the theme of consent. This is very much linked also to all the work in the TSP, where the theme of “romantic” relationships and consent has been prioritized a lot. The idea is to raise the awareness of their peers through the medium of photography. Besides shooting the photos students have elaborated short descriptions of each photo and also a guided tour of the photos.

**In Milan:** The Peer-to-Peer program was implemented with two classes of students from CFP Paullo. They started with a reflection on the activities and issues addressed in the previous year, identifying activities on stereotypes as the major interest. They reflected on the role of the peer educator by identifying its main characteristics and the actual effectiveness of the peer education program.

The group of students divided into small working groups; each group, with the help of the toolkit, thought about what kind of activity they would like to propose and then worked on it. For some groups thinking about an activity was more complex, a very interesting reflection emerged about the actual effectiveness of their effort toward other peers. Their fear was that this activity they thought of might not be taken seriously by other students. Working and comparing it with other groups, they came up with their proposal. The activities chosen for the peer education workshops were the creation of an educational game, specifically a crossword puzzle against stereotypes and a scavenger hunt, and an event: a fashion show of the women who made history. We carried out the workshops on the same day, involving male and female students from the two-year period. We decided to also upload the crossword puzzle to the portal of Agent 0011 a digital education platform aimed at students in schools of all grades where a series of missions, educational activities in fact, themed SDGs and 2030 Agenda are published and uploaded. We also reposted some of the activities prepared by students at the final event held in Milan in April.

### List of preparatory peer educator workshops/ peer education activity implementation

- **In Rome:**

	Date	Topic/Content
1.	27/07/2022	At the opening of the second meeting, we asked representatives of the various working groups from the last one to pick up the thread of their proposals and to come up with a summary of the outline of activities for the final event. The young people3 decided that the line-up would consist of a more frontal introductory moment ("the big explain") presenting

		<p>the project and raising awareness of the theme they chose. Then, combining two of the proposals from the first meeting, they will divide the participants into groups and each group will draw a photo, an input on which to start reflections in the groups to be then returned to the plenary. The photo input should contain a short description or title and some trace questions. At first, the group drew out many themes on which to produce the photos (e.g. homophobia, catcalling, sexual harassment, beauty standards, prejudices against girls wearing the hijab), but when one person in the group proposed a photo depicting the lack of consent in a disco approach, a lively and interesting discussion was generated. Therefore, the group started to think about the possibility of focusing the whole event on the topic of consent, developed on different subjects/situations. With the help of us facilitators, the group analyzed the pros and cons of the possible change, deciding to go ahead with this second option, consensus being a topic very close to and of interest to kids3 and to have an easier time keeping the work of the various subgroups together and not getting lost in too many arguments in the final return. The last part of the meeting therefore focused on identifying situations to be photographed and presented as input: disco; outing; affectivity; privacy/phone control.</p>
2.	21/09/22	<p>After an initial moment of greetings, we arranged ourselves in a circle and proposed an icebreaker with a game of names, which served to introduce ourselves again.</p> <p>We asked those present who had gone to Greece to tell us about their experience at the summer school, and they enthusiastically reported on the good atmosphere of confrontation between young people from different countries, on the group work they had done, and on the workshops, particularly those on topics such as gender identity, sexual orientation, disability, the body, emotions, rights, stereotypes and the different cultural taboos linked to sexism.</p> <p>The meeting continued with a recap by us of the activities carried out in the past school year and the topics addressed.</p> <p>We then introduced, also distributing the relevant toolkit, the activities planned for the p2p course to start the youth led design process of the 90-minute event for 40 students3. We divided the group into 4 subgroups and asked them to brainstorm and bring back to the plenary an idea considering SMART objectives and feasibility.</p> <p>The following ideas emerged in plenary: a 'fishing' activity in which to identify gender-stereotyped behaviour; a photo exhibition on homophobia; debate/assembly on gender stereotypes.</p> <p>On all these ideas, the young people3 began to discuss the strengths and possible weaknesses of each one in plenary, and we concluded the meeting by keeping open the possibility for them to continue reflecting on and discussing them, with the aim of drawing conclusions and defining the theme and activities at the second meeting.</p>
3.	28/09/2022	<p>After reviewing the highlights of the previous meeting and repeating the situations chosen for the photo shoots, the group divided independently into 4 groups, each choosing the most interesting topic to work on. The purpose of this group work was to collectively imagine the shot to be taken, both in terms of technical and practical aspects, but also choosing the consensus message to be communicated. In plenary, representatives of the groups shared the results of their design and then the others gave their feedback on the clarity of the message, and advice on how to improve the realisation, demonstrating great mutual listening skills and collaboration. Before the last meeting and the final event, the groups will work independently</p>

		and with the lecturers on the realisation of the photographs and their printing, to decide on titles, short synopses and outline questions.
4.	21/04/2023	Peer-to-Peer event at school

- In Milan:**

	Date	Topic/Content
1.	25/10/2022	2hours meeting with each class involved (2A1-2E2) Team building activities. A little recap of what was done last year, what activities they remember most and why they affected them. Introduction and explanation of the work planned for this year. Reading together the peer-to-peer toolkit from YFL one to get inspired.
2.	8/11/2022	2hours meeting with each class involved (2A1-2E2) Common reflection on the role and characteristics that a peer educator according to them must have. Division in groups and reflection on what activities they could prefer and build to talk to peers about gender-based violence and among peers.
3.	14/11/2022	2hours meeting with each class involved (2A1-2E2) Definition of the activities to be carried out and preparation of the contents.
4.	29/11/2022	2hours meeting with class 2E2: preparation of the materials and organization of the activity
5.	18/1/2023	2hours meeting with class 2E2: preparation of the materials and organization of the activity

## 6. Engagement

Number of peer-to-peer educators from the total number of students participants in the peer-to-peer program

**In Rome:**

Nr of peer educators	Nr of peers involved	Nr of other stakeholders involved (if applicable)	Role of other stakeholders involved (if applicable)
26 (16 F, 10 M)	20 F, 18 M	Not applicable	Not applicable

**In Milan:**

Nr of peer educators	Nr of peers involved	Nr of other stakeholders involved (if applicable)	Role of other stakeholders involved (if applicable)
16 F	85 F, 18 M	7 F, 2 M	- Teacher

	+ 309 students from Agente0011 AA's educational portal <a href="http://www.agente0011.it">www.agente0011.it</a>		- Tutor - Communication officers AfolMet
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## 7. Student's work presentation

**In Rome**, the students have worked on the creation of a photo exposition on consent. This is very much linked to the fact that they study photography at school and also teachers have played a strong role in supporting the group from a more technical point of view. During the final European event in Milan, a parallel photo exhibition was organized.

### In Milan:

- **Crosswords puzzle:** the working group wanted to build a game about stereotypes. They came up with a crossword puzzle with deliberately stereotypical definitions that were easy to fill in. The purpose of the game was just that: to demonstrate how much our minds are naturally accustomed to associating certain tasks based on what gender we belong to or what society wants to impose on us as "right". Each team fills out the crossword puzzle; in the phase of checking the definitions, they go on to deconstruct the various stereotypes by reasoning together about gender roles.
- **Treasure hunt:** the working group thought that the game mode was the best way to transfer the message to peers. They thought of organizing a treasure hunt using the school's creative classroom because they could hide the clues more easily. They built the game around the stories of two female athletes (a boxer and a dancer) to acquaint classmates with their stories and make them think about the stereotypes and injustices that women, because of their gender, are often subjected to.
- **Fashion show:** the school has a focus on personal care and fashion, so the students wanted to take up these issues and organize their own event to raise awareness among their classmates. The goal was to organize a fashion show that could introduce and present classmates, female characters whose actions and words have marked and are marking history. The students chose 8 female characters based on the stories and similarities to the models they had on hand and were responsible for researching costumes, accessories, makeup and hairstyles and reading the stories inspired by the book "Good night stories for rebel girls".

## 8. Conclusions and evaluation

**In Rome:** The group demonstrated an excellent level of involvement with the project and the topics already addressed in the workshop meetings held in class. The youth-led project work led to interesting and feasible proposals, and the choice of the topic of consent, as well as the various situations identified to represent it, demonstrated the degree of awareness achieved in this regard and the willingness to pass on information and raise awareness among other classmates.

The group's attitude was very positive and participative, all the subgroups worked with commitment and seriousness, showing great motivation in the various phases of the project, from the initial brainstorming to the evaluation of the pros and cons of the various proposals, to the identification of the theme and activities to be implemented during the final event, following the SMART objectives perspective. There were moments

of confrontation and exchange of opinions, even different ones, during which the group always maintained an open, non-judgmental dialogue without ever slipping into mockery, demonstrating a maturation in interpersonal and communication dynamics, in listening to each other, in giving and receiving constructive feedback, and in the ability to elaborate a common thought synthesis of the various perspectives and points of view.

The group showed great interest in the topics of the course and approached the meetings in a proactive manner, showing excitement and enthusiasm in being the first person to design the final p2p event.

The facilitation of the course gave the people involved a great deal of freedom to express themselves and collaboratively define the design of the event. We facilitators' conduct was limited to introducing the course and guiding the start of the three meetings, and to supporting the involvement and participation of the students through a few stimuli and guiding questions, favoring the autonomy and self-management of the young people, who positively accepted the planning 'challenge', despite some initial insecurity and fear. The course has thus shown a growth in self-esteem and in the perception of their abilities in the group.

#### **In Milan:**

#### **The most important things that the students have learned during the implementation of the Peer-to-Peer Program:**

- Working together in small groups, learning to share tasks and take responsibility.
- Try to step into the shoes of the educator in terms of responsibility, activity management, capturing students' attention, explaining important concepts.
- Increase confidence in themselves and their abilities.

#### **The most difficult things for the peer-to-peer educators to do:**

- Agreement on which activity to develop.
- Challenge themselves by conducting an activity with their peers.

#### **The most enjoyable things for the peer-to-peer educators to do:**

- Preparation of the activities.
- For once be on the other side and run an activity, reasoning together with peers.

## **Facilitator report for Rome**

### **Peer To Peer Program\_Final Activity Report- *Youth For Love***

<b>Report prepared by:</b>	Corinne Reier
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<b>Place of implementation (name of the school):</b>	Roma – IS Rossellini
<b>Period of implementation (month-month):</b>	September 2022
<b>Number of sessions conducted:</b>	3
<b>Dates of each session:</b>	See above
<b>Number of participants for each session (m/f):</b>	See above

Overall description of the activity:	See above
Main outputs (such as videos, drawings, handouts e.tc):	See annex

## Facilitator report for Milan

### Peer To Peer Program\_Final Activity Report- *Youth For Love*

Report prepared by:	Giulia Arosio – educator
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Place of implementation (name of the school):	CFP Paullo – Milan
Period of implementation (month-month):	January 2023
Number of sessions conducted:	1
Dates of each session:	25/01/2023
Number of participants for each session (m/f):	9 F 4 M + 309 students from Agente0011 AA's educational portal <a href="http://www.agente0011.it">www.agente0011.it</a> (find attached the outputs of the online activity and all teams participated in the challenge)
Overall description of the activity:	<b>Crosswords puzzle:</b> The activity started with an icebreaker to know better the working group and then the peer educators divided the group in 4 teams; asked each team to choose a “battle name” and then gave each team the crosswords puzzle definitions. After 15 minutes everybody went back and sit in a circle and compare the definitions they had given, and all go together to deconstruct the stereotypes.
Main outputs (such as videos, drawings, handouts e.tc):	See Annex

## Facilitator report for Milan

### Peer To Peer Program\_Final Activity Report- *Youth For Love*

Report prepared by:	Giulia Arosio - educator
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Place of implementation (name of the school):	CFP Paullo – Milan
Period of implementation (month-month):	January 2023

<b>Number of sessions conducted:</b>	1
<b>Dates of each session:</b>	25/1/2023
<b>Number of participants for each session (m/f):</b>	7 F 4 M
<b>Overall description of the activity:</b>	<b>Treasure Hunt:</b> The activity started with an icebreaker to know the working group better and then the peer educators divided the group into 2 teams: the red and the pink one; they asked each team to choose a “battle name” and then gave each team the first clue. The teams started to play by finding all the clues scattered around the room. At the end of the game, everybody stood in a circle to hand out the game to them and collect feedback on the activity.
<b>Main outputs (such as videos, drawings, handouts e.tc):</b>	Find attached some photos of us preparing the activity and the clues.

## Facilitator report for Milan

### Peer To Peer Program\_Final Activity Report- *Youth For Love*

<b>Report prepared by:</b>	Giulia Arosio - educator
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<b>Place of implementation (name of the school):</b>	CFP Paullo – Milan
<b>Period of implementation (month-month):</b>	January 2023
<b>Number of sessions conducted:</b>	1
<b>Dates of each session:</b>	25/01/2023
<b>Number of participants for each session (m/f):</b>	69 F 10 M
<b>Overall description of the activity:</b>	<b>Fashion Show:</b> The working group has chosen 8 female characters who have marked and are marking history with their lives, their actions, and their voices. They chose among their classmates and teachers who could best impersonate the chosen characters to easily create faithful reproductions of the same. They studied and reproduced the hairstyles, the look, and the accessories of the characters and organized a real fashion show that they presented to their schoolmates. The parade consisted of the presentation of the female characters and the

	reading of their stories taken from the book “Good night stories for rebel girls”.
<b>Main outputs (such as videos, drawings, handouts e.tc):</b>	Find attached some photos of the students preparing the activity.

When completing the following questions, please note down if you observed significant gender differences and any other differences among the program participants

**1. How was the group cooperation? Did you feel a good cooperation during the implementation of the activities?**

**Rome:** The group's attitude was very positive and participative, and all the subgroups worked with commitment and seriousness, showing great motivation in the various phases of the project, from the initial brainstorming to the evaluation of the pros and cons of the various proposals, to the identification of the theme and activities to be implemented during the final event, following the SMART objectives perspective. There were moments of confrontation and exchange of opinions, even different ones, during which the group always maintained an open, non-judgmental dialogue without ever slipping into mockery, demonstrating a maturation in interpersonal and communication dynamics, in listening to each other, in giving and receiving constructive feedback, and in the ability to elaborate a common thought synthesis of the various perspectives and points of view.

**Milan:**

- **Crosswords Puzzle:** In terms of running the activity, they divided the tasks so that everyone was prepared and knew what to do. They worked very well because they are used to working as a group.
- **Treasure Hunt:** In terms of running the activity, they divided the tasks so that everyone was prepared and knew what to do. They worked quite well together.
- **Fashion Show:** Observing this working group was a lot of fun. The organization of the activity was very complex, there were many things to be done and taken care of, but they did not lose heart. They divided the tasks: some would do the hairstyles and makeup, some would do the look, some would do the presentation, some would do the reading, and some would model or look for models. In terms of running the activity, they divided the tasks so that everyone was prepared and knew what to do. They worked quite well together.

**2. Were the tasks distributed equally among the educators? Did anyone take the lead and conduct the activity as a whole? Did anyone feel excluded? Did anyone withdraw?**

**Rome:** The group has shown a great engagement and also a great capacity to put in place healthy and respectful relations among them. This has strongly contributed to creating a safe space where each one could be protagonist of the action. Especially those who had participated the feminist school in Greece have shown a positive leadership and stimulated their peers to be proactive when energy level would get low.

**Milan:**



- **Crosswords Puzzle:** They divided the tasks based on their abilities; not all of them felt like talking so they chose who felt most comfortable leading the activity. Over time together, however, all of them stepped in and made their own contributions.
- **Treasure Hunt:** During the activity each had her own role; some of them managed the activity more to cover a little bit of the holes left by the others, but they did everything in a natural and respectful way by listening to the needs of the working group.
- **Fashion Show:** When it was time to assign each one a task it was a bit complex; all initially wanted to follow everything. Later they reasoned about their qualities and what they really wanted to take care of. Once this knot was untied, they began to work quietly.

### 3. What was the most difficult thing for them to do? How did they overcome/solve it?

**Rome:** Initially, there was some lack of confidence, which they managed to overcome greatly during the workshops. More than internal challenges for the group, the fact that the school is generally not very organized has contributed to a short delay in the shooting of the photos.

**Milan:**

- **Crosswords Puzzle:** At first it was difficult to be heard by their schoolmates because of their energy and excessive enthusiastic attitude; they didn't seem to want to take the peer educators seriously. As activity started, and the teams began to play, things improved.
- **Treasure Hunt:** One of the biggest difficulties for them was creating the game and the clues, which is the thing they enjoyed the most as well. The only critical issue perhaps was in the preparation of the game: not being in the room where the activity took place very often, they had some difficulty in finding the hiding places and lost track of the time they had to do the activity overall. By giving each other a hand and subsequently being careful about timing, they successfully completed the activity.
- **Fashion Show:** The hardest part for them was convincing some of the female classmates to parade, choosing which of them would present the opening of the fashion show and read the women's stories to the schoolmates. During the year, they are not used to reading in front of people or performing.

### 4. What did they enjoy the most?

**Rome:** The fact of being protagonists and being able to decide what to do and how. Also, the fact of linking the p2p to what they study at school has been a great added value and fostered engagement.

**Milan:**

- **Crosswords Puzzle:** The thing they enjoyed most was organizing the activity, thinking about definitions and pretending that we were the teachers for once and being able to compare ourselves with our schoolmates on this topic.
- **Treasure Hunt:** The thing we enjoyed most undoubtedly was organizing the activity, thinking about every clue, hiding the various clues and observing our schoolmates playing; they often couldn't figure out right away where they could find the next clue! it was also good to hear their views on the work we did and to have reflected together on important issues.

- **Fashion Show:** The funniest part for them was certainly involving their teachers in the fashion show, who immediately made themselves available. They had a lot of fun preparing and managing the models and presenting the work they did to their schoolmates.

**5. In your opinion, which are the three most important things that the students have learned during the implementation of the Peer 2 Peer Program?**

**Rome:** That they have the power to act, that what they learn at school can have a strong link to social problems, that even though they might have different ideas they still can interact respectfully.

**Milan:**

- **Crosswords Puzzle/ Treasure Hunt/ Fashion Show:** 1) Doing something we have never done is not always a bad thing, 2) Have become more confident of their abilities, 3) Have taken the task entrusted to them very seriously and have engaged with their schoolmates in a respectful manner.

**Final Peer-to-Peer event – 21/04/2023 (Rome)**

**Description of the activity**

- *Welcome and introduction:* Arrangement of the two first classes in a semi-circle, in front of two fifth-year pupils who proceed to introduce the Youth for Love project in its different parts (classroom workshops, Summer School in Greece, exhibition of the photos in Milan) with the support of images and photos of the communication campaign made by the fifth classes.
- *Project proposal:* two pupils from the fifth grade presented the project they had devised of a peer self-help group, called "Con tattoo", to combat violence, discrimination and bullying within the school. The project's Instagram page is then presented, and the scalability and extendibility of the project nationwide is discussed.
- *Reception and questions:* pupils from the first grade listen, raise questions, and ask questions, among which the question of what the need for a self-help group and the problem of the reliability of the people is who will make up the Con-tattoo group stand out. To the first question, three fifth graders answer by stressing the need to be listened to by people trained in these matters and outside (with respect to their own group of friends) when faced with situations in which violence is not easily visible, and by stressing the value of help from peers who have already experienced these situations themselves. To the problem of accountability 3 fifth graders respond by reiterating the fact that each person who will make up the self-help group will act on behalf of a collective, whose rules it will be their shared responsibility to respect.

The fifth graders lead the discussion until the end of the event, keeping their attention high and also sharing their personal experiences, showing that they believe strongly in the project.

**Main outputs**

The peer-to-peer event led to the recognition of the strengths and weaknesses of a self-help group proposal, leading to concrete steps towards its design and implementation. The importance of the Youth for Love

project in general and of the Con-tattoo proposal in particular was emphasized, stimulating the attention of the younger participants, and clarifying the importance and need for shared and peer-to-peer practices to combat violence, as an additional option, and not as a substitute, for the practices already implemented by the school and the community (psychological help desk and assistance from teachers).

The points that emerged from the meeting starting with the first classes were the need to respect privacy and the fear of judgement from people one does not know. The advantages of peer communication in 'in-between situations', where violence is less recognizable, emerged from d3 fifth-grade speakers: there are opaque forms of violence, not easily visible, which make us uncomfortable but which we cannot define, but which often friends and teachers do not have the tools to see and therefore tend to minimize. A peer self-help group, on the other hand, has learnt to recognise these situations, to make injustice and discrimination visible, as a result of having been trained in projects to raise awareness of these issues. The advantages are also emphasized of being composed of the peer group, but at the same time older, fourth and fifth graders, who are more able to give help as they are familiar with school contexts, their dynamics and having experienced the same situations firsthand. The value of help from someone who has already experienced and lived through situations of discrimination and violence, who is informed and has the right empathy to take on the problems of those asking for help, is highlighted. In this sense, it emerges from the fifth grade pupils' recognition of the value of the Youth for Love project, "not to be underestimated, because a project of this kind changes one's perspective and way of seeing things, one becomes not only open-minded but also empathetic", and of the Con-tattoo group project: "I wish I had had people to help me who had already been through the situations I was going through when I was in my first year at another school" says a fifth grade pupil, "if Con-tattoo had been there, maybe I wouldn't have had to change school".

The first classes are asked further questions about how the self-help group works, which show the interest the project has aroused in them. What emerges is the importance of privacy, of rules of non-disclosure of information acquired, but also the importance then of a live meeting between the person asking for help and the group, which makes itself completely available and proposes to intervene as far as it can and then to refer more serious situations to others.

### **Group dynamics**

The general attitude of the first classes was attentive and positive, the climate between participants appeared calm, open, and cooperative. The classes seemed quite interested and ready to accept the answers given by 3 fifth graders. E fifth graders put passion and conviction into the project presentation, talking about themselves and bringing forward their needs and experience to show the importance of the project, stimulating confidence and further interest on the part of some of the first classes, who then asked questions and also thanked 3 fifth graders at the end of the event.

The classes seemed involved in actively listening to the presentation of the project, showing both perplexity and curiosity on the issue of the self-help group. 3 fifth graders conducted the event in a clear and calm manner, showing passionate interest in sharing the collective and individual achievements of the project.

The peer-to-peer event seems to have worked with the target group of first classes, who were attentive and open to the information and answers given. However, as it was initially difficult to stimulate active

participation and questioning, it may be useful for 3 fifth graders to prepare questions and issues for the attention of the first graders.

## ANNEX

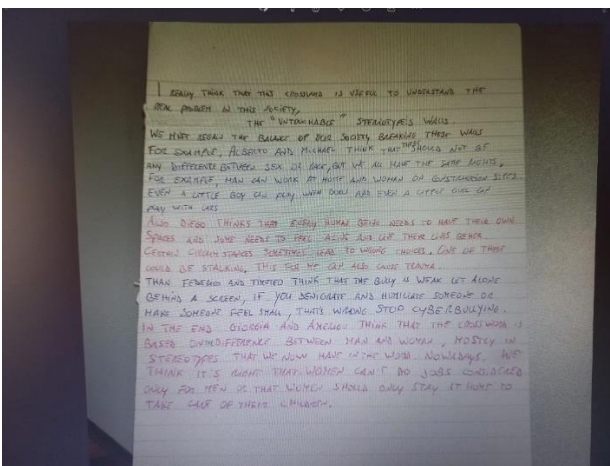
### Parade in Milan



### Crosswords Milan



**Output Agent0011**





**Pictures Photo exhibition Rome**



# Peer to Peer Program in Greece

## Overview of Implementation of the Peer-to-Peer Program in Greece

### 1. Overview of implementation

In Greece the peer-to peer program was implemented by developing interactive activities with students with the aim of designing jointly the tools and the steps that can raise awareness and promote changes around peer school violence and bullying. The activities were designed on the basis of the human rights-based approach that ActionAid adopts, participatory and community building methodologies as well as the lessons learnt and the best practices of the long-standing experience of the Education Department of ActionAid in Greece. All the lessons learnt, and the practices engaged by the Education Department of ActionAid in Greece were proven beneficial in overcoming the challenges that appeared throughout the project's implementation. Due to the especially sensitive nature of the issue as well as the significant contextual differences among the 4 countries of implementation of the Youth4Love2 project, it was of outmost importance that the people (ActionAid staff and stakeholders) involved in the activities (including the peer-to-peer phase) had the best understanding possible around the realities of the Greek schools and the challenges faced by the communities that would be engaged in the project activities.

All the above were developed in a series of 3 meetings with school students during which they were invited to share their thoughts and experiences and transform them into tangible observations that could be further communicated to peer audiences. The students were involved in desk research activities with the aim of learning more about peer school violence, assess their needs and decide what they would like to share with their peers to sensitize them around school violence and ways of prevention and protection. They were divided into teams that were assigned different roles in finalizing the quiz and, finally, they presented it in the form of a game to their peers. The quiz presentation was followed by a discussion that was conducted with success and provided great input for the advocacy/ campaigning activities.

#### List of preparatory peer educator workshops/ peer education activity implementation

	Date	Topic/Content
1.	15/2/2023	Induction of the program, raise awareness of the theme, induction of the peer-to-peer approach
2.	22/2/2023	Discussion about what is raising awareness on an issue, what are the preparatory stages of a raise awareness activity/event, ideas for raising awareness with peer-to-peer approach. Desk research for data / facts for school violence in order to make a quiz for other students at the school. (homework for the next workshop, to find more data)

3.	1/3/2023	Create the quiz, role sharing and rehearsal of the quiz presentation at the peer-to-peer event
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## 2. Engagement

**Number of peer-to-peer educators from the total number of students participants in the peer-to-peer program**

Nr of peer educators	Nr of peers involved	Nr of other stakeholders involved (if applicable)	Role of other stakeholders involved (if applicable)
15 F, 8 M	28 F, 19 M	Not applicable	school director 2 teachers

## 3. Student's work presentation

The tool that was produced by the students and was used for this activity was a quiz composed of 8 questions related to peer school violence and bullying. To design and finalize the content of the quiz the students worked collectively with the guidance and support of the facilitator. The students were given access to resources that were useful for identifying interesting information around peer school violence and bullying that could/ would initiate a relevant discussion later. The aim was to present to their peers key issues related to school violence and bullying such as its root causes, the impact it has on its victims, on its perpetrators and on the school community in general, ways of prevention and other long- term solutions as well as to trigger the discussion on promising practices/ policies that have been effective in other countries and can be adopted/ implemented in Greece as well.

The quiz presentation was interactive. The students expressed their thoughts about what each of them could/ would like to contribute to the process and based on this feedback the roles were assigned accordingly. Two of them were the presenters whose role was focused on asking their audience the questions of the quiz and starting the discussion on issues of interest. Another student was the time- keeper and the rest were divided into teams of 4-5 members with the aim of discussing the answers to the questions of the quiz. The process was designed to have a duration of 45 minutes and evolve in a wider discussion about school violence and bullying in Greece. The interest of the students was vivid throughout the presentation with most of the questions being answered properly. Finally, the discussion that followed was especially fruitful and the issues that were raised address wider challenges of the Greek context indicating the interconnection between the spectrum of policy challenges that are met in the country.

## 4. Conclusions and evaluation

The overall process was successful, and the students' interest was maintained until the end. The students were able to identify the aspects of peer school violence that they most encounter in their school lives and find the connections with systemic issues that are widely met in the Greek society. The students' reflections were critical in bridging the different activities of the Work Package 3 and providing feedback for elaborating



the campaigning and advocacy work that follow. Regarding the content of the discussion and considering the period of time when it took place in Greece, issues of trust to the institutions, the actual knowledge that the authorities have about the problems/ challenges that citizens face, the perception and the role of “community” in working towards change, building resilience and connecting the personal with the collective at a local, national and international level were the axes on which the students discussed.

The facilitators developed a safe space in which the students expressed themselves openly. Examples of how they have reported cases of peer school violence, how they felt about them, what they would change in their reaction, what they feel that their teachers could/ should have done differently were brought in the discussion. It was evident that the students had a need to be heard and identify ways to manage their feelings and reactions regarding peer school violence in the future.

### **The most important things that the students have learned during the implementation of the Peer 2 Peer Program:**

- How to turn their thoughts and concerns on a specific issue into concrete recommendations/ messages that are presented in a less familiar audience.
- How to discuss with peers that have a different point of view respecting personal boundaries, experiences and feelings.
- How to think in a more creative way when dealing with “traditional” policy challenges.
- How to examine a specific issue as a part of the wider picture and not as an isolated fragmented element of a defined circumstance.

### **The most difficult things for the peer-to-peer educators to do:**

- To manage the sense of futility that peers were expressing.

### **The most enjoying things for the peer-to-peer educators to do:**

- To discover and follow the peers’ way of thinking regarding school violence and bullying.

## **Facilitator report**

### **Peer To Peer Program\_Final Activity Report- *Youth For Love***

<b>Report prepared by:</b>	Despoina Kardogerou
<b>Place of implementation (name of the school):</b>	27th General Lyceum of Athens, Kolonos
<b>Period of implementation (month-month):</b>	February – March 2023
<b>Number of sessions conducted:</b>	3
<b>Dates of each session:</b>	A) 15/2, B) 22/2, C) 1/03/2023
<b>Number of participants for each session (m/f):</b>	A) 13F-7M/ B) 7F – 10M/ C) 13F-11M
<b>Overall description of the activity:</b>	For the 3 workshop, main point of each was: 1. raise awareness of school violence in order to actively involved to peer-to-peer activity and in the event.

	2. desk research for creating a quiz. 3. finalize the quiz and rehearsal for the presentation of it for the peer-to-peer event.
<b>Main outputs (such as videos, drawings, handouts etc):</b>	See Annex

When completing the following questions, please note down if you observed significant gender differences and any other differences among the program participants.

- **How was the group cooperation? Did you feel a good cooperation during the implementation of the activities?**

The overall cooperation was effective and smooth. Both the students and the teachers expressed their interest in participating in the activities. The establishment of trust, the development of a safe space for discussion and the support provided by the educators were essential elements for the implementation of the activities as well as for building a solid relationship between the members of the school community and the ActionAid facilitator. Although not all the students showed the same level of excitement, the ones that were less interested were encouraged to participate in a way that was aligned with their expectations and needs. The final outcome of the discussions and the deliverables produced during the activities were the results of a participatory and inclusive approach. Students of all genders had an active role in the activities. The fact that the group was a diverse one with students coming from a variety of social and cultural backgrounds is one of the strengths of the process. Each of them provided his/ her/ their personal perspective with respect to the perspectives of others. The discussion that took place during the intervention was beneficial for all the participants and provided important observations that will be taken into consideration in the advocacy/ campaigning aspects of the project.

- **Were the tasks distributed equally among the educators? Did anyone take the lead and conduct the activity as a whole? Did anyone feel excluded? Did anyone withdraw?**

The collaboration between the educators was effective. Preparation meetings had taken place for designing the activities, discussing the dynamics of the group, the elements that should be considered to adjust the project requirements in the specific context (risks, needs, other issues that the students have expressed e.tc.) as well as for allocating roles, achieving proper coordination, and adopting potential crisis management strategies. The educators acted in their professional capacities and guided the students accordingly. Participatory methodologies, the tools of community building, and a human rights-based approach were used by the educators for the students' engagement. The relationship between the educators was built on the basis of the feminist leadership principles that all the ActionAid staff members adopt and exercise in their work life. Finally, all the available tools and methodologies were used to ensure that all the participants would have equal opportunities for engagement in the processes and that nobody would feel excluded or discriminated against.

- **What was the most difficult thing for them to do? How did they overcome/solve it?**

The most difficult thing for the educators was to manage the sense of futility that the students have. Systemic deficiencies of the Greek school system and inadequate education policies lead to failure in providing the students with all the necessary means to exit school and prepare themselves to be engaged as adult citizens in social, economic, and political life. The educators tried to indicate different pathways of thinking and creative ways of working collectively to trigger the students' imagination and gradually cultivate the sense of belonging in a community whose members can become agents of change. The students seem to be interested in sharing their experiences and thoughts. It was discussed that their involvement in the decision-making process at a local level (i.e., youth councils), the establishment of platforms and the identification of opportunities for discussing with their teachers and peers issues of common interest would be necessary. It is also important to mention that the lack of time and the lack of appropriate spaces in the Greek schools were pointed out by students as the key challenges in discussing/ working together for the prevention of and the protection from issues such as peer school violence and bullying. It was suggested that a potential examination of practices followed in contexts with similarities with Greece could have a positive impact in finding out new ways to deal with persistent challenges.

- **What did they enjoy the most?**

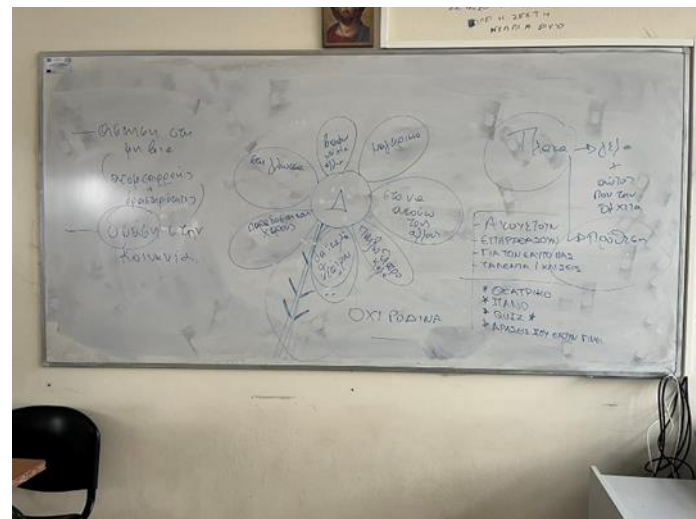
The students enjoyed the discovery of information that changed their perception about what other countries do to prevent peer-school violence and bullying. Additionally, they enjoyed working together and learning new things about their peers and/ or seeing them from a different perspective. The activities provided the students with the opportunity to be engaged in an exchange of views and potential around an issue that they are quite familiar with. Their impressions were challenged, and this was something that -according to them- was of added value as the structure and the purpose of the Greek school system does not allow the development of critical thinking but rather the dissemination of information with the aim of passing/ succeeding school exams.

- **In your opinion, which are the three most important things that the students have learned during the implementation of the Peer 2 Peer Program?**

1. Respecting personal boundaries and beliefs while discussing issues of interest.
2. Find creative ways of dealing with traditional challenges Learning new ways of working together.
3. Understand the powerful role that communities have in achieving changes.

## **ANNEX**

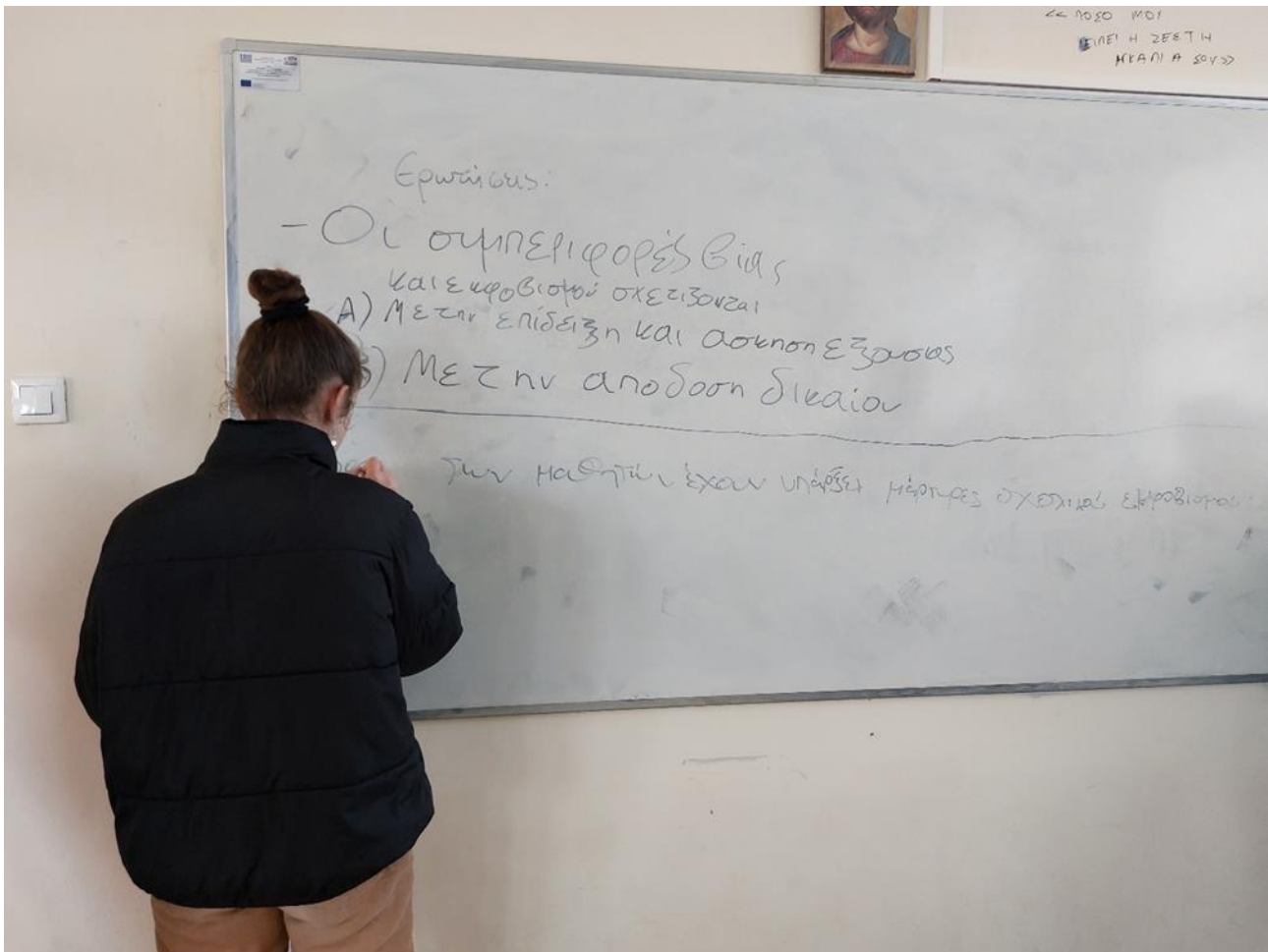
**Workshop 1 15/02/2023**



**Creating the Quiz (22/2/2023)**







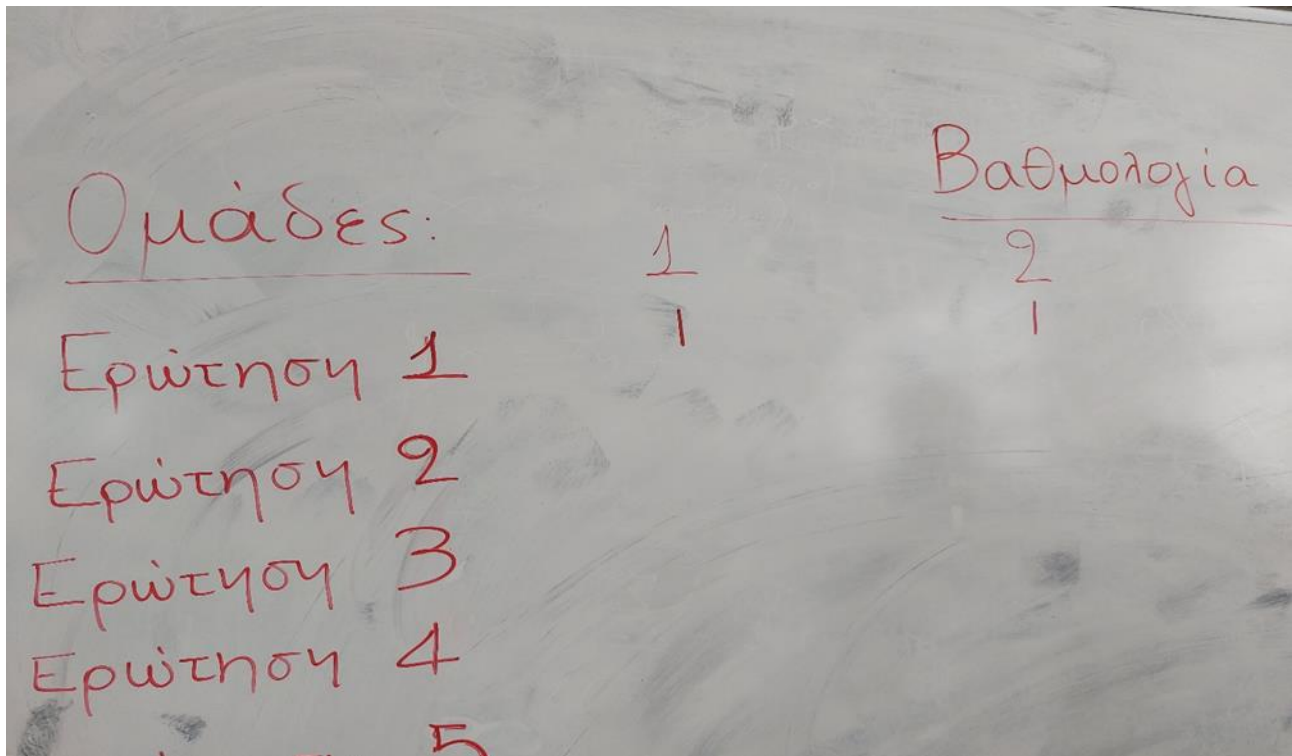




**Finalizing the quiz and having a final rehearsal (2/3/2023)**



### The peer-to peer quiz presentation (13/3/2023)



### The final version of the quiz (power point presentation by the students):





## QUIZ

Τα περιπαικτικά αστεία πάντα  
επηρεάζουν και επηρεάζαν:

- 1) Την ψυχική υγεία των παιδιών και κατά συνέπεια των ενηλίκων
- 2) Την κλιματική αλλαγή
- 3) Την εκτέλεση του παστίτσιου



## Οι συμπεριφορές βίας και εκφοβισμού σχετίζονται:

- 1) Με την επίδειξη και άσκηση εξουσίας
- 2) Με την απόδοση δικαίου

## Τι ποσοστό μαθητών έχουν υπάρξει μάρτυρες σχολικού εκφοβισμού;

1. 65%

2. 20%

3. 69%



Τι ποσοστό των μαθητών έχουν πέσει  
θύματα ενδοσχολικής βίας από τους  
συμμαθητές τους ή από παιδιά άλλων  
τάξεων;

1. 72%

2. 10%

3. 15%

Οι επιπτώσεις του σχολικού εκφοβισμού  
είναι ποικίλες, σοβαρές και μακροχρόνιες  
και αφορούν:

1) Τα θύματα

2) Τους θύτες

3) Και τα δύο




## Οι χώρες με τα μεγαλύτερα ποσοστά ενδοσχολικής βίας είναι:

- 1) Αμερική, Καναδάς
- 2) Βέλγιο, Λιθουανία, Εσθονία
- 3) Ελλάδα, Κύπρος

## Οι χώρες που σημειώνουν τα μικρότερα ποσοστά ενδοσχολικής βίας είναι:

- 1) Ιταλία
- 2) Σουηδία
- 3) Αρμενία
- 4) Όλες οι παραπάνω

Η ανάπτυξη και η καλλιέργεια δεξιοτήτων, όπως η ενσυναίσθηση, ο έλεγχος του θυμού, η επίλυση των διαφωνιών, η αυτογνωσία και η ικανότητα λήψης αποφάσεων είναι ένας τρόπος πρόληψης του φαινομένου.



Όταν δεν παρεμβαίνω ενώ γνωρίζω,  
συμβάλλω στην διαιώνιση και διατήρηση  
μιας δυσλειτουργικής πραγματικότητας



# Peer to Peer Program in Belgium

## Overview of Implementation of the Peer-to-Peer Program in Belgium

### 1. Overview of implementation

The peer-to-peer programme started from the findings of the youth led needs assessment. From the collaborative mapping, the photovoice and the community readiness assessment, the main findings were:

- School is not always a safe place for younger students.
- the way to school is not a safe place because of empty and abandoned places.
- there are well-being organisations that offer help to young people, but they are either not very accessible or they are not very well known.
- teachers are not aware of what is going on with their students and what their real needs are.

Starting from these main findings, students were asked which of these topics they were motivated to work on. In this phase of the process, it was not easy to convince them that their actions would have any impact on the problems they had distilled. That is why they chose to focus on the 'smaller' problems where they thought they could have some impact: the school. The support of the teacher here was very important: she was the key figure to make the link between the students and the school board who needed to allow the actions of the students to take place at their school. This helped students to convince them to put effort in developing activities that could have a visible impact on their wellbeing and safety at school. They chose to develop two activities: one where they would add messages to the school playground, in the form of graffiti or tags, or in the form of small signs, with a message to sensitize their peers about the effect of intimidation at school. The other activity would be targeted at the school board, to advocate for more time or hours to be spent on mental wellbeing. During the sessions, students prepared arguments and gathered information from research to present to their schoolboard to convince them of the importance to invest in wellbeing at school at a broad level.

#### List of preparatory peer educator workshops/ peer education activity implementation

	Date	Topic/Content
1.	24/1/2023	Collaborative approach in determining the topics and the medium for the campaign.
2.	21/3/2023	Two groups working on the two proposals and activities: doing research and drawing up an action plan.
3.	18/4/2023	

		Carrying out the actions: presenting the plan to the school board/school principal and launching the activity at the school playground
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## 2. Engagement

**Number of peer-to-peer educators from the total number of students participants in the peer-to-peer program**

Nr of peer educators	Nr of peers involved	Nr of other stakeholders involved (if applicable)	Role of other stakeholders involved (if applicable)
17 F, 1 M	The students are present at the playground at the moment of the activity. Based on the number of students present at that campus of the school, it would be around 100 students passing, most of them boys (80%).	1 F, 1 M	School principal Teacher

## 3. Student's work presentation

The first group worked on the idea of making their school and school playground safer. The school is divided into an academic campus and a technical campus. The technical campus had a majority of male students, and there is a culture of machismo and intimidation of younger, female students whenever they cross the playground. The idea of the students was to add messages in this playground, to sensitize their peers about the consequences of intimidation at school. They would add these messages in the form of a small sign. That same day, they would also launch a message on the digital platform of the school, with more information about the guerilla action: why they do this and why it is important.

## 4. Conclusions and evaluation

**The most important things that the students have learned during the implementation of the Peer 2 Peer Program:**

- At some point, students were not motivated because they believed their voice would not be heard. They had carried out previous actions in the form of a survey, and their peers were not interested at all. They were convinced that this time it would be the same. In this phase, it was very important to show them how to find an action and an idea that would work, to have them think of a new and unique approach that would be nudging for their peers. With the support of the teacher, it was possible to convince them that they definitely have a voice to be heard and that when they rethink their approach, there are many new possibilities.

### The most difficult things for the peer-to-peer educators to do:

- Find a way to reach their peers with a message and a medium that would draw their attention.

### The most enjoying things for the peer-to-peer educators to do:

- Present their proposals to the school board. It was an honor to them that the school board wanted to listen to their ideas, because they had put hard work into it.

## Facilitator report

### Peer To Peer Program\_Final Activity Report- *Youth For Love*

Report prepared by:	Ellen Muller & Nele Kelchtermans - UCLL
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Place of implementation (name of the school):	De Helix, Maasmechelen
Period of implementation (month-month):	January – April 2023
Number of sessions conducted:	3
Dates of each session:	24/01/2023 - 21/03/2023 - 21/03/2023
Number of participants for each session (m/f):	16 – 15F, 1m 18F 18F
Overall description of the activity:	Based on the results of the youth led needs assessment and the community lab, students decided to focus on the school environment for their peer2peer action. They chose to involve their peers from the technical school in making their school a safer place, by spraying a text/slogan on the school playground. They first needed permission from the school board to do this, so they did their research and presented their proposal, with very positive reactions from both the board and the students.
Main outputs (such as videos, drawings, handouts etc):	See Annex (presentation for school board)

When completing the following questions, please note down if you observed significant gender differences and any other differences among the program participants

- How was the group cooperation? Did you feel a good cooperation during the implementation of the activities?

At first, it was difficult to engage the group and to get them motivated. But once they were convinced that they could have an impact and once they found the right message and medium to reach their peers in an



original way, they got started. The idea that the school board would listen to their idea also motivated them to work together.

- **Were the tasks distributed equally among the educators? Did anyone take the lead and conduct the activity as a whole? Did anyone feel excluded? Did anyone withdraw?**

Naturally, there were some students that were less active and followed their peers. But the majority of the group worked together as a whole, instead of just three or four students taking the lead. The idea, the research and the presentation were carried out by the larger group, which makes it a project that is supported by the majority of the students in the group.

- **What was the most difficult thing for them to do? How did they overcome/solve it?**

Find a way to motivate themselves. As facilitators, we gave them concrete examples of how other campaigns for sexual assault or safety are communicated in an original way. This inspired them for their own action and to convince the board of the need to talk about this topic at their school too.

- **What did they enjoy the most?**

The positive feedback after presenting their hard work to the school board: the feeling of being heard and being allowed to take action for something they believe in, and think is important at their school. This countered the feeling they had that they wouldn't be listened to or that their voice couldn't be heard.

- **In your opinion, which are the three most important things that the students have learned during the implementation of the Peer 2 Peer Program?**
  1. Your voice is worth being heard and people are interested in what you have to say.
  2. There are many inspiring examples of campaigning and 'protesting' that go far beyond the traditional messages and mediums that you work with at school.
  3. There are many ways to take action and to stand up for what you think is important.

## ANNEX





## SEMINARIE GENDER EN DIVERSITEIT



# SAFE SPACES

### INHOUD

**01**

LESSEN

**03**

CONCLUSIE

**05**

WELZIJSUURTJE

**02**

ONDERZOEK

**04**

VOORSTELLEN

**06**ACTIE  
GRENSOVERSCHRIJDEND  
GEDRAG

## 01 LESSEN

### Project

Het project "Youth for Love" (Y4L):

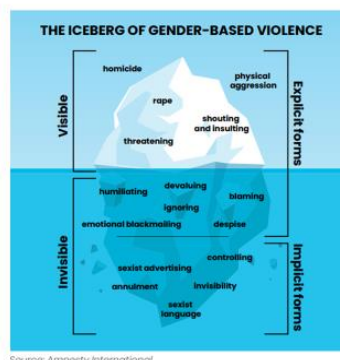
- medegefinancierd door de Europese Unie
- doel: voorkomen, opsporen en aanpakken van geweld onder leeftijdsgenoten (14-18 jaar)
- waar: 4 Europese landen (Italië, België, Griekenland, Roemenië)



## 01 LESSEN

### 2021-2022

- genderstereotypen
- macht en privilege
- gendergerelateerd geweld:
  - zichtbaar en onzichtbaar
  - vormen van geweld
  - cases
- sexting





## 01 LESSEN

**2022-2023**

- veilige plaatsen



## 02 ONDERZOEK

- veilige en onveilige plaatsen.





## 03 CONCLUSIE

### **Onveilige plekken naast school:**

- parkings: jongeren die samenkomen om te vechten
- leegstaande gebouwen
- steegjes: geen camera's

### **Onveilige plek op school:**

- bankjes Looheuveld



## 03 CONCLUSIE

### **Veilige plekken op en buiten school:**

- JAC
- ZOL
- CLB
- Politie
- Psycholoog
- Vzw Thebe



## 04 VOORSTELLEN

- welzijnsuurtje/uurtje 'Mens en samenleving'
- actie tegen grensoverschrijdend gedrag

## 05 VOORSTEL 1: WELZIJNSUURTJE

### Hoe?

- Twee voorstellen:
  - complementair uur
  - godsdienst: klasgesprek, L.O.: teambuilding

## 05 VOORSTEL 1: WELZIJNSUURTJE

### Hoe?

- Complementair uur
  - 1 lesuur
  - mens en samenleving
    - welbevinden
    - teambuilding
    - actualiteit
    - maatschappelijk relevante onderwerpen aangepast aan de leeftijd b.v.: zelfdoding, ...

## 05 VOORSTEL 1: WELZIJNSUURTJE

### Hoe?

- Twee keer per maand
  - godsdienst of klastitularis: klasgesprek
  - L.O.: teambuilding

## 05 VOORSTEL 1: WELZIJNSUURTJE

### **Effect?**

- welbevinden stijgt;
- groepswork lukt beter;
- punten stijgen;
- zin om naar school te gaan;
- je helpt elkaar meer;
- meer motivatie;
- je leert omgaan met een ander zijn situatie;
- je leert andere mensen vertrouwen;
- ...

## 05 VOORSTEL 1: WELZIJNSUURTJE

### **Proefperiode:**

- 1-2 klassen per graad → geen onverwachte problemen
- alle klassen vanaf het 2e middelbaar → 1e:  
klastitularisuurtje

## 06 VOORSTEL 2: ACTIE GRENSOVERSCHRIJDEND GEDRAG

Onveilige plaats: bankjes Looheuvel

- naropen, intimideren, kwetsen

## 06 VOORSTEL 2: ACTIE GRENSOVERSCHRIJDEND GEDRAG

**Doel :**

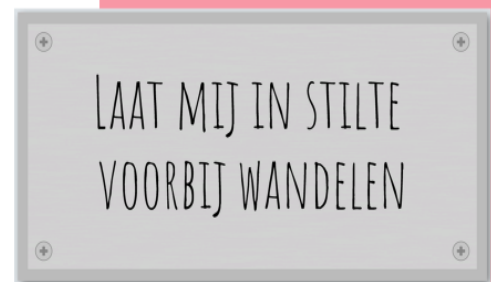
bewustwording

## 06 VOORSTEL 2: ACTIE GRENSOVERSCHRIJDEND GEDRAG

Aluminium **bordjes** met quotes zoals:

'Laat mij in stilte voorbijwandelen'

'Als intimidatie jouw plan is, hoop ik dat je  
een plan B hebt.'



## 06 VOORSTEL 2: ACTIE GRENSOVERSCHRIJDEND GEDRAG

### 2 opties

- bestellen: signomatic.be (74,85 euro)
- zelf maken: hout, lassen



## 06 VOORSTEL 2: ACTIE GRENSOVERSCHRIJDEND GEDRAG

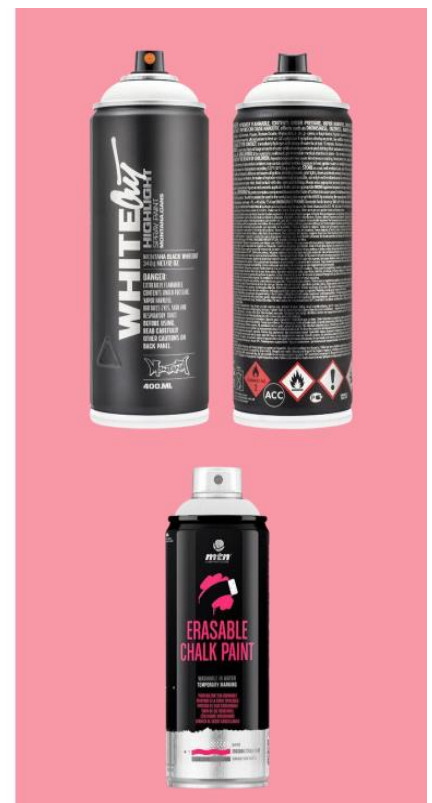
2 quotes sprayen voor de bankjes met een mal



## 06 VOORSTEL 2: ACTIE GRENSOVERSCHRIJDEND GEDRAG

### 2 opties

- met graffiti (9,73 euro)
- met krijtspray (17 euro)
- mal bestellen (134 euro)
- mal zelf maken





## 06 VOORSTEL 2: ACTIE GRENSOVERSCHRIJDEND GEDRAG

### **Wat daarna?**

- 1 week na begin actie
- op maandag lesuur 1
- leerkracht haalt het onderwerp aan en bespreekt

# Peer to Peer Program in Romania

## Overview of Implementation of the Peer-to-Peer Program in Romania

### 1. Overview of implementation

The peer-to-peer program in Romania took place at Elena Cuza National College and it mainly comprised the students who were involved as peer educators providing the younger students who just joined the college with a session of discussions, brainstorming, exercises inspired from the Teen Support Program of Youth for Love and opening a safe space for approaching the topic of violence among teenagers outside the classrooms who were involved in the project and addressing the larger school. Specific solutions were also provided for potential cases of teenage violence, including introducing the possibility of reporting a situation in an anonymous way through a website and discussing any issues with the Council of students.

For the group of students who were acting as peer educators this activity was especially important since they are training to become pre-school and school educators and teachers after graduating from high school and being able to implement the activities they went through as part of the project with a group of younger students was something that they found very useful for their future professional development. Although they have been practicing teaching with kindergarten children, they have never had the opportunity to work with high school students.

#### List of preparatory peer educator workshops/ peer education activity implementation

	Date	Topic/Content
1.	8/3/2023	Introducing the idea of the peer2peer program and discussing with the students about the meaning of the program, what should be done through the program, whom should be involved, what does peer2peer education means and gathering ideas from the students about what would be meaningful for their school. Setting up the teams who would be involved in the delivery of the program.
2.	20/4/2023	Online meeting to discuss the activities to be undertaken as part of the peer2peer program by each team, setting up roles and responsibilities during the program delivery, discussing timings (there is no attendance list).
3.	21/4/2023	Refining all the previous aspects discussed, exercising the different roles, preparing the topics for discussion, preparing different questions for the participating students, revising the games to be played, setting parts for each of the peer educators, revisiting timings and materials to be used.
4.	27/4/2023	Delivering the peer2peer program to three groups of younger students; closing and evaluating the program from the perspective of students.

## 2. Engagement

Number of peer-to-peer educators from the total number of students participants in the peer to peer program

Nr of peer educators	Nr of peers involved	Nr of other stakeholders involved (if applicable)	Role of other stakeholders involved (if applicable)
13F	77 (72F, 5M)	0	Not applicable

## 3. Student's work presentation

The students decided that the most valuable for them would be to deliver, as peer educators, some of the activities which they consider to have the highest level of impact on themselves during the teen support program they were part of. They were also willing to share some of the conclusions they came to as part of the youth-led needs assessment and also to point out some specific situations from inside their schools. Another important aspect was related to the fact that the peer educators also brought up the idea of providing to the students they were going to talk to some solutions for cases of violence that may occur, such as describing the path of sharing such a case to the students council and asking for support, as well as introducing a platform specifically designed for reporting a specific case of violence in an anonymous manner.

The 13 peer educators worked with three different classes, the total number of students participating in the peer-to-peer program being 77. The 13 peer educators divided in three groups and some of the peer educators decided to participate two times, being peer-to-peer educators for two classes. The students who benefited from the program are in the 9th grade so they have just joined high school.

The delivery of the program for each class took two hours and involved the preset program of activities that each group of peer-to-peer educators previously discussed, negotiated and decided on. They have also divided the tasks in a very specific way, each peer educator having their very clear role and also being allocated a time for the delivery. Although the groups that composed the peer-to-peer educators came from two different classes that were not together at all during the program implementation, the suggestions that they came with were very similar, which proves the fact that there were certain activities of the change support program that were more impactful for the teenagers.

**The first group of peer educators** started the 2-hours workshop by introducing themselves to the participants, by introducing the project and the work undertaken together in the past two years and by explaining their own motivation to get involved in passing the information further to younger students. They mentioned what was inspirational for them and why they found it useful to get involved. Next, by using the weather exercise, they tried to take the pulse of the group and understand how every participant was feeling. They then spoke about how important it is to make sure we know how everyone is feeling and how this can impact the ways we participate in an activity. Further on, as an icebreaker, the peer educators proposed the exercise "Most likely to", using a list of affirmations and asking participants to point out whom of the group matches the affirmation best. The icebreaker allows participants to get to know each other even better and to also explore the perceptions of others about themselves. This also allowed the peer educators to know the group better. Further on, the peer educators started a conversation about being in 9<sup>th</sup> grade and just entering high school and about adolescence, by asking questions around what is difficult for a teenager joining high school, what would be most useful to have a good experience, to be safe and enjoy themselves.

Next steps were an introduction to the topic of violence, by using what the peer educators called "the tree of emotions" and they did that by inviting the group to reflect on what is violence and the different forms in which violence may appear, but to also try to understand situations of violence from three different perspectives: the one of victims of violence, the one of aggressors and the one of witnesses. Then, they filled the tree of emotions by asking the group to write down the emotional impact of a situational violence on victims, aggressors and witnesses and to then place the emotions in different areas of the tree based on how transparent these emotions would be to others: the most visible ones would sit on the crown of the tree and then the most profound one would be placed at the roots, through this exercise the peer educators showing that in a situation of violence the emotional landscape it's much more complex than what we can see and than what the persons who are subjected to experiences of violence in different capacities are displaying publicly. In the second hour of the workshop, the peer educators proposed to the group of students the exercise involving picking a certain situation from a box and trying to think and feel as that person for the duration of the exercise. The exercise took place in the courtyard and the participants were invited to take a step forward if the situation the peer educators were reading out loud was appropriate for them and their context and to take a step backwards if the situation was not appropriate. After the exercise was over, the group was asked to remember their position and the positions of others and then the group was invited back in, where the discussion was centered around what they observed in themselves and in others, how they felt when they were taking a step forward or a step backwards, how they felt when they saw their friends either advancing or going backwards, also pointing out the importance of empathy and of understanding that although we perceive the starting line being in the same place for all people, the experiences and contexts are actually very different for everyone. They then connected this type of exercise with instances of violence and they mentioned how being different may also be in some cases the cause of violent behavior. At the end of the workshop, the peer educators provided tips and concrete resources about what can be done when you are in a situation of violence and how you can differentiate violence based on its different forms and also how important it is in the cases where the violent event exceeds the resources and the capacity of the teenager to deal with it themselves, in this situation being very important for an adult or more adults to get involved. After a brief question session, the participants were invited to go back again to the weather exercise and to talk about how they felt during this experience. The very last thing was to ask the participants to write down on a little post-it in an anonymous manner their feedback about how the workshop went. The participants mentioned the following:

- Personally I really enjoyed the role play and I believe that is very useful for both myself and the others; these were practical and recreational activities
- The activities made me feel like I would forget the rest of my problems and I felt really good; I wish there would be more such activities that are also interactive and happening in the courtyard
- I felt understood
- I felt understood and brave in speaking up. Go on, you can do anything, you are great!
- I really enjoyed it and I felt excellent but I would also like to propose other subjects to approach, such as friendships, relationships, trust
- Very nice and I would like that all the things we discussed to actually become reality
- I believe this was a vital activity for teenagers and I would also be interested in participating to a workshop around racism
- I felt excellent and from the initial cloudy sky I got to sunny weather. The games were really well chosen, interesting and impactful
- I really enjoyed the activity today and I would like to propose that for the following activities we choose to discuss about anxiety



- It was very interesting for us and I would like to talk in the future about toxic versus healthy relationships
- I felt very very well, the time passed very fast and I'm happy that we had an open conversation. It would be very interesting for me if we could further talk about family issues
- this activity was very very interesting, but I'm also very curious about other topics, such as emotional instability and how I can manage my emotions in a given situation and also about self trust: is it worth trusting myself and my own powers? Is it worth it to love myself?
- I consider this activity to be very interesting and the most I liked when we were asked to try and empathize with a different identity
- today I was pretty stressed because of different motives and these activities made me stop thinking about my problems. The ideas were very interesting and the concept that you came up with was really innovative. I believe that what was being told today is important and I hope it helped and it will continue to help people who are going through such situations

**The second and third groups of peer educators** (some of the peer educators participated in and led both the second and the third workshops, at their request) started the workshop by introducing themselves, by mentioning why the topic of violence among teenagers is important to them, by presenting the project and the activities they were involved in and how they selected the activities to be presented in the peer-to-peer education program and by also mentioning why they made the decision to become a peer educator and what being a peer educator means. They also used the weather exercise in order to ask the participants to the workshop to introduce themselves in a creative manner and to also understand the vibe of the group. Once everybody explained their state of mind by using a type of weather, in order to get to know each other even better the peer educators invited the participants to play the speedy intros exercise, so they placed two lines of chairs facing each other and asked the students to sit in a chair and share new information about themselves to the person in front of them in the space of 30 seconds. After these 30 seconds the participants in the moving line would change seats, moving one chair to the right and would continue for another 30 seconds until all of the participants in the moving line changed chairs and went back to their initial position. After the activity was over, the peer educators asked the participants how they manage this activity, which were the things that they chose to share, if they were able to gather more information about the people they interacted with and if they found out something new or surprising. The energy during this exercise was very high and the students really enjoyed themselves. Then the peer educators also used the tree by bringing up some concrete cases of violence and asking the group of participants to explore how the protagonists in a case of violence could feel and experience in such a case. Their conversation went on to explore what the participants knew about violence and to debate which forms of violence are more easily to be recognized and which ones are harder to identify. They also discussed about guilt, shame and fear and about how these emotions could be obstacles to solving a case of violence. Further on, the participants went out in the yard and, as the previous group, they worked on the journey of privilege exercise, providing roles for all the participants and asking them to take a step forward or a step backward depending on the situation that was written on their paper. After that, the participants went back in and started to explore their feelings and conclusions during this exercise, discussing how the difference can create this advantage, what is unjust in society, how respect and empathy are very important for a healthy environment. After this exercise, conclusions were drawn in relationship to what you can do when you are subjected to a situation of violence or are witnessing a situation of violence, the peer educators providing different examples of solutions. Also in connection with the previous exercise, one of the conversations were related to how accessible their school is for people with disabilities. This part of the workshop ended by going back to the weather exercise and exploring how the state of mind of the participants changed during the two hours workshop. At the very

end, one of the peer educators proposed, since the participants are in the 9th grade, doing the gratitude walk would be very useful and would allow better relationships inside the group. Once the gratitude walk was finished, the participants were also invited to write their feedbacks on post-its. The participants evaluated the workshop as follows:

- This workshop was educational and interesting and I wish it would have been longer. We had conversations about very important and useful things and I would like for the future to talk about how we could improve the school system
- this was an interesting topic, which made us realize in what kind of world we live and which are the consequences for our facts. I would need to talk more about sexual education.
- The two hours spent together were very interesting, we had many things to learn from these two hours and in the future I would like to approach the subject of sexual education
- this activity was a very interesting one and it helped me to understand also people who have different needs
- this activity was useful because it helped me to become aware of what is going on around me and to be more grateful for what I have
- I really enjoyed this activity and it was interesting to learn about the issues we are confronted with as a society. It was really eye opening about the privileges that I did not know I have
- I really thought it was very interesting to spend these hours together and especially the game for which we had to go in the courtyard. The girls who facilitated the workshop were very nice. I would like to talk more about toxic relationships
- I thought it was very interesting and I would have liked to be longer. Another topic I would like to discuss would be sexual harassment
- it was very nice and I really enjoyed and appreciated the level of involvement of the girls who are peer educators
- I thought these were interactive hours which brought up for discussions topics that are rarely approached but that are very important. The girls approached the subject in a very interactive way
- it was a lot of fun and very interesting and I really liked the game in the second part of the workshop
- This activity was different it was very interesting very creative and well structured. I felt very well with you and I can't wait to see each other again
- it was a very relaxing day and I propose that we rethink the game that involves taking a step forward or backwards by reporting to our own situation, so we do not play roles but we actually talk about our personal life
- it was a very interesting activity and it would be even more interesting to benefit from an activity of self exploration
- it was an amazing activity and I would have felt even better if it wasn't happening so early in the morning. I suggest next time we talk about equality in society
- this is a very interesting activity and also fun and I enjoyed the idea of trying to wear the shoes of other people
- the activity today made my day better
- this activity was very nice for me because it gave me the opportunity to understand more things that I never thought about
- this was a very nice experience and it was even relaxing. I would like to have more conversations around the topic of sexual education or even sexual aggression because I am sure there are girls among us who went through these experiences

- it was very nice and surprisingly I was not bored I hope next time you come up with games just as interesting as today
- I really enjoyed participating in this activity and I would like to have more conversations about expressing emotions
- this was a new way of learning about diversity and violence and you scored really high in my opinion. I would like another workshop in which we are going to try to talk about this type of learning, the interactive learning, and another subject I would like to have approached would be gender equality
- First of all I am really happy I got to know you and it was very relaxing to talk but I also enjoyed your vibe and the fact that you are very relaxed and I would like to have opportunities in the future to talk about accommodating in new places, in new schools or in new cities
- this was a very interactive day and the girls were very open with us and I hope it will be happening again in the future, the subject was very well chosen and easy to discuss since we all have our experiences
- it's really amazing to learn through play

#### 4. Conclusions and evaluation

The most important things that the students have learned during the implementation of the Peer 2 Peer Program:

- How to creatively lead the conversation on a topic they believe in and are committed to
- How to stand in front of a younger audience of students and be able to engage them on a topic students usually are reluctant to discuss in public
- How to make a clear assessment of what students may need and how to transform those perceived needs into a conversation that is open and meaningful
- How to work as a team in delivering a program, how to provide information in a creative and relaxed way and how to divide roles and support each other in the delivery of the program

The most difficult things for the peer-to-peer educators to do:

- Managing emotions in the context of delivering a program in a completely independent manner

The most enjoying things for the peer-to-peer educators to do:

- Finding out that they are able to work with other teenagers in a professional, yet friendly way
- Realising that they are able to adapt on the spot and introducing new games, activities or re-construct the topic of discussion to better match the needs of the students they are communicating with

## Facilitator report

### Peer To Peer Program\_Final Activity Report- *Youth For Love*

Report prepared by:	Livia Aninoșanu
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Place of implementation (name of the school):	Elena Cuza National College
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<b>Period of implementation (month-month):</b>	March – April 2023
<b>Number of sessions conducted:</b>	4
<b>Dates of each session:</b>	8/3/2023, 20/4/2023, 21/4/2023, 27/4/2023
<b>Number of participants for each session (m/f):</b>	<p>For the preparation sessions, the numbers were the following:</p> <p>8/3/2023 – 43 students (42F, 1M) – the students who participated in the program as a whole</p> <p>20/4/2023 – session online, attended by the peer educators only – 13 students (13 F)</p> <p>21/4/2023 – 28 students (28 F)</p> <p>27/4/2023 – 13 peer educators (13 F)</p> <p>77 participants (72F, 5 M)</p>
<b>Overall description of the activity:</b>	<p>The students who acted as peer educators decided to select the most impactful games and activities they went through as part of the teen support program and to implement them with the students younger than themselves. They were divided in three groups of students and peer educators and they used a presentation game, an icebreaker, a set of questions for animating discussions (around violence, forms of violence), a tree of emotions, the journey of privilege exercise, the gratitude walk etc. The workshop for each of the three groups of students lasted for 2 hours and finished with the students filling in a small feedback, as described before. The activity was very successful and both peer educators and the participants would like more such activities, led by teenagers, on topics such as: self-trust, management of emotions, anxiety, sexual education, sexual harassment, gender equality, equality and diversity, family relationships, love and toxic relationship etc.</p>
<b>Main outputs (such as videos, drawings, handouts etc):</b>	Pictures of the activity

When completing the following questions, please note down if you observed significant gender differences and any other differences among the program participants

- **How was the group cooperation? Did you feel a good cooperation during the implementation of the activities?**

The group cooperation among the peer educators was very good, they have been dividing their roles and responsibilities in a respectful and caring manner, making sure that everyone is able to contribute where

they feel the most comfortable. They supported each other during the workshops and were able to always jump in when they felt the leading peer was having a difficulty or needed an intervention from the colleagues. They relied on each other and were cohesive and creative.

- **Were the tasks distributed equally among the educators? Did anyone take the lead and conduct the activity as a whole? Did anyone feel excluded? Did anyone withdraw?**

The tasks were distributed in a very balanced manner and all students acting as peer educators participated equally in all activities. The assigned tasks were very clear and did not allow for anyone to step back or take a less significant position. Also, the teams established how they wanted to be helped by the others and how other peers should intervene in the case of someone presenting a difficulty. Nobody felt excluded or withdraw (initially more peers joined, but some of them were not able to participate anymore from the very beginning, so this could not be considered a case of withdrawal).

- **What was the most difficult thing for them to do? How did they overcome/solve it?**

They did not encounter difficult moments. They were very adaptative and creative and even in the beginning, when opening up was a little bit harder for the participants, they were able to find creative ways to engage the students and gain their trust. They came up with solutions on the spot and made any adjustments needed. It was, however, more difficult in the beginning for the peer educators to manage their emotions, as it was the first time they were delivering such a program. At the end of each workshop, they were really curious to read the feedback post-its and they were very pleased to see that the students really enjoyed these activities.

- **What did they enjoy the most?**

They really enjoyed discovering themselves in this position, where they can do what the initial facilitator did, because they can actually build on an experience they found positive and useful. They enjoyed working as a team and finding out that they can all contribute and participate equally in the activities. They enjoyed being professional and still friendly, managing a rather large group of teenagers and being both firm and welcoming. They enjoyed discovering how creative they can be on the spot, how they are able to find solutions completely on their own.

- **In your opinion, which are the three most important things that the students have learned during the implementation of the Peer 2 Peer Program?**

That they have more capacities that they think and this contributed to the consolidation of their self trust. That they can work in a team and be active and not passive even when it is not their task to manage. That they can find solutions to problems they could not imagine, and the surprise of the issue occurring does not diminish at all their capacity to deal with change and come up with the best idea.



## ANNEX

