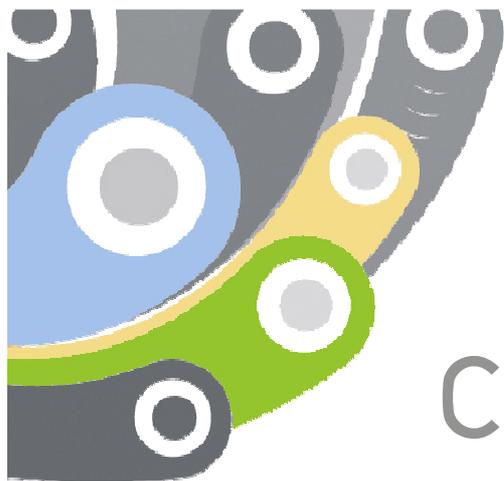


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gender is primary

Educational Toolkit



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Introduction

The project

This educational toolkit has been designed within the framework of ***Gender is Primary. Approaching non-violent conflict resolution from a gender perspective***. The project is intended to improve teachers' competences and to develop new contents and methodological approaches regarding non-violent conflict resolution from a gender-approach. It will contribute to reinforce key competencies linked to young people self-development. At the same time, the students from the participant schools will improve their skills in solving conflicts and equality between women and men, which will lead to prevent gender-based violence.

Those specific aims have been gained by fostering teachers' mobility and setting a permanent communication channel between the schools in both regions. Beyond the specific issues mentioned above, the project is frameworked within the European context. Indeed, it has spread among teachers, and specifically among students, the knowledge and comprehension in European cultural and linguistic diversity.

Gender is Primary. Approaching non-violent conflict resolution from a gender perspective, is a Comenius Regio Partnership funded by the European Commission through the Lifelong Learning Programme. The co-ordinator region is the Region of Murcia (Spain) and the partner region is the province of Haskovo (Bulgaria). These are all the partners involved in the project:

- Region of Murcia (Spain): Regional Government of Murcia – DG for Social Affairs and DG for Human Resources and Quality in Education; Primary School of Ntra. Sra. del Paso; Asociación contra la Violencia Doméstica de la Región de Murcia (AVIDA).
- Haskovo (Bulgaria): Regional Inspectorate of Education; High School St.Paissiy Hilendarsky; Opportunity and Protection Association.



Chapter 1.

Education and non-violent conflict resolution from a gender approach

Gender-based violence, as a specific manifestation of violence against women, is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

It is widely recognised that prevention of gender-based violence must be a transversal issue in all the educational stages. It means that, depending on the age of children and young people, different contents and approaches have to be considered in order to target population. Moreover, states within the European Union are expected to take the necessary steps to include teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners, in formal curricula and at levels of education.¹

The Spanish legal framework follows these guidelines and there are different measures in national and regional legislation. Indeed, it is established that the Spanish Education system will include among their principles the training of teachers in the field of respect and promotion of fundamental rights and freedoms and equality

¹ Article 14, Council of Europe Convention on preventing and combating violence against women and domestic violence, Istanbul, Turkey, 2011.

between women and men, together with the tolerance and freedom as democratic pillars.

Specifically, regarding Primary Education, the students' skills and competences to solve conflicts without violence and to understand and respect gender equality (Art. 4.3, Organic Act 1/2008). Indeed, the main aim of Gender is Primary is to contribute to non-violent conflict resolution from a gender approach.



Chapter 2.

The educational toolkit

Aims and target population

This pilot programme is designed to:

1. Improve emotional competences among children.
2. Foster gender equality as a way to promote Human Rights, respect and tolerance.
3. Preventing gender-based violence by fostering non-violent conflict resolution based on empathy and on the development of a self-concept free of gender stereotypes.

Its target group is made up of children aged 8-10, however teachers are encouraged to deliver the activities in other age ranges by amending materials as appropriate to suit the age-group and other specific characteristics of their group.

The programme may be facilitated by teachers or by specialist practitioners. Prior training for facilitators in issues such as emotional intelligence and gender equality is highly recommended.

Structure and delivery

The programme is structured in two modules. Module 1 includes six activities to work emotional skills and competences with children. Activities from this module may be delivered as an introduction in order to deal with empathy, active listening, respect, anger management and self-acceptance. The activities included in Module 1 are:

- Activity 1.1 Discovering emotions
- Activity 1.2 I want to tell you

- **Activity 1.3** I put myself in your shoes
- **Activity 1.4** Beyond the words
- **Activity 1.5** I am an artist
- **Activity 1.6** I love it

Module 2 is about gender-specific contents. These activities should be delivered once children are familiarised with competences and skills from Module 1. This module will allow children to develop themselves and to foster non-violent conflict resolution from a gender approach. The activities included in Module 2 deal with gender stereotypes and roles and foster freedom of choice based on personal likes and characteristics rather than on gender expectations. The activities included in Module 2 are:

- **Activity 2.1** Solving conflicts without violence
- **Activity 2.2** Breaking fairy tales
- **Activity 2.3** Sharing home tasks
- **Activity 2.4** Let's go to the Birthday party!
- **Activity 2.5** I want to be...
- **Activity 2.6** Let's play!

The pilot programme is expected to be delivered in six sessions, which means that the teacher should choose six activities from the set of suggested activities. To ensure the aims of the programme are covered, we strongly suggest to you to choose three activities from each module. However, teachers are encouraged to deliver more activities to stress those aspects they are specially interested in, considering children needs and time limitations.

Tips for implementation

In order to facilitate the delivering of the activities, there are some tips to support teachers and educators when implementing the educational contents. These tips come from the experience of teachers involved in the pilot programme.

- 🕒 Start from **Module 1**, about emotional intelligence and conflict solving.
- 🕒 Then work on **Module 2**, prevention of gender violence from the promotion of gender equality.
- 🕒 Organisation of the class:
 - Time: it is very interesting to organize sessions on four main points:
 - Warming – motivation: it is a short phase around ten minutes that can be based on a song, a story, a game, etc. We will take the opportunity to introduce key vocabulary and content of the activity.
 - Development: we will work the contents of the pack through the activities.
 - Consolidation - conclusion: we will make a synthesis of content worked and by using concept maps, summaries, diagrams , flow charts, powerpoint presentations , etc.
 - Evaluation: evaluate all aspects of the learning processes and teaching practice. It is advisable not forget to give students the opportunity to self assess their own actions and knowledge, skills and abilities, and activities in the classroom and the teacher 's intervention .
 - Space:
 - Normally we will use the group's classroom with which the activity takes place, but also other facilities such as the school's computer room, library, language lab, the playground (for activities requiring necessary oral interaction, dynamic and frequent changes in the composition of the groups).
 - Do not take anything for granted in advance, since maybe a concept that we thought it was going to be very difficult ends up being very easy, or vice versa, or an activity that we thought fun to be boring , or vice versa , etc.
 - Make the development of the activity flexible as far as the students' needs, interests and motivations are concerned (always bearing in mind the objectives of the activities, of course).

- Take advantage of those moments of controversy, discussion or nervousness by students in reaction to taboos, stereotypes and topics that can make them feel uncomfortable. Instead of repressing certain comments or laughter when working on breaking stereotypes, it is useful to let these behaviors cease to be a fire that consumes up his ashes, because if we try to put it out, there will be hot embers that will make the next time the same thing happen.
 - Remember the importance of modeling this type of content . It is not possible to transmit a series of attitudes to the issue of equality in the face of crafts, colours, likes and preferences, toys or leisure, chores... if the teacher engages in an activity in a stereotypical or even sexist way.
 - Therefore, it is very important before starting the implementation of activities to be adequately familiar with and aware of the reality of gender equality , gender-based violence, as well as the most convenient ways to treat, protocols, etc.
 - It is also necessary to spread the spectrum of these activities to all areas and all school year and all schooling long, since otherwise the activities will be anecdotic and stereotypical attitudes can regenerate.
 - On the other hand, those activities that will be performed both in mother tongue and a foreign language, should first be conducted in the foreign language to keep the students engaged in the activity, and then mother tongue, never backwards.
 - The use of audiovisual resources will always be part of a better learning of content , and facilitate both comprehension and expression by students . The use of visual material, such as cards with different emotions , chores icons , icons for the various professions is very interesting.
 - We begin by providing situations and open questions , and later will delimit a large number of possible situations or answers, in some particular cases to be needed even a guide to the situations or two choice answers, such as yes/no questions.
 - At the end , we will open the discussion back to other settings or situations that may be of concern for the students.
 - The approach of the activities will always be as interactive as possible, in addition to entertaining , engaging and motivating .
- 📌 Sequencing properly introducing concepts or situations from the simplest to the most complex, from simple observation, to a greater critical or evaluative positioning.



Chapter 3.

The educational contents

Module 1

● Activity 1.1 | discover emotions

Aims

To recognize emotions through facial expressions and acquire emotional vocabulary.

Description

1. We show students a picture with faces and ask them to look at them and tell us what represents each emotion (joy, fear, anger, surprise, sadness).
2. Students read a series of statements and we ask them to respond to the following question: What emotion do you feel in the following situations:
 - When we celebrate our birthday.
 - When my friends will not play with me.
 - When someone takes away my toys.
 - When I lose a toy that I really like.
 - When someone appears unexpectedly turning a corner.
 - When we love a friend who goes to live in another city.
 - When I give a gift.
3. We ask students to tell us some situations in which we can feel joy, fear, anger, surprise, sadness.

Resources

Print with faces with different expressions.

(Adapted from "Actividades para el desarrollo de la inteligencia emocional". GROPE. Ed. Parramón)

● Activity 1.2 I want to tell you

Aims

To identify different ways to put out anger.

Description

1. Students read the following story:

"Once upon a time there was a girl who was not able to tie her shoelaces. She tried and although she paid much attention, she did not succeed. Her family had to tie her shoelaces. One day, she had tried several times and she had not made it, her grandfather found her. She was crying."

- Why are you crying? - He asked.

- Because I can not tie my shoelaces and all my friends already know - The girl wailed.
The grandfather took her hand and said:

- No matter what others already know. Each person needs a different amount of time to learn. If you try and practice tying shoelaces soon you will get it by yourself. She practiced so much that now all her friends want to do the ribbon of their birthday present."

Then we ask students how they think the girl was at the beginning of the story: shocked, angry, embarrassed, afraid, sad, happy... and explain why they think she felt that way.

2. Remind students that "we all have difficulties. It's okay to have them, and tell them how important it is to get help to resolve, as the girl in the story got help from her grandfather." Now let's do an exercise on the difficulties we have and what each and everyone can do to feel better. We draw two columns on the board and title one "My problems are ..." and the other "To feel better I can ..." and we ask students to say difficulties we can have and what they could do to feel better, we write on the board and we reinforce the positive responses and alternatives to negative emotions such as anger, rage, sadness ... We stress that "Telling someone how we feel makes us feel better."

3. We ask students to look at the following picture:

(Adapted from "Sentir y pensar. Programa para desarrollar la educación emocional en la escuela. 2 primaria". Ed. SM)

● Activity 1.3 I put myself in your shoes

Aims

- To strengthen the capacity of active listening.
- To foster understanding and respect for others.

Description

1. Students read the following story: "Rachel is playing alone in a corner of the playground. She feels sad because she wants to play with the other children, but do not know how to do to get it."
2. Ask the students what they would feel if they were Rachel: sadness, excitement, joy, anger...
3. Talk to the students about what they would do if they were in place of Rachel.
4. Offer children different possibilities to choose what would each one do:
 - a. I would approach her and ask her why she feels sad.
 - b. I would invite her to play with me.
 - c. I would come with her to ask other children if she could play with them.
 - d. I would ask her if I can play with her.
 - e. I would tell my teacher that Rachel is alone.
 - f. I would talk to my classmates in order to help Rachel.

They can also provide some other possibility by themselves.
5. Ask the students if anyone has experienced a similar situation and how they resolved it.

● Activity 1.4 Beyond the words

Aim

To recognize the emotions that expressions we use on a daily basis contain.

Development of the activity:

1. We show the students the following images, which come together with a sentence.
2. We ask the class to materialize the emotions behind the expressions (verbal and graphical ones).



1. We have to try! We can't miss this opportunity!

- Shoot!

EMOTION:



2. Do you think I acted correctly?

EMOTION:



3. She is always asking me for favours. Do you think it is normal?

EMOTION:

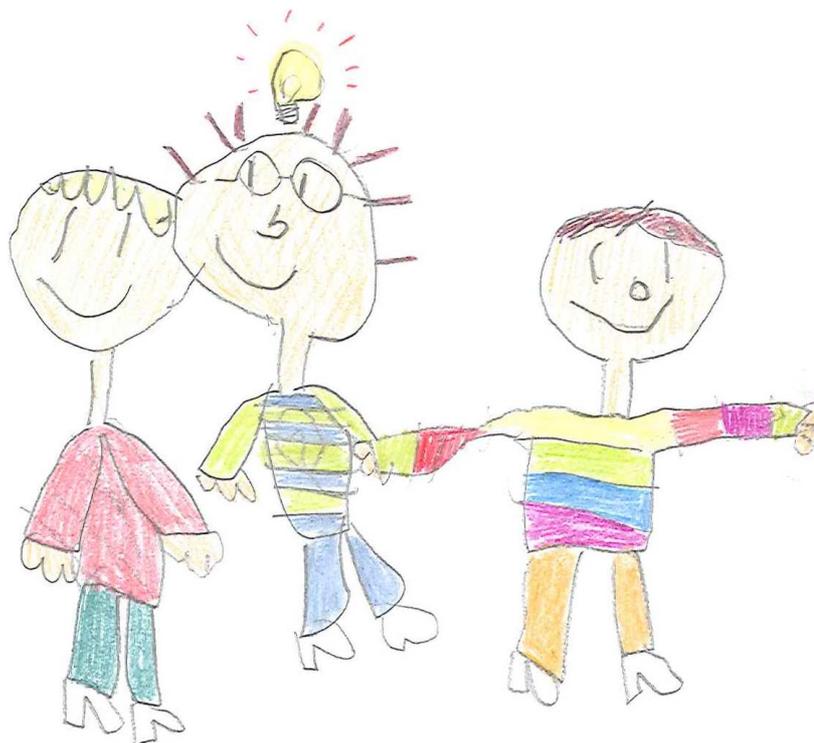
4. It was incredible! I will never forget such a special day.

EMOTION:



5. I'm sorry I could not go to your birthday party.

EMOTION:



6. How is it possible we did not have this idea earlier!

EMOTION:

3. We ponder the answers given to each image. We check whether there is unanimity in the answers. We comment the answers. If some students give different answers we talk about the reason for those answers.
4. We make a final assessment of the activity. Explain to the students that have been observed that beyond words the way we express emotion we uncover what is behind them. So often what matters is not only what we say, but how you say voice tone, volume, rhythm in the speech, intonation used, not to mention the facial expression, the body posture and gestures. Everything communicates and expresses emotions. Not only the words.

Answers to images:

- | | |
|------------------------------------|---|
| 1. Hope illusion. | 4. Joy, excitement, admiration, surprise. |
| 2. Doubt, uncertainty, insecurity. | 5. Sadness, regret. |
| 3. Anger. | 6. Surprise. |

(Adapted from "Actividades para el desarrollo de la inteligencia emocional en los niños". Ed. Parramón)

● Activity 1.5 I am an artist

Aim

To strengthen self-acceptance.

Description

1. Ask the students to imagine they are painters and will draw a masterpiece. We hand out a sheet of paper and we ask them to draw a picture of a house, a tree, a bird and a dog.
2. Then, start a dialogue with the group: "Do you like your art work? What do you think of it? Explain whether you had fun while you drew. What does your drawing mean?"
3. Ask the children what name they would like to have as an artist and why they chose that name.
4. Finish the debate by asking the students how they feel about being an artist. We write on the board the descriptions the students provide. We highlight their positive qualities to reinforce their skills and capabilities to overcome difficulties and be better everyday.
5. Review the work done by reinforcing the idea that our skills and qualities allow us to face the challenges and if we think "I know how to do it, I can do it", we will be giving ourselves confidence to do better whatever everyday task we set.

Resources: Sheets of paper, pencil, colored pencils.

(Adapted from "Sentir y pensar. Programa para desarrollar la educación emocional en la escuela. 2º primaria". Ed. SM)

● Activity 1.6 I love it

Aim

To analyze the attitudes they face different daily activities and learn to perform them with a more positive attitude.

Description

1. Ask the students to draw three things they usually do when they finish school (playing, reading, playing on the computer, watching TV, writing...).
2. In each drawing ask them to write how they feel when they are doing these activities. We do a debriefing. We speak of the most repeated activities and feelings. We offer to the class those unusual activities as examples of different activities to practice during one's free time. We do not appreciate that some activities are better than others. We are interested to note that there are many things we can do and with which we are comfortable.
3. Then we ask them to choose the two most important activities from the three activities that they drew. We share why they chose those activities.
4. We continue sharing ideas posing the question for the students: "What three things would you like to do every day and you do not do." We collect the contributions of students and why they can not do them. If tasks are nice but we have other activities that keep us time. We talk about the work we have to do out of obligation and that are not always pleasant (clear the table, do homework, tidy the room...) but if we see the need, we will be more satisfied and happier with us.
5. We ask the students to imagine that their best friend gets bored because he does not know what to do during the weekend. Then we ask them to tell us how to help her or him feel better.
6. We reinforce the activity: Everyday we do some things we like and we find funny, and others we do not like but we must do. If we think solutions to make chores be more fun, we will feel better and be happier.

(Adapted from "Sentir y pensar. Programa para desarrollar la educación emocional en la escuela. 2 primaria". Ed. SM)



Module 2

● Activity 2.1 Solving conflicts without violence

Aims

- Making children able to identify different feelings
- Analyzing different types of conflicts
- Suggesting non-violent ways to solve a conflict
- Fostering empathy in conflicts

Description

1. Split the classroom in small groups (5-6 people).
2. Ask each group to draw faces expressing happiness, sadness, irritation and fear, one per piece of paper. Once they finished, ask them to cut the faces out.
3. Then, present some interpersonal everyday conflicts: A friend arrives 20 minutes late to an appointment; somebody breaks a window in the classroom and a child tell on another mate; you try to share some which is important for you with your friends but they interrupt you constantly; a child is laughing at other mate and nobody says/does anything.
4. After each scenario, ask the groups to choose what they think it is the most suitable face for the people involved in the conflict.
5. Then, each group will make a new solution for each conflict and they will choose again the proper faces for the new situation.

Resources

Pieces of paper, colour pencils/markers, scissors

● Activity 2.2 Breaking fairy tales

Aims

- Fostering critical attitudes towards gender roles and stereotypes traditionally spread in fairy tales.
- Changing roles and attributes traditionally assigned to male/female characters to show children there are no “female” nor “male” roles.

Description

1. Select some traditional tales books with their titles hidden.
2. Prepare a box with plastic card with the words of the titles. (i.e. “The Beauty and the Beast, may be broken in two pieces of paper (i) “The Beauty; (ii) “and the Beast”.
3. Ask the children to look for and join the cards to get the right titles and to put them together with the book.
4. Then, suggest gender-related changes, such as: changing titles (“The Cinderello”); changing roles assigned to male/female characters;...
5. Ask the children if the story would be different after these changes, if the plot would be different, who and how will be the main character.

Resources

Fairy tales, cards, markers

● Activity 2.3 Sharing home tasks

Aims

- Thinking about how home tasks are shared analyzing gender roles linked to them.
- Promoting new behaviour patterns by making children realising that home tasks are common duties for all family members, regardless they are men or women.

Description

1. Ask children which member of their families carries out different home tasks and if they think they are equally distributed.
2. Then, provide each child with a worksheet.
3. Ask them to answer to the questions about who does some day-to-day tasks at home.
4. Then, ask them to read what they have written, opening a brief discussion. The debate should be encouraged using questions such as:
 - Are you involved in these or other tasks at home?
 - Which member of your family is the one that takes most of them? Why?
 - Is there anybody in your family that do not participate in home tasks? Why?
5. Finish the activity involving children in an agreement on new behaviour patterns and attitudes towards home tasks.

SHARING HOME TASKS										
TASKS	WHO DOES IT ACTUALLY					WHO COULD DO IT				
	Mother	Father	Sister	Brother	Others	Mother	Father	Sister	Brother	Others
Doing the washing-up										
Preparing meals										
Making the bed										
Tidying up a room										
Doing the shopping										
Hunging up										
Taking care of the baby										
Buying clothes for kids										
Going to the doctor with children										
Taking care of grandparents										
Helping children to do their homework										
Doing the laundry										
Doing the iron										
Replacing a lightbulb										

● Activity 2.4 Let 's go to the birthday party

Aims

- Analyze how gender influences interpersonal interactions among children, showing a common situation such as choosing a present for a friend.
- Fostering freedom of choice based on own personality characters and avoiding gender-based stereotypes and expectations.

Description

1. Then, provide each child with a worksheet.

“Next weekend, David and Laura will celebrate their birthday party. There are six different presents. You have to choose three presents for David and another three for Laura. Which ones do you think David will like the most? And what about Laura? Think about this and cut off and paste four presents next to David and another four next to Laura.”

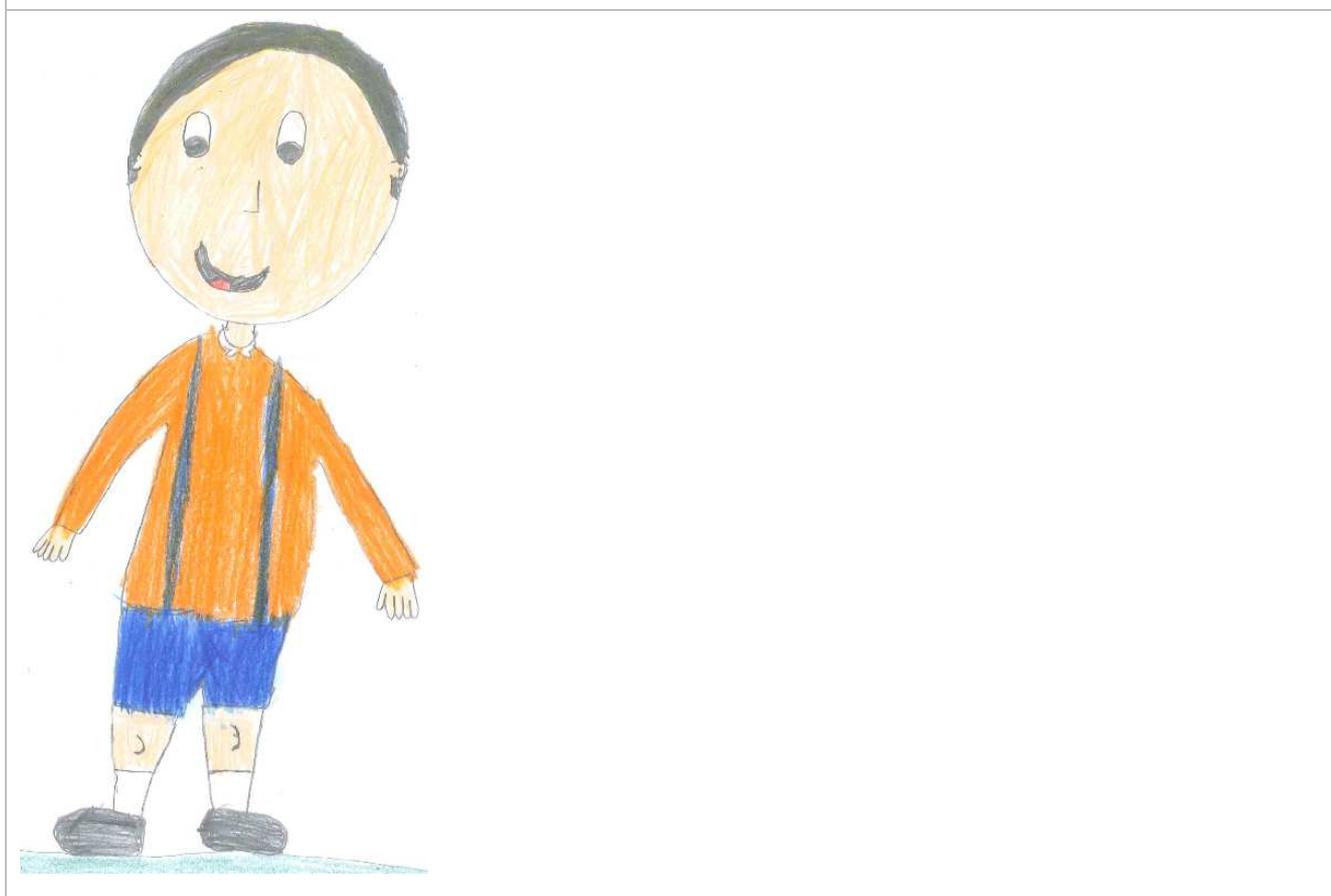
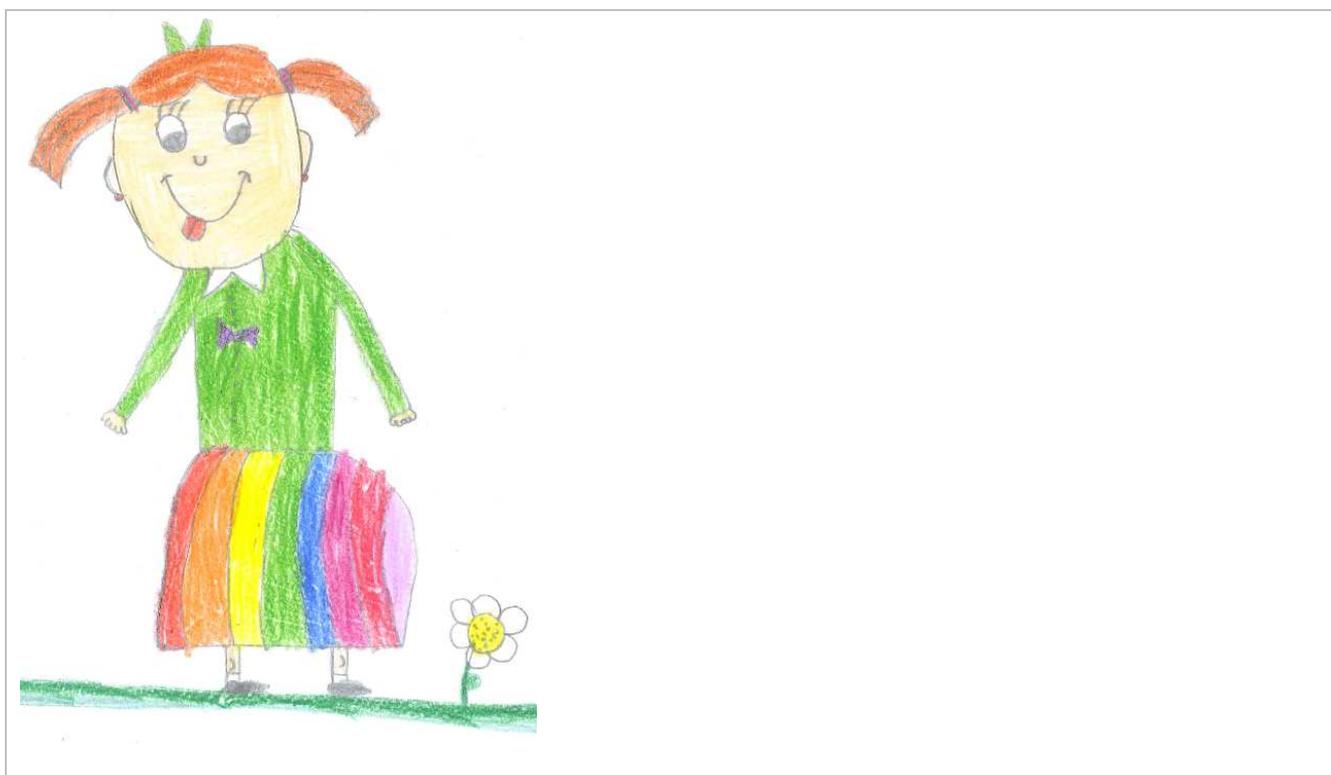
2. Ask them to answer to the questions about who does some day-to-day tasks at home.
 - Which presents did you choose for David? Why? Repeat the same questions for Laura.
 - Do you think Laura would like any of David's presents? Would David like any of Laura's presents? Why? Why not?
 - When you chose presents for David and Laura, what were you thinking about?

Resources: worksheet, scissors, crayons/colour pencils, glue sticks

Worksheet. Presents



Worksheet. Laura and David



● Activity 2.5 I want to be...

Aims

- Fostering critical thinking about how choosing a job is gender-biased so that it appears to be 'male' and 'female' occupations.
- Understanding that, regardless each one's gender, everyone can be interested in and any kind of occupation and studies.

Description:

1. Start the activity by asking the children to say their parents occupations, as well as other relatives's jobs. Ask them to point out some characteristics of these occupations.
2. Ask them which job they would like to do when they grow up, stressing that they can choose whatever they want without considering gender issues.
3. Write down on the blackboard the professions chosen by girls in one column and those chosen by boys in a different column.
4. Then, open a discussion focused on those occupations more gender-biased and more influenced by gender stereotypes. These questions should be used to encourage the discussion:
 - a. Why did you choose this occupation?
 - b. Do you think there are "just for boys occupations" and "just for girls occupations"? Why?
 - c. Do you think that any person can perform any job regardless his/her gender?
5. Then, provide each child with a worksheet and ask them to draw the job they would like to perform.

Resources: worksheet and colour pencils.

Worksheet. I want to be

I would like to be a/an

Picture of the chosen job

● Activity 2.6 Let 's play!

Aims

- Fostering critical thinking towards games and toys that are traditionally assigned to boys or girls on a gender basis.
- Analyzing prejudices and gender stereotypes linked to games and toys, making children realise that they are free to choose according to their personal preferences and likes.
- Developing attitudes and skills related to co-operation and respect through games.

Description

1. Before the session, ask children to bring some toys with them to the classroom.
2. Encourage them to express which games and toys they like the most. Write their favourites ones on the blackboard. Use one column for girls choices and another one for boys choices.
3. Then, start a debate focused on questions such as:
 - a. Do you think there are toys for girls and toys for boys?
 - b. What is the difference between toys chosen by girls and toys chosen by boys?
 - c. Would you like to play with any of the games and toys written down on the blackboard?
4. Suggest them to change their toys with other children and to explain how they work or how you can play with them.
5. To end the activity, choose those games and toys that promote cooperative gaming. Split the class into groups (5-6 children per group) and set the rules for each game. Then play until the end of the session.

Resources: Children's toys



Chapter 4.

Safeguarding issues

The actions that professionals and society take to promote the welfare of children and protect them from harm are referred to as safeguarding. This includes:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable children in need to have optimum life chances.

Each country in the European Union has its own legal requirements which organisations and practitioners are required to follow. Before using this toolkit schools teachers and managers will need to check what their own organisational and national requirements are in relation to safeguarding.

Children, even as witnesses of GBV, are considered direct victims of this type of violence. Then, it is important to notice that if some GBV cases within the family home can arise when delivering this toolkit. Therefore, apart from being aware of statutory requirements, teachers and managers from schools, some

Warning signs

There are four main types of abuse each with different behavioural signs²:

² Adapted from *Safe, Healthy and Equal Relationship Educational Toolkit – DAPHNE III SHER PROJECT*

- **Physical abuse** may involve hitting with hands or objects, shaking, pinching, squeezing, throwing, poisoning, burning/scalding, drowning, choking, suffocating, or anything else which causes deliberate physical harm. Delay in getting medical attention for a child is also a possible sign of abuse.
 - **Physical warning signs may include** - Bruises, bite marks, burns/scalds, cuts, bone fractures, and scars.
 - **Behavioural warning signs may include** - Aggressive behaviour, restlessness, hyper-activity, fear, and an over-anxiety to please. The child may respond to caregivers with a mixture of approach, avoidance, and resistance to comforting, or may exhibit frozen watchfulness. They may have frequent absences from school.

- **Neglect** involves the persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health and development, such as failing to provide adequate food, shelter and clothing, or unresponsiveness to a child's basic emotional needs.
 - **Warning signs may include** – Child appears frequently hungry – may be seen stealing food from other people or places. Appears dirty or smelly, uncared for. Shows loss of weight, or always being underweight, looking pale and thin.
 - Wears inappropriate or inadequate clothing for weather or situation. Appears frequently tired, lacking in energy. Has medical needs that have not been met – e.g. parent/carer's failure to take to doctor; missed hospital or other medical appointments. The child appears to have few friends, or appears to be restricted from having friends by parent/carer. History of being left alone or unsupervised on one or many occasions, inappropriate to age and needs of the child. Child shows repetitive behaviours e.g. head banging or rocking; hair twisting or pulling out of hair.

- **Emotional Abuse** involves the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. Emotional abuse will be present as an element in all other forms of abuse. It may involve conveying to children that they are worthless or unloved, and inadequate. The child may be constantly shouted at, threatened or belittled.

- **Warning signs may include** – Low self esteem, inability to accept praise. The child may be excessively clinging and attention-seeking, over anxious, watchful, constantly checking. Self-harming and signs of eating disorders.
- **Sexual abuse** is a form of 'Significant Harm' that involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. It includes penetrative and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at pornographic materials.
 - **Physical warning signs may include** - Pain, bruising, cuts, marks, physical discomfort in or near genital area. 'Stomach' pains. Signs of urinary tract infections - particularly if recurring. Signs of sexually transmitted infections. Under age pregnancy and parenthood.
 - **Behavioural warning signs may include** - Acting in age-inappropriate sexual way, perhaps with toys or objects. Nightmares, trouble sleeping. Unreasonable fear of certain people or places. Sudden unexplained behaviour changes e.g. becoming aggressive, withdrawn, crying or clinging. Hints at "secrets" or drawing attention to sexual activity through words or play, or in child's drawings. Running away from home. Bedwetting, or wetting or soiling during daytime. Self harm – including suicidal thoughts or actions. Eating disorders. Substance abuse (drugs or alcohol). Child has money where source is unexplained.

What to do if a case arise?

If a child starts to tell you about something that might indicate potential abuse, listen but do not ask for any details. It may undermine any investigation by the police or enquiry by children's social care services if it looks as if the child has been asked leading questions or given suggestions with regard to their answers. You need to let the child or young person know if they reveal to you something which causes you concern for their safety, you will have to tell someone else.

You should act considering the best interest of children must be primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children³. When listening to a child or young person, you should try to answer the following:⁴

- Are they currently being harmed?
- Are they likely to be harmed in the future?
- Is anyone else at risk of being harmed?
- Do they need medical attention?
- What are their overall needs?
- What is important to them?

You should refer to your organisations child protection/safe guarding protocol which will guide you as to action to take. However, some guidance is offer for those schools from Bulgaria and the Region of Murcia (Spain) because of their involvement in this project.

³ See Article 3, Convention on the Rights of the Child (1990)

⁴ Adapted from *Safe, Healthy and Equal Relationship Educational Toolkit – DAPHNE III SHER PROJECT*
Home Office – Teachers Guide to Teen-abuse

Procedures for child protection in the Region of Murcia general rules

Since policies regarding integral protection against GBV, as well as those dealing with child protection, are transferred from the National Government to Spanish regions, this toolkit offers general rules for schools in the Region of Murcia.

Procedures for child protection in Bulgaria general rules

1. Everyone who has become aware /or suspects/ that a child needs protection is obliged to inform the relevant responsible institutions for protection /article 7, paragraph 1 and 2 of the Child protection act/.
2. The signal can be reported orally but a written one is required to follow.
3. Within 1 hour of the report of the signal to the Child Protection Department a person in charge is appointed who is responsible to check the case.
4. Within the next 24 hours the person in charge sends a report with the gathered information to the multidisciplinary team and schedules a meeting. The multidisciplinary team comprises: a policeman /a person in charge/, a judge, a prosecutor, social service /a person in charge/, a doctor, Ministry of education and science /a person in charge/, municipality /a person in charge/.
5. The multidisciplinary team on local level determines a common strategic objective and develops a joint plan for its achievement, including defined responsibilities and task with deadlines.
6. In the process of being protected the child has the right to be supported by participating in adequate prevention programmes or social services.



Chapter 5.

Support resources

There are different support and help resources from public bodies and NGOs. To know more about these services, please consult the Spanish and Bulgarian versions of this toolkit.