

Acknowledgments

On behalf of the Partners Consortium we would like to thank each and everyone who contributed to the development of SAFER's Handbook. Educators, Students, Policy Makers, School Management and Administration Staff, Ministries of Education in all partner countries, we are immensely grateful for your support, endorsement and insightful feedback.

This Project wouldn't be possible without your valuable contribution.

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This report was funded by the European Union's Rights, Equality and Citizenship Programme (2014 - 2020). The content of this report represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.



Introduction

This Handbook was developed within the framework of “SAFER Project”. The project SAFER: “Systematic Approaches for Equality of Gender” (SAFER) is a collaboration with partners from six European countries. SAFER project is co-funded by the Rights, Equality, and Citizenship Programme of the European Commission and therefore is supported by the EU.

SAFER Project aims to prevent, encourage reporting and combat Gender-Based Violence (GBV) through the application of Positive Psychology principles. A systematic approach is proposed in order to cultivate valuable skills which can be utilised not only to combat and prevent GBV, but also to enhance individual’s emotional and psychological well-being and create healthy social connections and interactions.

The project aims to raise awareness among Primary School Teachers, Students, Parents and relevant Stakeholders regarding challenges which exist in modern society in relation to Gender Stereotypes and Inequality, with a view to reducing and, ultimately, preventing GBV.

SAFER’s target is to firstly train Teachers and Educators and create a knowledge pool of classroom material available to them online, so they can impart their knowledge with Elementary students (ages 6-12). Furthermore, Educators that will follow SAFER’s instructions and activities will be in a position to foster a secure environment in the classroom, where students will feel comfortable and safe to express their feelings, opinions and concerns whilst feeling accepted and supported. Such an environment will encourage students to report any possible gender-based violence cases or defend if needed a peer when put in a relevant situation.

SAFER Project proposes **4 key Modules** to achieve the aforementioned goals:

- 1. Gender Sensitive Pedagogy (and Comprehensive Sexuality Education):** refers to the pedagogical measure deployed to reach gender and equity goals, an approach that



promotes a learning process that pays close attention to identification and critique of gender stereotypical behaviors.

2. **Life Skills:** are defined as psychological abilities for adaptive and positive behavior that enables individuals to deal effectively and sufficiently with the demands and challenges of everyday life (WHO).
3. **Character Education:** is a term used to describe an educational approach which aims to help children to develop moral, civic and socially acceptable thinking and behaviour.
4. **Resilience:** the ability to bounce back from adversity – the process of adapting will in the face of adversity, trauma, tragedy or even significant sources of stress (American Psychological Association, 2014).



Manual on how to use the Handbook

The Activities and Theoretical Background for each Module provided in this Handbook, are evidence based and they derive from extensive literature review conducted from all partners. Furthermore, prior the creation of SAFER's Training Material, each partner country conducted a relevant research in order to investigate the needs analysis.

The Handbook contains user-friendly instructions for Trainers – Teachers and included are a plethora of references and suggestions for further information. In case that Trainers or Participants might need any further clarifications or information, they are encouraged to contact anytime the SAFER partner consortium through our official website (<http://gendersafer.eu/>).

How to Utilise Training Package:

- Training Guide for Teachers (or any other relevant expertise with similar role) working with children between the ages of 06-12.
- Reference Tool by Trainers, Students/Children who have already gone through the training, Parents that familiarized themselves with the material due to their children.

The Material is split in to **four modules:**

- 1. Gender Sensitive Pedagogy (GSP) and Comprehensive Sexuality Education (CSE)**
- 2. Life Skills**
- 3. Character Education**
- 4. Resilience**

Each chapter – module begins with introducing to the reader a brief theoretical background and an elaborated Reference List in order to provide a pool of information for those who wish to investigate specific aspects and notions into more depth.



At the activities section, you will firstly find a Summary Table of the activities in finding order, including their objectives and a brief description for each activity. Following is the elaborated description for each activity with appendices, worksheets and references.

Trainers-Teachers are encouraged to alter, adapt and implement all the material provided in compliance with their own specific goals or limitations (time availability, cultural differences, education system – curriculum of each country, specific characteristics of trainees group, material availability, desired learning outcomes, facilitator’s own characteristics).

The trainings can be conducted within the classroom, working with small or large groups (around 20-25 people). The duration of the training can vary again, depending to the audience and availability, however do keep in mind that the team proposes around 5 hours for each module (around 5 activities of 45 minutes, plus brief pause in between to be used as deemed needed by the facilitator - break / room alterations / audience following instructions / material give always etc).

Please bear in mind that it is mandatory that the Trainers must be in a position to answer questions and to engage in conversation amongst themselves and the participants. Hence, it is highly recommended to read carefully the material provided and if possible, to do their own background research also, taking into account the participants unique characteristics.

