

An:
Betreff:

SPI Forschung
Youth MIND Education (yMIND): Newsletter 2



Youth MIND Education: Newsletter, Issue 2 December 2017

www.youth-mind.eu

Dear Reader,

Welcome to Newsletter 2 of Youth MIND Education - abridged **yMIND!**

The project is implemented with the support of Erasmus + programme of the European Union (Initiatives for policy innovation – Social inclusion through education, training and youth – EACEA 05/2016)



Put in a nutshell:

“yMIND is a project that aims to transfer innovative methodology in order to combat discrimination and bullying in schools and community settings”. (Project leader, ACTION Synergy, Greece);

“yMIND is a project that works with young people for prevention of violence and supports them to accept and respect differences.” (Local project coordinator, HESED, Bulgaria);

The project is heading towards its second year. We are glad to share with you first results and products of the four-country cooperation and the expressive voices of many young learners involved in the project in Austria, Bulgaria, Germany and Greece on diversity, gender equality, bullying and violence.

What has yMIND been up to lately?

1. Good practice models adapted- ready for transfer and upscale!

Within our partnership we adapted two training models that aim to enhance competence of both learners and education professionals to prevent bullying and violence, to address stereotypical gender roles and combat gender-based violence, to raise awareness for diversity, respect towards differences and acceptance.

Good practice model 1 aims at diversity-competence training in school setting, encompassing a seven-step intervention: focus groups for needs assessment and workshops with students; capacity building for teachers; educators and counselors; school prevention workshops and whole-school awareness raising events. The step-by-step model description accompanied by a method-handout is now available in English and will be soon available in Bulgarian, German and Greek as well. [Download:](#)

Good practice model 2 addresses the issue of gender-based violence in community-based settings. It aims at training of young peer leaders (Popular Opinion Leaders, POL) to spread messages and promote role models within their social networks for prevention of gender-based violence among

community youth. The four-phase model description and two method-guides with detailed session plans for training of female and male POLs can be now downloaded in English and German, and will be soon available in Bulgarian and Greek as well. [Download:](#)

2. Spotlights from models piloting in four countries

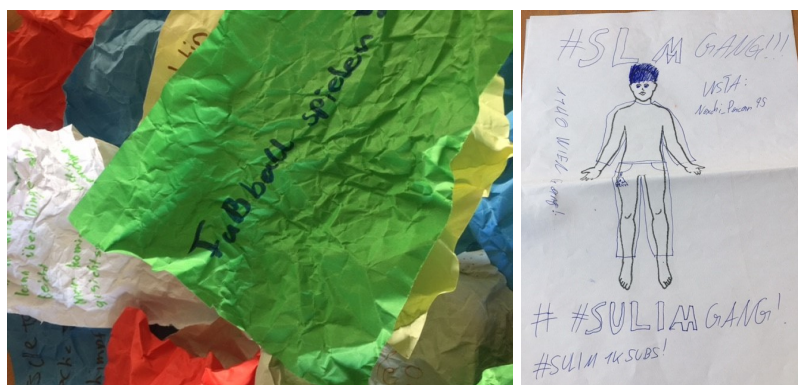
2.1 School based intervention model

Up to now the school diversity training model has been piloted in 13 primary and secondary schools and one nursery school. 18 workshops and ten focus group discussions with participation of over 260 young learners from four EU countries took place between June and November 2017. Among the participants were also students with migrant and ethnic minority backgrounds from integration classes in Vienna, welcome and regular classes in Berlin, Athens and Sparta, and multi-ethnic school classes in Sofia.

The students in **Austria** engaged intensively with the prescribed gender roles and expectations, reflected on their own ideas on how boys and girls have to be and discussed what gender equality and gender-based violence is.

„Boys can cry, but I find this unmanly, because, crying would be very womanly“ (boy, 15)

„Men have strong bodies, so they can protect women“ (boy, 15)



They exchanged and shared opinions on multi-ethnicity, diversity and mutual respect:

„We are all migrants in our class, acceptance is important, because we come from different cultures“ (boy, 13);

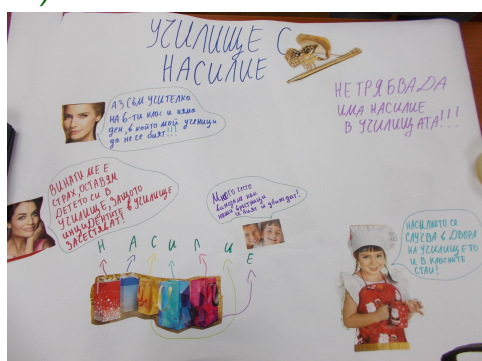
„ To me all people are equal. One should treat everybody equally, no matter how he or she looks like“ (girl, 16);

“There are girls with headscarves in our class, there are also boys from other countries, but this is now problem, we get along very well with each other” (girl, 15)

During the focus groups and workshops in **Bulgaria** the learners engaged primarily with the themes wellbeing and school climate seeking to answer questions like what makes their classmates feel well in school and what upsets them:

„The children in our class feel happy when we come all together and do not offend each other” (child, 12)

“...When it is quiet in classroom and the teachers do not quarrel with us” (child, 12)



They discussed what bullying and violence mean to them. For many it was difficult to differentiate bullying from violence. Their personal stories confirmed that bullying, aggressive behaviour and violence are part of everyday's school life:

“I feel very upset, when I get offended. I feel pain and sadness. It happens to me to be offended in school” (child, 12);

“Bullying is when the others systematically blackmail you for money” or “when they make fool out of you” (child, 13).

In **Germany** various facets and intersections of the diversity concept were addressed during the interactive workshops and creative work with the school classes. The learners had a chance to reflect on their own identity (*What makes me unique?*), on experience with commonalities and differences with their peers, on relationships between girls and boys, on bullying, violence and discrimination.



The young learners gave voice to their ideas and wishes related to diversity, gender equality, respect and acceptance:

“There isn’t such thing as ‘girls’ stuff’ and ‘boys’ stuff’; girls and boys can mutually support each other” (girl, 11);

“It seems to me, that always when we did something together with the boys or played together as a whole class we argued less” (girl, 11);

“It is what we, girls and boys, have in common: we are similar, but all different, some are ready to help, others not. Some are kind to their classmates, others – not” (boy, 11)

“We are one class, we have to stick together” (boy, 10)

„We are all equal and at same time different“ (girl, 11)

“This is as if we would all play an instrument, but everybody would make different kind of music” (boy, 11).

In Greece workshops were organised from nursery until high schools focusing mainly on the topics of bullying and diversity. The learners were asked to think about bullying, about their emotions and the emotions of those involved in a bullying incident in the context of diversity and multiculturality in schools with the presence of many children from refugee communities.



The participating children made their voice heard with the messages that they

have expressed:

"Do not make fun of foreign children" (girl, 11)

"Do not hurt the feelings to the people you love" (boy, 11)

"All Together= Strength" (girl, 13)

"Bullying crartes stress, fear and shame" (boy, 13)

"The most common victims of bullying are children that have origins from other countries, the "good" students in school and a new student in a school" (child, 13)

2.2. Capacity Building for Trainers

Along with students workshops the diversity model envisages competence building for professionals from formal and non-formal education settings. Five trainings were attended by 58 school teachers, social workers and other prevention practitioners so far.

The Austrian teachers appreciated the interactive teaching methods: *"The simple but motivating methods related to the themes that are easily implementable with my students"*, the new impulses and perspectives on the themes gender and diversity.

The German practitioners shared that the learning impact for them was *"the awareness gained to involve all learners in a group and not only the group of girls"* in order to tackle effectively rigid gender role stereotypes among young people and to promote gender equality awareness in education. Likewise increased awareness that the motivation and standpoint of the practitioners is a crucial success factor was emphasized: *"it is a matter of adequate attitude and effective methods"*; *"less can be more and learning through senses is important for the effects of learning"*.

The most relevant training topics for the Bulgarian teachers were bullying and violence, coping with offenses and anger, addressing feelings that cause violent and aggressive behaviour.

2.3. Community Based Intervention

The piloting of POL model is picking up speed as well. Two POL trainings have already taken place in two Roma communities in Sofia, one each with young men and young mothers.

In Berlin a peer training intervention has just started within a school community. Ten female students, refugee and migrants from six countries, Syria, Iraq,

Sudan, Serbia, China, and Russia, joined the group. The peers exercise and improve their skills in awareness raising and communication on gender roles and stereotypes, healthy and equal relationships among teenagers, sexuality, and prevention of gender-based violence.

“We have never discussed such issues at school before” (girl, 16)

“I learned about and talked about girls, but I also learned a lot about boys” (girl, 15).

In Vienna the POL trainings will be conducted in cooperation with a migrant community-based association AKIS. First preparatory meetings took place and young women from Afghan community recruited. The first training module is planned for December 15, 2017.

What follows next?

1. More capacity building trainings- read more!

The yMIND partners will meet in March 2018 in Vienna to analyze and evaluate the results of the good-practice models' piloting and to set up strategies for their exploitation in the four project countries and in other European countries beyond that,

The training offers for education professionals are a central component of the school-based model and will prepare the model's replication and taking to scale. The capacity building for school practitioners *“Become yMIND Multiplier!”* will continue in 2018.

In Greece two strategies are implemented to recruit schools for the model's piloting. An Open Call for participation has been launched and invitations were sent to all schools in the region of Attica. More than 10 schools confirmed interest to join in so far. Alongside cooperation contacts with a Centre for Counselling and Professional Orientation (KESYP) in the area of Sparta have been extended to include the yMIND trainings as well.

In Germany cooperation was established between SPI Forschung and the Regional Further Training Coordination units of the Senat for education of three Berlin's city districts. A series of training modules will be offered to primary and secondary schools from January 2018. Read more: <http://www.spi-research.eu/category/aktuelles>.

2. International Partner Meeting

The yMIND partners will meet in March 2018 in Vienna to analyze and evaluate the results of the good-practice models' piloting and to set up strategies for their exploitation in the four project countries and in other European countries beyond that.

3. Prevention and Diversity Competence Workshops

The participatory teaching methods will be applied as well in the frame of skills-building prevention workshops with students in the participating schools. A booklet with creative materials produced by the young learners will be published in the summer of 2018.

Wishing you nice winter time and Merry x-mas!

The yMIND team:
AÖF in Austria, HESED in Bulgaria, SPI Forschung in Germany and
ACTION Synergy in Greece



The project is co-financed by the Erasmus+ Programme of the European Commission. This publication reflects the views of the author only and the Commission cannot be held responsible for any use of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union