

HEALTHY CHOICES FOR KIDS

INCEST TRAUMA CENTER - BELGRADE VIOLENCE PREVENTION PROGRAMME

FOR KINDERGARTENS, TEACHERS, PARENTS / GUARDIANS AND CHILDREN FOR USE IN CLASS-TEACHER LESSONS, FOR DESIGNING AND IMPLEMENTING SCHOOL ACTIVITIES AND LOCAL COMMUNITY ACTIVITIES



Complementary resource to **The Educational Packages for Learning About the Topic of Sexual Violence Against Children for Kindergartens, Primary and Secondary Schools in Serbia**

Authors: Ljiljana Bogavac, MD, and Dušica Popadić

The second, expanded edition



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**Reconstruction
Women's Fund**

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Parents / Guardians and Children for Use in Class-Teacher Lessons,
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*Complementary resource to the Educational Packages for Learning About the Topic of Sexual Violence Against
Children for Kindergartens, Primary and Secondary Schools in Serbia*

Second, expanded edition

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*Children on cover page were participants of the “Healthy Choices for Kids” and the consent was obtained for
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2024 New keynote address of the Incest Trauma Center - Belgrade

VALUES ARE LEARNED

For seven years now, colleagues from the international professional community have been constantly asking the Incest Trauma Center – Belgrade when we will publish our Educational Packages for learning about the topic of sexual violence in English. Namely, in November 2016, the invaluable educational content was written by a team that we formed, consisting of 27 professionals, most of them employed in the field of education. Following a nine-year long process, in 2016 Educational Packages – as the systemic solution in Education - were officially made, by the Ministry of Education, an integral part of the national curriculum of kindergartens, primary and secondary schools in the Republic of Serbia. It was officially declared at the event which was held in the Ceremonial Hall of the Rectorate of the Belgrade University. A total of 776 pages are intended for professional staff working in kindergartens and schools on how to teach their colleagues, parents and children about the topic of sexual violence, as well as how to initiate and achieve changes in their local communities in connection with raising social awareness and quality public speaking on the sexual violence issue. With great success, every page of our material has been applied in kindergartens and schools while working with children and young people aged 3 to 18.

Education Packages in the English language are before you and it can be said that in 2024, they are needed more than ever. The reason for this is growing fascism, racism, nationalism, misogyny, both in Serbia and Europe, and in the whole world, which we are all witnessing. The Educational Packages are a concrete help to jointly oppose the retrograde, clerical forces and ultra-right wingers who organize themselves in the anti-feminist movement. Educational Packages as a tool are our proactive response to the danger of self-organization of child sexual offenders and (sexual) abusers against women, as well as a response to the danger of current trend of institutional violence through applying Parental Alienation Syndrome against the best interests of children and their mothers. We equally raise our voices against the sexual abuse committed by church officials that occurs all over the world. For example, just in the past month in Serbia – two Serbian Orthodox Church bishops who, in separate cases, were reported by number of victims for committing serial sexual abuse of children – are being rewarded in the form of decorations and official promotions. In addition, the Gender Equality Law implementation is stopped. Finally, in this post-conflict setting, the confrontation with the past has never even started. Therefore, **knowledge about the dynamics of sexual violence in order to recognize it – is our power.**

With their values, Educational Packages represent prevention and influence the stopping of sexual violence. Values are learned, so our educational content strongly indicates that the most important voice is the voice of survivors of sexual violence, that sexual abuse of children most often takes place within the family, we emphasize the pro-choice perspective, we warn about the sub-taboo of sexual abuse of children and women by helpers, we raise our voice for respect for all diversity, including sexual diversity.

Before the Educational Packages came into your hands, the Incest Trauma Center – Belgrade checked how up-to-date each page is after their first edition. So, feel free to step into completely up-to-date content with the best current knowledge that you can fully apply directly in kindergartens, primary and secondary schools as well as master the methodology with which you will create Educational Packages in your own country that will be included in your national curriculum of kindergartens and schools.

We know that we are on the right track in at least two ways: from every feedback from colleagues who have been consistently applying Educational Packages in their work all these years, but also because of the backlash of backward groups.

The Incest Trauma Center – Belgrade received a number of significant awards during its 30 years long work among which are, related in particular to the Educational Packages, the Fulbright Award for Professional Excellence and the Feminist Recognition for the Act of Resistance in Public Domain.

Educational Packages consist of:

1. *Educational Package for Learning About the Topic of Sexual Violence Against Children for Kindergartens in Serbia, Parents and Guardians*
2. *Educational Package for Learning About the Topic of Sexual Violence Against Children for Primary and Secondary Schools in Serbia*

3. *Healthy Choices for Kids: Incest Trauma Center – Belgrade Violence Prevention Programme; Complementary Resource to the Educational Packages. For Kindergartens, Teachers, Parents/Guardians and Children for use in class-teacher lessons, for designing and implementing school activities and local community activities*

In order to be even better prepared to properly understand and master the social context for work in the field of sexual violence, we warmly recommend, along with Educational Packages for you to read and study also our following resources:

- A.) [2020©ITC; Advocacy and Lobbying Pack: Educational Packages for Learning on Child Sexual Abuse in Serbia](#)
- B.) [2021©ITC; Social Position, Experiences and Strengths of Women Human Rights Defenders Active in the Field of Sexual Violence.](#)

Free download of all listed resources in English and Serbian is available on official Internet web page of the Incest Trauma Center – Belgrade www.incesttraumacentar.org.rs which preserves our institutional memory.

We thank the Reconstruction Women’s Fund from Belgrade, Serbia, for being a true ally.

Dr. Ljiljana Bogavac, Dušica Popadić and Snježana Mrše

BRIEF INFORMATION ON RESULTS OF THE INCEST TRAUMA CENTER - BELGRADE

The Incest Trauma Center – Belgrade (ITC; officially registered in 1994) is a women’s non-governmental organization, a service specialized in the Sexual Assault issue. The professionals were originally trained in the sphere of health and mental health. More details about the activities of the ITC can be downloaded at www.incesttraumacentar.org.rs and www.ijasamuztebe.org.rs. **We provide psychological assistance to child and adult survivors of sexual violence and their supportive persons** (6 reported cases per week; the only representative statistical data on the national level on the social problem of sexual abuse of children for the period 1994-2023, which was published annually, incorporated in several national strategies and reports for the Republic of Serbia; starting from 2020, in accordance with the new Strategic plan, online counseling only). At the same time, we work as a **Training Center** and after 30 years of ITC activities, our diverse training programs have been attended by 12932 from 1074 GOs and NGOs (4/5 from GOs). All the ITC educational and preventative programs have been designed and realized on the grounds of our team’s direct daily service provision in the context of violence against women and children. Our trainers were authors and personally delivered our ed. programs accredited by the Ministry of Education and the Ministry of Health of Serbia as well as the leader of ITC Trainers’ Team is certified in Supervision and Training skills in Child Protection by the NSPCC, UK, and holds accreditation on competency in the Training for Trainers in Child Protection issued by the NSPCC, UK. **(Just two illustrations:** over the period 2001-2003, in partnership with the Ministry of the Interior, we trained police officers from 11 towns, starting from public law and order, then sex offences and juvenile delinquency departments to teachers on all three levels of police schooling (effective 42 hours of work); 2005-2011, in partnership with the Ministry of Justice of RS, for the personnel of 4 penitentiary institutions in the territory of Serbia working with women and minor perpetrators of criminal offences. Educational programs of basic and advanced level (42 + 58 effective hours of work); 2004-2017, delivering 3-level trainings to the schools and kindergartens that were afterwards entering the National Network of Schools and Kindergartens against Sexual Assault which was founded by ITC. Within our identity of the **Sexual Assault Prevention Center**, 8,916 children and adolescents completed our 10 weeks long “Healthy Choices for Kids” Prevention Program for teachers, parents and kids. Besides, within ITC, the Sexual Assault Prevention Peer Team run our Sexual Assault Prevention Club (schoolers age 12 to 18 run the Club assisted by our Volunteers mainly of age 19 to 25). Within this identity, we also ran a several surveys and collected data to identify further lines of operation. **To emphasize, in period 2014-2017, ITC was developing Co-management Model of decision making process, joint by staff and youth involved and this includes decision-making youth structures in ITC daily practice and youth participation in evaluation.**

In June 2001, the ITC founded and for 6 years provided focused active coordination of **The Network of Trust against gender-based violence** (an intervention team of trained practitioners from 15 GOs and NGOs, who in the course of their daily professional activities provide assistance to child and adult survivors to all forms of violence). **The Network of Trust was 1st multi-disciplinary network in this field** in Serbia. We are experienced in public campaigns and lobbying (e.g. in the period 2007 - 2011, we were implementing a nationwide campaign against sexual violence entitled “**The Me Nobody Knows**”, one of the specific aims of which was the introduction of the topic of Sexual Assault into the national (pre-)school curricula, syllabi and textbooks; also the Council of Europe Campaign “1 IN 5” in Serbia in the period 2012-2015). We note 1429 appearances in media.

In accordance with the ITC Strategic Plan for the period 2015-2020 (started this line of operation in 2009), our main identity is related to **the Sexual Assault Prevention Center**, and accordingly, some of the results have been: A) State Excellence Award “for special contribution to awareness-raising concerning the unacceptability of sexual and gender-based violence” (The Ministry of Social Policy of Serbia, 2010) B) Finalist in 2011 and recipient in 2012 of the award “REWARD” of the National PR Society of Serbia in the category “Communication in the non-profit sector”; note:: ITC has been the only competitor that both years created and implemented its Campaign on our own, with no hiring marketing agency; C) Appointment by the Council of Europe in Strasbourg as the official national partner in the Campaign against child sexual assault for the Republic of Serbia, the Campaign entitled “ONE in FIVE”, based on the Lanzarote Convention (according to the signed agreement, in the course of the entire Campaign, 2012-2015) D) The official song “Stop the Silence!” of ITC Campaign in Serbia has been in 2012 handed over to the Council of Europe in Strasbourg and it was designated as the official song of “ONE in FIVE” Campaign on European level to be used by the member-states E) **In April 2013, the Parliament of the Republic of Serbia adopted ITC Initiative FOR the rescinding of the Statute of Limitations concerning sex offences committed against children.** In this way, Serbia became second country in Europe, after UK, where the Law recognizes long-term effects of sexual trauma (comparing with earlier regulation when child sexual abuse offender could be prosecuted only six years after the last incident of sexual abuse occurred). Now, the survivor was provided the right to report and start up a criminal procedure when gaining psychic strength and social power necessary to act as a more equal participant in prosecution. ITC officially initiated and worked intensively toward this historical change of legislation. F) In 2014, ITC staff wrote up themselves and with associates from schools provided

numerous resources for learning on Sexual Assault issue in the classroom within the national (pre-)school curriculum and relevant textbooks (incl. opening 1st Sexual Assault Peer Prevention Club that has been with its program activities also put at disposal of the Ministry of Education of Serbia and its Violence Prevention Unit). We continued designing ed. resources in coming year. G) In 2015, ITC has been the owner, leader and author of the **1st National Study in Serbia on Prevalence and Incidence of Childhood Sexual Assault** that we nowadays carry out directly in the field (in 97 primary and secondary schools) in co-operation with the Ministry of Education of Serbia and the Women's Health Promotion Center from Belgrade, supported by the Delegation of EU to Serbia. The Preliminary Report published in June 2015 and the Final Report in October 2015, followed by a new 3D ed. resource for children, youth, parents and teachers www.ijasamuztebe.org.rs („I am here for you, too!“). Meanwhile, we worked parallel as the member of the Task-force of the Parliament of Serbia (Child Rights Committee in charge now to propose improvements in Family Law in chapters concerning Child Abuse) as well as co-operated with the Gender Equality Co-ordination Body of the Government of Serbia where we had contributed to the Action Plan 2015 with actions concerning introduction of Child Sexual Assault issue into the national school curriculum for kindergartens, primary and secondary schools and also provided contribution to the Draft of new Gender Equality Law. **In 2015, by being the subject of two Public Hearings in the Parliament of Serbia, the Sexual Assault issue has reached its highest point ever concerning its visibility on a public agenda.** In September 2015, in partnership with the Women's Parliamentary Network, we presented results of the National Study in the Parliament. Then in 11 towns in Serbia ITC led the Public Discussion together with the Ministry of Education in order to Draft the **Strategy in Education for Prevention of Child Sexual Assault in the Republic of Serbia** and we included both school students and adults from different sectors. **Based on the results of 1st National Study and Public Discussion**, on November 18 (The European Day on the Protection of Children against Sexual Abuse), again with the Women's Parliamentary Network, the Ministry of Education and the Republic Ombuds office, we presented the Strategy at the Public Hearing in the Parliament of Serbia. Authors' team that wrote up the Strategy in Education was consisted of the Ministry of Education (Violence Prevention Unit / Group for the Protection against Violence and Discrimination) and the Incest Trauma Center – Belgrade and the Strategy was adopted by the Ministry of Education. Immediately afterwards, we **submitted to the Parliament ITC Initiative on Prevention of Retraumatization within Criminal Prosecution concerning Survivors of Childhood Sexual Assault** (requesting Monitoring role of the Parliament regarding protection legislative measures in accordance with the Lanzarote Convention). In February 2016, the Initiative was presented to members of the Parliament in co-operation with the Ombuds office and its Child Rights Division that wrote up the legal formulation of the Initiative. **Our work on this Initiative has still been underway.**

In period 2016 – March 2017, we run the National Campaign called „I AM HERE FOR YOU, TOO!“ and, in partnership with the Ministry of Education and selected school personnel pool, wrote up Educational Packs for kindergarten and 10 subjects that belong to the national curriculum of primary and secondary schools (total of 764p.). 24 authors from Education field received „Thank You“ Certificate signed by the Minister of Education. On November 18, 2016 in this way the Sexual Assault issue was – after 9 years of advocacy and lobbying of ITC - officially introduced into the national (pre)school curriculum to be learnt by children, youth and parents within a regular life of kindergartens and schools. The high-level profile ceremony we held in the Ceremonial Hall of the Rectorate of the Belgrade University and both the Parliament of Serbia, the Ministry of Education and the Republic Ombuds contributed to this Promotion Day, e.g. having as keynote speakers Chair of Parliamentary Committee for Human and Minority Rights and Gender Equality, co-ordinators of the Women Parliamentary Network and Deputy Ombuds for the Rights of the Child and Gender Equality. The Ministry of Education issued the Guidelines on Usage of Educational Packs and together with ITC its representatives made a journey throughout Serbia to teach kindergartens and schools how to use Educational packs. 5 months later, suddenly, the pressure occurred through social networks by clerical and ultra-right wing forces that are active in Serbia and the Minister of Education announced in media only he would withdraw Educational Packs for that moment. No official public letter on the withdrawal was ever issued by the Ministry. Colleagues employed in educational institutions regularly inform us they use the Educational Packs in their work.

Directress of ITC was named the 2016 World of Children Protection Award Honoree and received the Award in the city of New York in October 2016, therefore the Incest Trauma Center - Belgrade now stand together with some of the world's best child advocates. This was the first year of the Protection Award for individuals who recorded and continue to record extraordinary achievements in helping children be safe and free. The media in US often refer to World of Children Award as the Nobel Prize for child advocacy. We received the Congratulation Letter also by the Parliament of Serbia.

In 2017, with support of the Delegation of EC: 1. **we founded and handed over to the Ministry of Education the National Network of Schools and Kindergartens against Sexual Assault**, so that this network became their ownership and 2. **we founded and started co-ordinating the Regional Network against Sexual Assault** gathering women's NGOs with long-term experience in this field aiming to strengthen networking in the Balkan and connect this territory with

international professional community.

Starting from March 2017 and to date, ITC has been a Country CAN Partner of The International Society for Prevention of Child Abuse and Neglect (An ISPCAN Country CAN Partner), the largest professional organization in the world concerned with the Child Abuse and Neglect issue.

Both in March 2016 and March 2017, ITC was nominated for The With and For Girls Award. It is an initiative of the With and For Girls Collective which is a group of eight funders: EMpower, Mama Cash, NoVo Foundation, Plan UK, The Global Fund for Children, Nike Foundation, Comic Relief and Stars Foundation who aim to identify and recognize strong grassroots organizations working WITH and FOR girls through their annual Awards. The procedure allows nominations could be made only by trusted referral partners because the Nominee has demonstrated effective practice in creating a supportive and empowering environment for girls.

In May 2017, Directress of ITC was named the 2017 Fulbright Award for Professional Excellence in 2017. The Award "Leader" was established in the aim of affirming excellence in development of science and research, advancing profession and promoting positive social changes. Directress of ITC received the Fulbright Award "for professional accomplishments and contribution to positive social changes reached during 2016 in the field of direct service provision to child sexual assault survivors and the work on prevention of violence against children through educational programmes".

In March 2018, ITC received the FEMINIST RECOGNITION FOR THE ACT OF RESISTENCE IN PUBLIC DOMAIN „for the work on creating Educational Packs for learning on CSA issue and the act of resistance against veto on implementation of Educational Packs.“ The Feminist Recognition awarded by the BeFem, Serbia.

Together with the Founding Team of 1st Regional Network against Sexual Assault, ITC has been continuing actively to contribute to the Network development, therefore by having 13 organizations from 10 European countries in membership, this shape of Network's self-organizing outgrew regional character. Therefore, in 2019 we contributed to the efforts of the Founding Team to formalize the Network's status and respond to its real developmental level, therefore nowadays it operates as a registered legal entity under the name of **the European Women's Network against Sexual Violence (EWNASV www.reactagainstsexualviolence.org www.facebook.com/europeanwomensnetwork/ www.instagram.com/react_against_sexual_violence/)**. EWNASV held its 1st International Conference against Sexual Violence in September 2019 in Belgrade which was evaluated highly by its participants. Directress of ITC served as the President of EWNASV in period September 2019-January 2022 and President of ITC acted in capacity of the Governing Board member for the same period, after which ITC's President was elected to take over the role of EWNASV President (completed in March 2024).

Following our newest Strategic Plan, which started in 2020, ITC in future – through participation in EWNASV - shifted its activities mainly to the Balkan and European level and works intensively to strengthen ties among EWNASV members to international professional community (coverage wider than Europe) and to integrate newcomers with high performance quality in the field of Sexual Violence.

In March 2020, ITC drafted the **Advocacy and Lobbying Pack (213 p.)** to obtain support of relevant stakeholders from international community to assist the return of systemic implementation of the Educational Packs to the national curricula of the kindergartens, primary and secondary schools. In spite of withdrawal of the Educational Packs, perpetrated by the minister of education in May 2017 after the negative campaign via social networks by clerical and ultra-right forces – along 3 years a large number of colleagues employed in Education informed ITC that they use Educational Packs regularly in their work with children and parents. The Advocacy and Lobbying Pack is **EVIDENCE-BASED DOCUMENT** arising from evidence collected through 3 years long monitoring of ITC (2017-2019.) in primary and secondary schools on the territory of Serbia regarding the implementation of the Lanzarote Convention. The findings showed that it was necessary to start again officially, sistemically, to implement the Educational Packs in daily life of kindergartens and schools.

In May 2020, ITC joined EWNASV member-organizations in drafting the **Contribution to the UN SRVAW Thematic Report on Rape**.

In March 2021, ITC and EWNASV published the findings of **1st Survey on Social Position, Experiences and Strengths of Women Human Rights Defenders active in the Field of Sexual Violence in Europe**, supported by the Reconstruction Women's Fund which has been an authentic ally to us for longer than 15 years.

In period May-October 2021, ITC partnered with EU TACSO Program and organized a number of sessions for EWNASV members within the Strategic Mentorship Program. We are co-authors of EWNASV strategic documents: Strategy Paper 2022-2025, Guidelines for Quality System of Internal Governance, Guidelines for Extending Membership and Communication Strategy.

In period January 2022 – February 2024, ITC has been under contract of the Council of Europe, Strasbourg, for the provision of international technical support and intellectual consultancy services for the enhancement and support of Barnahus structures in Finland and for the protection of children against sexual exploitation and sexual abuse.

Taking care of institutional memory, in March 2022, ITC published its contribution to the area of Organizational Development called: Policy and Resilience of a Women's NGO Active in the Field of Sexual Violence – Experience of Incest Trauma Center – Belgrade, Serbia.

In 2022, ITC was a Finalist of the Juliette Gimon Courage Award of US Global Fund for Children.

In period December 2022 – December 2023, within Strategic Area 3 of EWNASV Strategic Paper 2022-2025, where ITC has been appointed to take care of Capacity Building, we organized six online learning opportunities for colleagues from international community who are both members and non-members of EWNASV.

In March 2023, based on 29 years of our experience in provision of training services, we published ITC Manual titled "Meeting International Standard of Competency in Child Protection Training: For Trainers Active in the Field of Sexual Assault".

We continue the care for institutional memory and in December 2023 we published our "Methodology of the 1st National Study on the Child Sexual Assault Issue in the Republic of Serbia" and we convey our experience in Serbian and English as it has been for the majority of our publications.

In March 2024, ITC completed its contribution to the European Women's Network against Sexual Violence and continued following our current Strategic Plan.

For seven years now, colleagues from the international professional community have been constantly asking us when we will publish our Educational Packs for learning about the topic of sexual violence in English. All three Educational Packs saw the light of the day - for kindergartens, primary and secondary schools, parents/guardians and for designing and realizing local community actions – thanks to the Reconstruction Women's Fund from Belgrade.

In this same year, we published our Collection of 50 Successful Feminist Project Ideas in the Field of Sexual Violence in Serbian and English.

Along with direct service provision via online sessions for survivors of sexual violence and their supportive persons, provision of supervision and specialists' trainings as well as organizing educational programs for colleagues from international community, the Strategy of the Incest Trauma Center – Belgrade, starting with 2024, is focused on the Publishing within our care for the institutional memory.

July 2024

"Never doubt that
a small group
of thoughtful,
committed citizens
can change the world;
indeed,
it's the only thing
that ever has"

Margaret Mead

"Self-esteem
isn't everything;
it's just that
there's nothing
without it"

Gloria Steinem

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A word of greeting from the authors of the Program and Handbook

Since 1995, a total of 8713 children and adolescents participated directly in the Violence Prevention Program “Healthy Choices for Kids” implemented by the professional staff of Incest Trauma Center - Belgrade. Back when it was first applied, it was an adaptation of the original American program “Healthy Choices for Kids”, which was implemented by one of the authors in the United States. Over the years, we have fully adapted the Program to the Serbian context; all that remains of the original program are the outlines and the wonderful and encouraging original title.

In its 23rd year, Incest Trauma Center - Belgrade is publishing the second, expanded edition of the Handbook for the implementation of its Violence Prevention Program entitled “Healthy Choices for Kids”. The handbook is part of the same original education program developed by Incest Trauma Center - Belgrade, accredited by the decision of the Minister of Education (previously, for several years the program used to be accredited by the Institute for the Improvement of Education of the Ministry of Education of the Republic of Serbia). This is the advanced level of the education program, and the precondition to attend (and therefore use this Handbook) is to complete our accredited basic level program, which teaches (pre) school staff to recognise gender-based violence against children and women and about the intervention basics.

The program contains precious knowledge on how to prevent emotional, physical and **sexual violence** against children and women. It is about recognising and having an allied reaction to discrimination. “Healthy Choices for Kids” were taught to children from the general population, children who suffered war trauma, children without parent care, children with developmental impairments, Roma children, etc. It should be implemented during the natural course of a successful preventive program: first with the school staff, then with parents and (only) then with children.

As a rule, any preventive activity incites the disclosure of cases of violence. Therefore, remember! **Start the prevention program only if you are trained to provide proper and efficient interventions in the interest of the child.** Violence against children and women is a criminal offense and you are obliged to fulfil your legal obligation and report the crime to the police and prosecutor’s office.

The abovementioned number of children and the youth does not include students who took part in the Program which was implemented by trained teachers from 68 primary and secondary schools in Serbia.

*Dr Ljiljana Bogavac
Dušica Popadić*

Belgrade, November 2016

Introduction

Our violence prevention program “HEALTHY CHOICES FOR KIDS” is based on basic children’s human rights. It does not allow any violence that violates the rights of the child and highlights the attitude that those committing violence are always the only ones responsible for it. This program empowers children by talking about, as they say, “their important things”, which are around them and inside them, about the vulnerability and the strength they possess. It teaches them the practical and realistically applicable situation management skills which include defence, self-protection strategy to avoid risk-bearing situations or how to manage them. It provides knowledge on what violence is and how they can get assistance from the adults they trust. Or, when it comes to adolescents - from their peers.

“Healthy Choices for Kids” do not limit the children’s activity but develop and increase their abilities. It is entertaining; the previous implementation experience shows that it is acceptable, applicable and adaptable for children aged 7 to 18. It is equally appropriate for children with developmental impairments and children from various marginalised groups. It builds self-esteem, strengthens self-confidence - the feeling of one’s own value in a child and the feeling / sense for the rights of others. It teaches about different forms of violence and the dynamics of situations of violence.

This program builds the comprehension of gender roles in a society and teaches how patriarchally defined gender roles provide a basis for violence and “justify” the behaviour of offenders. It teaches the child about offenders and victims and about the strategies and techniques they could use to protect themselves from being in one of these positions.

One secondary school student told us during his participation in our Program: “The rules set up by adults serve to prevent any change and to keep us in fear, so that even if you wanted to change something, you would be unable to and would not dare. The rules keep you in the dark, they scare you, you cannot see anything in the dark and you are taught that this is what is good and safe. And it is supposed to be safe because the adults say so. You would like something else; you sense that you are not feeling well, but they tell you, ‘No, this is the right way, this is how it should be.’”

“Healthy Choices for Kids” are an ally to the children, and children have infallible criteria to identify adults they can trust, because only adults can stop a situation of violence. The children are also taught that if the first contacted adult fails to react adequately and fails to protect them, they should find another one. And another, until an adult takes responsibility. The attitude “I AM WITH YOU, TOO!” encourages support from peers. And singles out professional services that children can turn to for assistance.

The program is inspirational, playful, provocative, often funny - both for the adults implementing it and for the children. It encourages and motivates both to change. It teaches children - to respect and to be happy for themselves and enjoy their differences and to respect others who are different and to be happy for them. It encourages children to be equal members of the society, to have rights which are guaranteed and not earned. It teaches them to protect and fight for their rights as adults tomorrow, and to protect and fight for the rights of disenfranchised children - not to be just by-standers, but to learn how to actively participate in the building of a civil democratic society, without discrimination and violence.

The topics covered by our “Healthy Choices for Kids” are: family, gender roles, violence against children, discrimination and diversity, domestic violence, sexuality, peer group violence, adolescent relationships. Nothing is implied, and part of learning here is also to appreciate and give public praise to each other and celebrate our achievements.

The program covers all three prevention levels: primary, secondary and tertiary. **Primary prevention’s** goal is for the given topics to be accessible for discussion, not secret, and to teach children healthy decision-making which will prevent them from becoming the next generation of adult domestic violence victims / offenders. **Secondary prevention** engages us in the identification of students living in families where there is a high risk for the occurrence of violence. This pertains to child victims who witnessed domestic violence or were directly exposed to violent actions. That is why we are introducing the obligation to ensure an intervention support group for children that allows them to plan for safety and gives alternative options for non-violent problem solving. **Tertiary prevention** provides community education, with focus on school staff and parents, about the recognition of violence and intervention basics and on the legislation and steps to take with parents whose children disclosed domestic violence in the support group. The basic goal is for the student to find and establish a safe place, whereas the child that is not exposed to violence and his/her parents are taught to act as allies to the child caught in a situation of violence and not to just be by-standers.

The program is mostly implemented as a workshop. The work is done with the whole group, in smaller discussion groups, in pairs. The traditional “lecture” part by teachers is at a minimum. In fact, they are there to present, elaborate

and strongly and persistently advocate for values in the field of human rights and to serve personally as role models for these values. The real work is in fact the joint process of building a **Violence-free Zone** - participating in the learning process occurring now, in this very moment before you, through a constant and vivid interaction with students. You will very quickly notice that you are learning simultaneously with the students, and this can be a pleasant surprise. There is a set of practical exercises that was designed based on the cases faced by and managed by the authors over the years, aiming to share their practical experience with you. The Program uses many video and audio recordings, mostly produced by Incest Trauma Center - Belgrade.

There are separate chapters in this Handbook that cover the role and responsibility of the school staff and parents in the continuous violence prevention program. They point out the goals for both groups, such as the proper understanding of the dynamics of a situation of violence, effects on the child and where to look for help. The school staff is specifically responsible to learn how to recognise behaviour that can show that a student is living in a family where there is violence and to act in line with the Criminal Code of the Republic of Serbia, Special Protocol of the Ministry of Education, Science and Technological Development of the Republic of Serbia for the Protection of Children from Abuse and Neglect and its accompanying / complementary documents.

“Finally,” Incest Trauma Center - Belgrade program “Healthy Choices for Kids” teaches students:

- that they have the right to be respected as persons
- to understand how stereotypical expectations concerning behaviour, relationships and decision-making between men and women contribute to the pattern of abuse
- that violence is a social problem and not their personal one, and that everyone around them is ready to do anything to protect them as children
- that violence is a matter of power and control and that this means that it happens because another person wants to manage your life
- that violence is a choice and that the offender is always the only one responsible for violence
- that gender is a risk factor - because girls or women are targeted more frequently
- to understand the dynamics of power and control in the family and other interpersonal relations
- to identify different forms of abuse
- to recognise the opportunities and sources to solve problems or dangerous situations
- to learn the skills of assertiveness (self-confidence) that help them to resolve problems in their surroundings and clearly say NO to the things that are bad for them
- to understand that children are never responsible for domestic violence and that no child behaviour is ever the cause of violence
- that the person experiencing or the person committing violence are not sick and that “violence should not be treated” - violence is a criminal offence and the law sets forth the punishment for the offenders and instant protection for children
- that violence is stopped by reporting to the competent authorities and by finding allies in private surroundings - these are healthy mechanisms to manage violence and can be learned
- that they have a right to leave violence.

Do you share these beliefs?

They are necessary to implement preventive programs for the school staff, parents and children.

GOLD STANDARD

IN WORKING TO PREVENT VIOLENCE AGAINST CHILDREN

**requires that the topic of violence and discrimination
is taught in the following order:**

- 1. First to the staff in kindergartens, primary and secondary schools and student dormitories**
- 2. Parents and other persons that look after children on a daily basis**
- 3. Children and students.**

CHAPTER ONE:

For the staff in kindergartens, primary and secondary schools, and student dormitories

The first chapter of the Handbook “Healthy Choices for Kids” is intended for the staff in kindergartens, primary and secondary schools, and student dormitories.

The chapter aims to build the competences for permanent engagement in the field of prevention of violence against children and women and is aimed at direct work with adults, such as co-workers, parents and other persons that look after children on a daily basis, who are obliged to work hard to earn the child’s trust.

It represents a direct practical implementation of the relevant documents of the Ministry of Education, Science and Technological Development of the Republic of Serbia:

1. Articles of the Law on the Foundations of the Education System which pertain to the topics of violence and discrimination
2. Special protocol for the protection of children and students in educational institutions from violence, abuse and neglect
3. Rulebook on the Procedure protocol in institutions in response to violence, abuse and neglect
4. Handbook for the implementation of the Special protocol for the protection of children and students from violence, abuse and neglect in educational institutions.
5. Strategies in the field of education for the prevention of sexual abuse of children.

By strictly adhering to the quoted sources from the given documents (2-4), Incest Trauma Center - Belgrade compiled a short overview - Guidebook to the regulations on the prevention and protection and provided specific proposals on how to design and implement measures of prevention and intervention in cases of violence against children. So, to turn that which was proscribed to real life. For the employees and parents not to be just passive observers.

Because preventive activities encourage children, parents and others who provide daily care to children to disclose violence, we are here also giving recommendations concerning interventions in the context of a necessary value system on the side of helpers. If you are not ready to react and implement an intervention in the interest of the child that is exposed to violence, you are responsible not to initiate any preventive activities.

The more you work on preventing violence against children and women, the less there will be a need to intervene. Interventions always cost the most.

The proposals given in this Chapter are certainly not the only possible ways to prevent violence against children. They are an incentive to use your experience and deep knowledge of your institution and local community to have a real impact on a child’s safety.

**THERE IS NO KINDERGARTEN OR SCHOOL
WITHOUT VIOLENCE.**

**THE RISK IS ALWAYS THERE,
BECAUSE THE (PRE)SCHOOL ENVIRONMENT
IS A COMPLEX SYSTEM.**

CHILD PROTECTION IS A POLICY.

Introduction

PROTECTING CHILDREN FROM VIOLENCE IS A CONCRETE OBLIGATION¹

United Nations Convention on the Rights of the Child

Provisions on the Protection of Children:

- Article 19, protection from physical and mental violence, abuse and neglect
- Article 34, protection from all forms of sexual exploitation and sexual abuse
- Article 35, protection from abduction or traffic in children
- Article 36, protection from all other forms of exploitation prejudicial to any aspects of the child's welfare
- Article 37, protection from inhuman and degrading treatment and punishment

Article 39 of the Convention obliges countries to take all appropriate measures to promote physical and psychological recovery of a child victim and its social reintegration.

By ratifying the Convention on the Rights of the Child and the Optional Protocol to the Convention on the Rights of the Child on the trafficking of children, child prostitution and child pornography, the Republic of Serbia has accepted the obligation to prevent and combat sexual violence against children and to provide protection to every child from all forms of sexual violence, abuse or exploitation and to provide child victims with support measures for physical and psychological recovery.

The Republic of Serbia was among the first European countries that ratified the Council of Europe Convention on the Protection of Children Against Sexual Exploitation and Sexual Abuse (Lanzarote Convention), thereby accepting the obligation to take all necessary legal and other measures to prevent and protect children from sexual exploitation and sexual abuse, in line with the rules and standards set by this international document.

The normative framework of the Republic of Serbia prohibits violence against children and establishes the obligations of the authorities - including educational institutions - to take all necessary steps to prevent violence against children and protect children from neglect, physical, sexual and emotional violence, from any form of exploitation and any other form of violence.

The Convention on the Rights of the Child with the optional protocols and the Council of Europe Convention on the Protection of Children Against Sexual Exploitation and Sexual Abuse is implemented directly², they are part of the legal system of the Republic of Serbia and are binding³, and the laws and other regulations must be aligned with these and other international agreements ratified by the Republic of Serbia including the generally accepted rules of international law⁴.

Also important was the adoption of the Law on the Prohibition of Discrimination of the Republic of Serbia (2009) and hate crime definition (2013).

In April 2013, the Parliament of the Republic of Serbia adopted the initiative of Incest Trauma Center - Belgrade to terminate the statute of limitations on sexual crimes committed against children, which meant that Serbia was only the second country in Europe, after the UK, where the legislator recognised the long-term effects of sexual trauma (unlike the previous legislation that stipulated that the perpetrator could only be prosecuted up to six years after the last incident of sexual violence against a child) and allowed survivors of sexual violence in childhood to participate in criminal proceedings once they had the necessary psychological power and social power for a more equal participation.

The Law on the Foundations of the Education System of the Republic of Serbia stipulates in Article 95 that the rights of the child and student shall be implemented in line with the ratified international contracts and that the institutions are obliged to ensure their implementation.

1 Priručnik „Zdravi izbori za decu“ donosi regulative na jednom mestu. Tekst regulativa je označen Italic slovima doslovno naveden kao što stoji u svakom pojedinačnom dokumentu uz naznaku na kojoj se stranici nalazi.

2 Čl. 16 Ustava Republike Srbije

3 Čl. 194 Ustava Republike Srbije

4 Čl. 194 Ustava Republike Srbije

In anticipation of the new one, we remind that the *National Action Plan for Children of the Government of the Republic of Serbia* (2004-2015) had as one of its specific goals the establishing of cooperation between all sectors that directly or indirectly care about children (healthcare, education, social protection, police, judiciary, NGOs), as well as the forming of a highly functional network of sectors to protect children from violence.

In order to achieve this goal, the Government of the Republic of Serbia drafted in 2005 the *General Protocol for the protection of children from abuse and neglect*. All of the abovementioned sectors adopted their own Special Protocol in this field on how to react to suspicion and/or information that a child was abused. That is how in 2007 The Ministry of Education of Serbia adopted a *Special Protocol for the protection of children and students in educational institutions from violence, abuse and neglect* (hereinafter: Special Protocol). In the subsequent period (2012-2014), the Ministry of Education of Serbia marked the prevention of violence and discrimination against children as a priority area. **REALITY WARNS US THAT VIOLENCE AGAINST CHILDREN IS ALWAYS A PRIORITY.**

The *Special Protocol* is **MANDATORY** for all those participating in the life and functioning of kindergartens, primary and secondary schools and student dormitories. It is intended for children, students, educators, teaching staff, principals, professional associates, assistant and administrative staff, parents/guardians and representatives of the local community. The Ministry of Education also published the *Handbook for the implementation of the Special Protocol*, which is very practical and concrete (2009) and the *Rulebook on the Procedure protocol in institutions in response to violence, abuse and neglect* (2010).

Based on the Special Protocol, in accordance with Article 81 of the Law on the Foundations of the Education System of the Republic of Serbia, each institution is obliged to draft a development plan and to “define *the program for the protection of children/students from violence* in their *Annual Work Program* and form a *team for the protection of children/students from violence*”.

The *program for the protection of children from violence* includes prevention and intervention measures.

Prevention measures are used to develop a climate of a permanent, free public speech against violence in the kindergarten, primary and secondary school and student dormitory, so that even if anyone thought of solving any situation with violent behaviour – they know in advance about the clear attitude against violence that applies in that environment as well as the intervention measures to stop violence, provide care to the child exposed to violence and sanction the person committing violence.

Intervention measures refer to the official procedure initiated in case of suspicion and/or information that a child was abused emotionally, physically and/or sexually.

In the (pre)school practice, the Special Protocol’s provision that “the institution is obliged to define a protection program” is implemented by the annual adoption of a generic and rather insufficient response that only meets the administrative requirement for the annual work program to be submitted to the competent authorities in the education system. At the same time, in most cases, in addition to the appointment of the members of the team for the protection of children from violence and ad hoc interventions in emergencies, there are still no significant outputs of the team in long-term planning and strategic prevention. This practice is not unusual and unexpected, knowing that prevention is hard to do and knowing that it requires a special education that the institutions covered by the Special Protocol had no access to. That is why Incest Trauma Center - Belgrade Handbook “Healthy Choices for Kids” provides support to the Ministry of Education, Science and Technical Development to help the institutions covered by the Special Protocol to **DESIGN PREVENTION MEASURES AND INSTANTLY IMPLEMENT THEM IN PRACTICE.**

There is no more efficient prevention of violence against children than learning about this topic in regular schooling - from the kindergarten to the university!

For that purpose, the professional staff of Incest Trauma Center – Belgrade have done the following:

- Since it was founded in 1994, ITC has been holding professional development programs within its Training Center, including educational staff (currently, our trainers authored and implemented three programs accredited by the Ministry of Education, Science and Technological Development after the Minister’s Decision - one on the basic level and two on the advanced).
- Conducted **the first National Study on the social problem of sexual abuse of children in the Republic of**

Serbia (2015). We implemented the national study in partnership with the Ministry of Education, Science and Technological Development (Unit for Violence Prevention; subsequent title: Group for the Prevention from Violence and Discrimination;) and Women's Health Promotion Center. The results are available on our official web page.

- Together with the Ministry of Education, Science and Technological Development (Group for the protection from violence and discrimination), we co-authored **the first Strategy in education for the prevention of sexual abuse of children in the Republic of Serbia** (2015).
- We are authors and expert consultants in the drafting of the **Educational Package for learning about sexual violence against children: 1. for preschool institutions 2. for primary and secondary schools, and student dormitories. With this, the topic of sexual violence was included in the regular, existing national curriculum.** We developed the educational packs in partnership with the Ministry of Education, Science and Technological Development (Group for the protection from violence and discrimination)
- We have been writing, publishing and distributing free-of-charge literature for years to be used in regular lessons by children and the teaching staff and to encourage active participation of parents and other persons that look after children on a daily basis. The publications are available on our official web page.
- For years we have been implementing free-of-charge **public lessons against violence against children and women as part of our educational cycle "From a classical to a 3D internet classroom"**. We record each public lesson and for those who cannot attend the public lesson, we upload the video material together with the lesson preparation to our official website where the colleagues from schools all over Serbia can to download the video, study it, and adapt it for everyday use, according to their knowledge of their environment.
- We organise a broad range of activities to prevent sexual violence.

Therefore, colleagues from kindergartens, schools and student dormitories, parents, children and students - enjoy "Healthy Choices for Kids"!

Apply "Healthy Choices for Kids" IMMEDIATELY in regular teaching and your daily work!

PREVENTION OF VIOLENCE AGAINST CHILDREN AND SPECIFIC GOALS

THE PROGRAM FOR THE PROTECTION OF CHILDREN FROM VIOLENCE IS A LONG-TERM STRATEGY AND A WELL-DESIGNED CONCEPTION WITH THE PARTICIPATION OF CHILDREN.

It is analysed at regular intervals based on feedback from the participants, and the lessons learned are entered and applied in order to promote the proper understanding of the interests of the child.

Violence⁵ happens because of an uneven distribution of power, **PRIMARILY** between sexes. Boys have more power in the society from girls. Violence may occur within a peer group. The group is more powerful than an individual. Older children have more power than young children. Teachers, parents and other adults that look after children possess the power that the child does not.

The children from marginalised groups face numerous risks of being exposed to violence (Roma and children of other nationalities different from the majority in their community, children with developmental impairments, adolescents of

5 Special Protocol for the protection of children and students in educational institutions from violence, abuse and neglect: "The meaning of the notions of violence, abuse, and neglect", pp. 8-9.

* Excerpts from 3 relevant documents of the Ministry of Education, Science and Technological Development

a) Special Protocol for the protection of children and students in educational institutions from violence, abuse and neglect (hereinafter: Special Protocol)

b) Handbook for the implementation of the Special Protocol (hereinafter: Handbook)

c) Rulebook on the Procedure protocol in institutions in response to violence, abuse and neglect (hereinafter: Rulebook)

different sexual orientation than heterosexual, etc.). They become the “scapegoat” and target for the majority group, especially because of their vulnerability. Majority groups may be adults or children from the peer group.

Children of certain psycho-physical characteristics and behaviour are often in high-risk situations, which can have an effect on their greater exposure to the violent behaviour of other children and adults (Handbook, p. 9).

Specific goals according to the Special Protocol (p. 11):

- 1. Creating and nurturing a climate of acceptance, tolerance and respect.*
- 2. Including all stakeholders (children, students, teachers, professional associates, administrative and assistant staff, principals, parents, guardians, local community) in the adoption and development of prevention programs.*
- 3. Raising the awareness level and increasing the sensitivity of all those included in the life and work of an institution to recognise violence, abuse and neglect.*
- 4. Defining procedures and actions for violence protection and reacting in situations of violence.*
- 5. Informing everyone included in the life and work of an institution on the procedures and actions for violence protection and reacting in situations of violence.*
- 6. Improving the competences of teaching and non-teaching staff, children, students, parents, guardians and local community for the recognising and solving of the problem of violence, abuse and neglect.*

The prevention program “Healthy Choices for Kids” cares for the needs of every child. Children from marginalised social groups and the dominant social groups are equally worthy. With its continuous implementation, there is less need for intervention measures. The constant presence of “Healthy Choices for Kids” means less frequent occurrences of violence that would force you to activate the internal and external protection mechanisms.

REMINDER OF THE LEGAL OBLIGATION TO REPORT:

Any person that has information about violence, abuse and neglect is obliged to react (Special Protocol, p. 14).

Concerning the obligation to report and sanction the failure to report this obligation, the legislator proscribes the following:

- The provision of Article 263, paragraph 3 of the Family Law (“Official Gazette of the Republic of Serbia, No. 18/059”) sets forth the right and obligation of all children’s, healthcare and educational institutions or social protection institutions, judicial and other public authorities, associations and citizens to inform the public prosecutor or the guardianship authority on the reasons for the protection of the rights of the child. The Criminal Procedure Code (“Official Gazette of the Republic of Serbia”, No. 46/06, 49/07) stipulates in Article 253 that all public authorities, territorial autonomy’s authorities or local self-government authorities, public enterprises and institutions are obliged to report criminal offences which are prosecuted ex officio, which they were informed about or learned about otherwise. The obligation from paragraph 1 of this article applies to all natural and legal persons, which, based on the law, possess certain public powers or deal professionally with the protection and securing of people and their property, treatment and healthcare of people, and/or the tasks of looking after, upbringing or educating minors, if they learned about a criminal offense related to their activities.*

- Failure to report a criminal offense and offender (Article 332)

(1) Whoever knows that another person has committed a criminal offence punishable under law by a prison sentence of thirty to forty years or only knows of such offence and fails to report it before the offence or perpetrator thereof are detected, shall be punished by imprisonment up to two years. (2) An official or authorized person who knowingly fails to report a criminal offence he became aware of in performance of duty, if such offence is punishable under law by imprisonment of five or more years, shall be punished with the punishment from Paragraph 1 of this article. (3) An official or responsible person who knowingly fails to report a criminal offence of his subordinate who committed the offence in discharge of his official, military or operational duty, if such an offence is punishable by imprisonment of from thirty to forty years, shall be punished by imprisonment of from six months to five years. (4) A spouse, common-law spouse, lineal blood relative, sibling, adoptive



PREVENTION

- Learning about legal regulations, General and Special Protocol
- Harmonising existing bylaws of the institution
- Developing the Program for the Protection of Children/Students from Violence (preventive and interventive activities)
- Defining roles and responsibilities in the implementation of procedures and actions;
- Developing and nurturing the richness of diversity and culture of behaviour within educational activities;
- Organising training for non-violent communication and constructive conflict resolution;
- Organising discussions, public debates, shows, exhibitions on the safety and protection of children/students from violence;
- Defining rules of behaviour and consequences of violation of rules;
- Developing skills of efficient reaction in situations of violence;
- Connecting all key owners of violence prevention (parent council, school board, student parliament, teachers' council...).

INTERVENTION

- Harmonised and consistent implementation of established actions and procedures in situations of violence;
- Cooperation with relevant services;
- Continuous recording of cases of violence;
- Monitoring and evaluation of types and frequency of violence through research, observation and checks;
- Support to children experiencing violence;
- Working with children committing violence;
- Empowering children observing violence for a constructive reaction;
- Advisory work with parents.

J. Rowley & E. H. Vickery ©2007

Source: Special Protocol for the protection of children and students from violence, abuse and neglect in educational institutions, Ministry of Education of the Republic of Serbia, 2007

parent or adoptee of the offender as well as a consort of any of the former, or person cohabiting with any of the former, as well as the offender's defence attorney, physician or confessor shall not be punished for the offence referred to in paragraphs 1 and 2 of this Article.

THE FIRST STEPS - PRECONDITIONS TO DESIGNING A LONG-TERM CONCEPT FOR THE PREVENTION OF VIOLENCE AGAINST CHILDREN

The Handbook "Healthy Choices for Kids" in this chapter directly supports the building of staff competences for the implementation of the Special Protocol.

The Special Protocol (p. 20) stipulates the following:

Every institution is obliged to form a team for the protection of children/students from violence.

*Team members should exhibit a high level of professionalism in their work, good communication skills and **must not have any elements of violent behaviour in their personal and professional backgrounds.***

Also:

In order for the team to propose and plan different activities within the Program for the protection of children from violence, it is necessary for all staff (class teachers/educators at the level of classes and groups, educators/teachers and professional associates at the level of institutions) to continuously analyse and follow the situation regarding the occurrences and frequency of violence (Handbook, p. 10).

The team plans, organises and manages activities in the institution to prevent violence (Handbook, p. 10).

The team consists of employees in the institution from all structures - principal, professional associates, educators, teachers and representatives of parents and children where possible. Because of the preventive role of sports in preventing violence, it is desirable for physical education teachers or professional associates for physical education to be members of the Team (Handbook, p. 12).

THE TEAM FOR THE PROTECTION OF CHILDREN FROM VIOLENCE IS NOT THE ONLY RESPONSIBLE FOR PREVENTION MEASURES. ALL MEMBERS OF THE INSTITUTION'S STAFF ARE RESPONSIBLE. THEY MUST BE AIDED BY THE PARENTS. BUILDING AN ALLIANCE WITH THE PARENTS IS A PRIORITY FOR THE STAFF.

Suggestion: *It is important for the employees and parents not to be just passive observers. Violence is not a personal or private problem or just the problem of the Team for the protection of children from violence or its individual (most active) members. It is unacceptable for other teachers to see engagement against violence and discrimination as something which is not part of their job. This is also true for the inclusion of parents ("My child has no problems"). Continuous prevention and combatting of violence against children and women are not an engagement that is seen as "favourite" or "popular" by the surroundings. Those who are active are often seen through the lens of suspicion, they disturb the comfort zone for others who are still avoiding taking a public and clear stand against violence. Do not expect that everyone would take part in preventing or stopping violence; however, with your personal efforts, the critical mass of those working in the interest of the child will gradually increase!*

The team proposes, plans and develops the Program for the protection of children from violence. They include children/students, parents, teachers and other staff in the protection program (Handbook, p. 11).

The inclusion of parents / adults looking after the child is primarily the responsibility of the entire teaching staff and of the professional associates. It is recommended that every class teacher assess how many of the most active parents are sensitive to social issues and to invite them to the School Team. In order to understand the importance and manner of engagement, it is necessary for class teachers to lead by example and show that they are a continuous part of the Team and to present the Team's results and their direct participation in the results. This is a precondition to invite parents to an active contribution to the work of the Team.

The Team motivates, gathers and coordinates associate bodies, such as: Parent Council, School Board, Student Parliament and Peer Team. However, the engagement to motivate students, children and adults who look after them

within a family - is the most precious. Some people in the institution may not yet be participating in the resolution of other matters from (pre)school life but can find their purpose and place in this team once the goals, opportunities and results of the prevention of violence against children have been clearly presented to them.

For example, if you are skilled at organising events, join a group of employees or parents and other guardians and thus concretely contribute to the implementation of the preventive activity undertaken by the students, parents and/or the Team for the protection of children from violence. Among the parents there surely are skilled organisers and you can show that you recognise their experience by inviting them to apply it for this purpose. Any alliance in this field, even though the smallest participation, is precious.

However, the Team cannot include a *PRINCIPAL WHO STATES THAT THEY WANT TO DEVELOP A PROTECTION PROGRAMME, BUT LEGITIMISE VIOLENT BEHAVIOUR BY VERBALLY ATTACKING THEIR STAFF. OR A PARENT WHO PHYSICALLY ATTACKS A TEACHER OR INSULTS A CHILD IN FRONT OF OTHER CHILDREN, PARENTS OR TEACHERS. SUCH PEOPLE CANNOT BE PART OF THE TEAM.*

The Team shall include the representatives of Student Parliament, Peer Team for the prevention of violence and student representatives (Handbook, p. 11).

The Peer Team consists of children especially trained to create a positive atmosphere in the school, recognise violent behaviour and timely drawing the attention of adults to violence in their surroundings (Handbook, p. 11)

It is necessary to plan extracurricular activities that would include as many children as possible, especially from the vulnerable groups (children with developmental and learning difficulties, from socially deprived backgrounds, etc.) (Handbook, p. 22).

An institution may include representatives of parents and the local community in the team, as well as representatives of the student parliament and relevant experts (social worker, special pedagogue, doctor, police representative, etc.). Rulebook, p. 6.

Suggestion: *It is necessary to include non-governmental organisations that have been active for a quarter of a century in the field of violence against women and children.*

For the sake of Team's efficiency, it is necessary that everyone in the institution (staff, children/students and parents/guardians) be informed on who Team members are, and their names should be prominently displayed (Special Protocol, p. 20).

Suggestion: *This needs to be accompanied by a precise explanation of what members of the Team for the protection of violence can do concretely; their names should be accompanied by their photos and the (mobile) phone numbers.*

The team informs children and students, staff and parents on the planned activities and opportunity to request support and assistance from the team for protection; it involves parents in the preventive and intervention measures and activities (Rulebook, p. 6).

Because of the role media have in the public, it is important to clarify within the institution who will be in charge of communication with the media in crisis situations (Handbook, p. 13).

If communication with the media is necessary, the principal is responsible, unless the principal takes part in violence, abuse and neglect. In that case, the communication with the media will be conducted by the chair of the administrative body (Handbook, p. 11). (so-called Crisis Communication, Annex no. 19)

Data on Team members (name, contact numbers) and phone numbers of relevant services (healthcare center, emergency, competent police station, center for social work) who should be contacted in certain situations should be prominently displayed to be available to all children, students, staff and parents (Handbook, p. 13).

Suggestion: *At least once a month, you should check if the given phone numbers are still valid. The phone numbers should lead directly to the person that is able to respond to the question concerning a situation of violence. Except for 192 (police), 193 (fire department) and 194 (emergency medical aid), it is not useful to display general numbers, without precisely stating the name of the person that will answer that phone and be ready to act properly with respect of urgency. This list is a result and indicator of a functional, real networking of your institution within the*

local community. It includes specific contacts within the police (Department for violent and sex crimes, Department for juvenile delinquency), prosecutor's office, center for social work, NGO that combats violence against women and children (ASTRA, Shelter for women and children victims of violence, etc.), National child abuse hotline, etc. Before displaying these phone numbers in an institution, talk to each service and inform them that their contacts will be made available to children, parents and staff in your institution.

From the Handbook for the implementation of the Special protocol for the protection of children and students from violence, abuse and neglect in educational institutions

Annex 19

COMMUNICATION WITH THE MEDIA ABOUT VIOLENCE

PUBLIC, MEDIA AND CRISIS

Instructions for the schools

Media representatives may be your associates in informing the public on the circumstances that led to a crisis event and ways how the institution reacts

The media will always be interested in a crisis event in a school. Many principals voiced their concern about the sensationalism of a tragic event being a problem for schools. Facing the media can be one of the most difficult aspects of crisis management. Principals have a dual responsibility: to protect the staff and students and to respond to societal concern. An institution's representatives may help journalists if they are sensitive to their need to inform the public about an event. Good communication serves to inform the public that the students and the staff are not threatened and that the Team for the protection of children is already at work.

1. A plan for contact with the media should be made if a crisis event happens. An institution or municipality should appoint a media representative who will answer the journalists' questions. Media statements should be brief and contain facts; assumptions should be avoided. The remaining staff should refer the journalists to the official media representative.
2. Develop and periodically check the list of names and addresses of local journalists. In case of a crisis, a media statement should be submitted to them, with facts, names of official media representatives and proposals for potential interviews.
3. Institutions may prevent problems by developing a permanent, proactive cooperation with the media. This helps to establish rules of cooperation during a crisis.
4. Most municipalities support the right of a school to limit the media's physical access to the school building, students and staff, and this must be elaborated and set in time. The school has the right to limit media access to its staff and students while lessons are being held.
5. Helpers should be aware that secondary victimization often stems from sensationalism connected to a crisis event. It is necessary for an institution to pay attention to the impact of media stories on children/ students or family affected by the crisis or accident. The media significantly build the popularity of a story, but also misinterpretations.
6. Set a space intended for the media as a headquarters or place for reporting. It can be very effective if the space is outside the territory where children/students spend their time.
7. Insist that the reporters respect the privacy and right of children/students and staff to grieve.
8. Appoint a person to coordinate media questioning. That person should be familiar with the local media relations policy, in order to respect those principles. Laws and the ethical codes of the media and journalists should be known.

9. Help the staff and children/students to avoid attacks from cameras and microphones and refer them to those who are better informed or in charge. The staff should be informed that they are not obliged to answer any questions from the media.
10. Do not give any information about the child that suffered violence until the family is informed and until they give their consent to giving information.
11. All information given to the media should be confirmed and checked.
12. Inform the media and parents about special work methods that come into force to manage the crisis and find the right measure to report to the public.
13. Use all communication tools to highlight facts, avoid duplication, contradictory information and rumours. The public is interested in causes and effects alike.
14. During the crisis it is very important to establish a media center with phones, computers, fax machine, information boards.
15. During the crisis, it would be good for the public to receive periodical reports and to know when, where, and from whom they would get them.
16. There is nothing that is “off the record”. Assume that everything you say to a reporter will be published and that it may not be balanced or in line with your expectations.
17. The media representative should answer only the questions that concern that which they are very familiar with and competent for. An event should be distinguished from its interpretation.
18. Avoid saying “no comment”. If you are unable to give more information or you cannot confirm certain information, say so to the media.
19. Control the duration of each interview with the media. That will make the situation easier and the way out of the problem more certain. The time for action must not be wasted.
20. When the crisis is finished or solved, express your gratitude to all who were of assistance in your school. In the interest of children, invite them for future cooperation.

Lessons learned

- The media will always be interested in the “story” about a crisis event in the community, but the sensationalism of a potentially tragic event is a problem for the school. After the crisis, it cannot prohibit but may restrict media access to the school. It must also consider the consequences of potentially keeping the media at bay with the aim of protecting vulnerable persons from additional exposure to a traumatic event caused by media attention. They must take care that there are no negative consequences of the intensive (and often critical) media attention, which sometimes ignites quickly and soon dies out.
- The media can also increase the risk of “copycats” if they are not careful in their reporting, and the school must be careful when giving information to the public. Also, it is not good to avoid contact with journalists. Have in mind that sensitive data and the sensationalist approach may increase the risk for vulnerable students and families.
- On the other hand, we must be sensitive to the needs of journalists to inform the public about an event. Poor contact with the media may inadvertently send out the message that there is a lack of care in the school and that the safety of children is threatened. Media questions should be answered accurately, without dwelling on unnecessary and confidential data.

WE SHOULD WORK BEFOREHAND TO PREVENT VIOLENCE FROM HAPPENING

The tasks of the members of the Team for the protection of children from violence in PREVENTION according to the Special Protocol (p. 20):

- Participate in the training for the protection of children and students from violence, abuse and neglect
- Inform and provide basic training for all staff in an institution with the aim of acquiring the minimum knowledge and skills necessary for prevention, recognition, evaluation and reaction to the occurrence of violence, abuse and neglect of children/students
- Organise the familiarisation of children/students, parents/guardians and the local community with the General Protocol for the protection of children from abuse and neglect, Special Protocol
- Coordinate the development and implementation of programs for the protection of children/students from violence (prevention and intervention activities)
- Monitor and evaluate the effects of taken measures to protect the child/students
- Cooperate with relevant institutions
- Prepare the plan for the institution's appearance in the public and media
- Organise the recording of occurrences of violence
- Collect documentation
- Report to technical bodies and administration authorities

Suggestion: *The BASIS for the Team's work is the detailed knowledge and a joint learning process of all the relevant international and domestic documents listed in this chapter⁶. The focus is on the Law on the Foundations of the Education System, Special Protocol, Handbook and Rulebook, and the Law on the Prohibition of Discrimination THE TEAM HAS TO BE INFORMED IN DETAIL ABOUT THE LANZAROTE CONVENTION.*

All stakeholders in an institution (children, students, educators, teachers, professional associates, principals, administrative and assistant technical staff, parents/guardians and local community representatives) should be informed about the given documents and the envisaged activities and obligations (Handbook, p. 7).

Suggestion: *Informing all target groups is the task of the Team for the protection of children from violence. It is recommended that you carefully prepare for each target group. Move through the documents gradually, and within the Special Protocol mark several logical units and discuss each of them, which will help you make an accurate assessment of how understandable the content is for the target group and what is the tempo they adopt the content in. The task is not finished until each of them fully understand that each international and national document is binding. If a document is binding it means that without its implementation the child is not safe. Based on the process that is ongoing, you will decide how long it will take until all stakeholders fully understand that the Special Protocol, with the accompanying documents is the framework for action and taking responsibility to prevent and stop violence. Before this crystal clarity is achieved, there will be no action. Prevention measures shall not be created or designed in practice.*

⁶ See detailed information about the international and domestic legislation in the Strategy in the Area of Education for the Prevention of Sexual Abuse of Children in Serbia.

STEPS IN APPLYING THE SPECIAL PROTOCOL - ORDER IS KEY:

1. Within the Team, everyone learns the following content: a) the international and national documents in the field of protection of women and children - connect with the Group for the protection from violence and discrimination of the Ministry of Education of Serbia to learn what they are currently working on b) the topic of violence against children and women (emotional, physical, sexual violence) with focus on domestic violence which is the most common - on the dynamics of domestic violence, its recognition and crisis intervention. Draft program of Incest Trauma Center - Belgrade "Gender-based violence from the point of view of children and adults who survived trauma (Level 1 - Basic Level)". Experience shows that the best effects are achieved when the program is completed by the entire staff of your institution because this is the most efficient way for the joint learning process to contribute to the cohesion which is necessary to implement steps that come later.
2. The Team prepares the situation analysis by establishing the record of reported cases of violence against children in the institution. They corroborate it with national data, put it in context and observe it.
3. A) The Team presents the situation analysis to all stakeholders in school life. B) The Team teaches the learned content from step 1 to other staff in the institution.
4. The team teaches how to do prevention of violence against children, and it is important that all interested staff in the institution take part. Program proposal: Incest Trauma Center - Belgrade violence prevention program "Healthy Choices for Kids" (Level 2 - Advanced level).
5. Learning content: The Team teaches parents/adult guardians through several weeks of "Healthy Choices for Kids" which consists of separate targeted sessions (in cooperation and in presence of the class teacher).
6. During step 5, the Team adds new members from the ranks of parents/adult guardians and makes an agreement about specific tasks.
7. Learning content: The Team and all those who completed both proposed programs teach the students. "Healthy Choices for Kids" are at work!
8. The Team coordinates all stakeholders in school life: employees, parents and children with special focus on motivating everyone to work on prevention.
9. The Team actively works on the inclusion of relevant stakeholders from the local community. The school initiates joint learning processes with the relevant services from the community.
10. The Team includes all stakeholders in school life in the planning process to develop the draft Program for the protection of children from violence within the Annual work program. In order to develop a high-quality document, the lessons learned based on the monitoring of the effects of measures need to be included.

NOTE! The order of steps 1 to 10 is to be respected at all times. Your true decisiveness to make a positive change in the school climate of public speech against violence against women and children will be perceived based on the following: if the specific tasks were developed for all participants; if the deadlines were set; if the deadlines are respected; what happens if tasks and deadlines are not met; if you asked for help from professionals who have been active for long in the prevention of violence against women and children in the planning, designing, implementation and evaluation.

SITUATION ANALYSIS - WHAT DO STATISTICAL DATA OF YOUR INSTITUTION SHOW?

In order to start designing the long-term conception for the prevention of violence in institutions covered by the Special Protocol, it is necessary to record how much violence is present and what kind of violence there was (emotional, physical, sexual).

The Special Protocol (p. 13) states that the situation analysis is to be performed vis-à-vis the prevalence and severity of violence based on the assessment of your own capacities in the institution. This is the beginning!

The assessment of your own capacity will improve the implementation of steps 1 to 10, previously described. The protection program is defined based on the safety situation analysis (Rulebook, p. 4).

Suggestion: *The safety situation is defined based on a continuous systematised record of your institution for different forms of violence. If there are doubts in the recording of violent cases, the class teacher must cooperate with the Team. The Team ensures for the uniformity of the recording system. For example: for children over 15 - Questionnaire of the Trust Network against gender-based violence (2003© Incest Trauma Center - Belgrade; other examples of the Trust Network questionnaire also available).⁷*

Note down the following:

- frequency of incidents and number of violence reports
- prevalence of different forms of violence
- number of injuries
- security of the facility, yard, etc.
- implemented training for staff and need for further training
- number and effects of implemented actions that promote cooperation, understanding and assistance
- degree and quality of inclusion of parents in the life and work of the institution etc. (Special Protocol, p. 13).

Note down also how many cases of violence against children (since the Team was formed, over the previous three years, in the previous year, over the previous 12 months) were reported to the police by your institution, for which type of violence, who initiated the procedure in your institution and what the outcomes were. **Violence is stopped only by reporting to the police, prosecutor's office and court.**

Documentation and records - monitoring and recording cases of violence

Each violent act must be recorded. Educators, grade teachers and class teachers may also have separate folders, records, portfolios, journals where they note down different observations about the children's behaviour; comments of other children, parents/guardians, students, other teachers/educators on the achievements or lapses in behaviour. These notes may be periodically analysed (on the level of the Team, class and teacher council, pedagogical collegium, etc.) in order to get better insight into which measures and strategies are effective in case there is a child that acts violently (Handbook, p. 36).

Suggestion: *In regular meetings exchange relevant information on situation analysis. In regular two-month periods, inform parents on the situation analysis. Inform students with the same frequency. Compile a regular short newsletter which will be delivered personally by all class teachers every two months to the parents (at least at parent-teacher meetings), and children will take them home for their parents and for themselves.*

⁷ The questionnaire can be found at the end of the publication (Annex 1); Network of Trust Against Gender-Based Violence is the first multidisciplinary team in Serbia against violence against women and children, founded by Incest Trauma Center - Belgrade, 2001. The Trust Network included practitioners from 15 public institutions and NGOs and it has had significant success in prevention and intervention.

INFORMATION ABOUT CHILD PROTECTION POLICY AND RULES OF BEHAVIOUR

Status analysis and documentation analysis go hand in hand with information and are preparatory activities for the drafting of the Annual work program.

Information should be continuous (meetings of subject teachers, teacher-parent meetings, PA system, notice boards, journals, web page of the institution, etc.) (Handbook, p. 16).

The basic part of information is the information about the established rules of behaviour, i.e. about the safety rules.

KINDERGARTEN AND SCHOOL ARE A VIOLENCE-FREE ZONE.

Then (Handbook, p. 23):

It is mandatory for children / students to participate in the process and procedures for the adoption of class / group rules.

The rules of an institution are adopted by all. All staff are included in the monitoring of the implementation as is the student parliament and peer team. The responsibility of the principal of an institution is to initiate relevant procedures in case there is a violation of the rules.

Publicising of the rules (notice boards, website, school paper, brochures, stickers, badges...) raises their visibility and availability.

Suggestion: See Chapter Three (Establishing a violence-free zone).

Communication between institutions

Sharing information with other institutions in the local community enables a more efficient prevention of violence and timely and adequate reactions. Such communication is especially important in crisis situations (Handbook, p. 16).

Suggestion: Do not wait for a crisis situation to establish connections in the local community with other services. Networking is planned timely and concretely. It should not get attention only when an acute violent situation is reported. The networking concept is a permanent part of the Annual work program.

It is necessary to identify different institutions at the local and national levels and specific persons with whom an institution cooperates in the field of prevention, informs them about their activities, turns to when they need support. These are usually: School administration (educational advisors), municipality (educational inspection), healthcare center, center for social work, the MoI, media outlets, citizens' associations, etc. (Handbook, p. 16).

Suggestion: This is an opportunity to regularly consult the directory of assistance sources you compiled. Are the given assistance sources in regular communication? Do not wait for somebody else, be the first to initiate this communication!

With these institutions, the exchange of information is regular, planned and aimed at mutual support, especially for the functioning of the external protective network in the local community (Handbook, p. 16).

LET THE INITIATIVE COME FROM YOU! Because you are the only one in the system who is in contact with the child on a daily basis, it is indispensable to connect everyone! Others are not in the same daily contact with children. It is in your best interest to ensure the continuity of cooperation. Then, to nurture and protect it. You are not creating this network for others. Do not make it because someone is asking you for it, or because it is a so-called "project". Any "project" has a beginning and end, whereas child protection has not. Make the network for yourself, for your institution and yourself in the protection of children. Initiate regular meetings with cooperative institutions, make a joint mailing list, together visit events organised by the participants in the network, etc.

Handbook (p. 17):

In preparing and giving information, it is necessary:

To define:

- *All target groups (children, parents, school/managing board, local community and others...)*

Suggestion: *It is important to identify which target group and who within each target group has prior knowledge about violence and discrimination and is publicly recognised for their civil system of values? Who is the one that publicly advocates the concept of human rights, understands, promotes and lives according to it?*

- *Information collection methods (surveys, interviews, debates, technical literature...)*
- *Methods to share information (considering the age, prior knowledge and experiences)*

Determine:

- *Dynamics of information and persons responsible for information*
- *Purpose of information and content of information*

Suggestion: *Only the written agreement between participants in the networking process counts. For certain services, 2 persons should be appointed for the task given to that service. This reduces the risk of failing the task when one of the appointed persons is unable to act.*

Consider the following:

- *Specificities of an institution*
- *Confidentiality of some information*
- *Privacy protection*

Suggestion: *The most reliable way to get to know other cooperative services is to organise a joint learning process and/or sharing on the topic of violence against children and women. This could be an educational program guided by professionals with years of experience in this field, in which all services learn together. Another very useful, complementary method can be an organised set of sessions with the participation of all local cooperative organisations each of which will have the task to present to the others precisely, concretely and fully what their powers are in the event of violence against a child and/or a woman. So, what does the law specifically stipulate to be done to prevent and/or stop violence? This is how you will learn directly from the future or current associates about their domain of work, focusing your expectations because you will be informed and you will learn how to get better connections between everyone. Anyone who sees this type of exchange as only a formality or shows up only to present legal opportunities for an institution's actions on a purely theoretical level need not come to the meetings. This is the type of exchange which brings together practitioners who truly care for the child. In other words, you know that they act in the interest of the child exposed to violence. They have results behind them that they can present at any time by giving specific examples of their reactions which will allow you to easily assess the authenticity and prognosis for a reliable alliance. Note: bear in mind that an associate for issues other than violence may not be a reliable associate when it comes to a situation of violence against a child.*

REMINDER! *Adhering to the rule of confidentiality is in no way above the legal obligation to report violence against children and women. Procedures are not there for anyone to hide behind them or interpret them so as to avoid providing protection to a child.*

The program for the protection of children from violence is an integral part of the annual work program of an institution. In June of every school year, the technical bodies of an institution, as well as the managing/school boards analyse the existing program, its results, and give proposals of measures, activities, actions, projects, etc. for the next year. In order to prepare a high-quality and functional Program for the protection of children from violence it is necessary to analyse which measures have already been taken by the institution in preventing violence (Handbook, p. 14).

Suggestion: *Find out what the Program for the protection of children from violence in your institution looks like.*

HOW CAN WE CONCRETELY PREVENT VIOLENCE AGAINST A CHILD?

In this section we are providing information and examples of activities that aim to prevent violence against children.

The results of different programs of early violence prevention in certain countries show that the increase of violence in the youth can be stopped and that the frequency of violence as a whole can be significantly reduced. They also show us that the most successful approach to violence prevention is the one which:

- starts with the awareness and knowledge building about violence from an early age;



- includes all participants in the functioning of an institution - staff, children and parents;
- permeates the entire education process;
- focuses on the development of a positive climate in an institution;
- does not tolerate violence and encourages positive behaviour;
- includes children both as creators and implementers of preventive activities;
- develops peer teams for support to children and
- gets full support of the local community (Handbook, p. 18).

Suggestion: *There are many ways for the local community to give support. Avoid relying on the local community **only when:** a) you are panicking because a case of violence against a child was discovered b) you need funds for the different needs of your institution.*

IT IS INVALUABLE TO INCLUDE TEACHERS (MOST UNDERREPRESENTED PROFILE IN THE VOLUNTARY INCEST TRAUMA CENTER - BELGRADE TRAINING) AS MUCH AS POSSIBLE IN THE TRAINING AND GENERAL COMPETENCE BUILDING. THE SOONER THE VALUE SYSTEM AGAINST VIOLENCE IS INTRODUCED, THE RESULTS ARE BETTER.

Preventive activities include:

- Continuous professional development

Suggestion 1: *Professional development on how to do prevention of violence is particularly needed. It is a stereotype to believe that prevention is easy to do and that it can be done by anybody.*

Suggestion 2: *Even though it makes sense that professional development of the staff serves to be applied immediately in everyday practice, in our country this is not always the case. Once the teachers acquire the necessary points for career advancement, the knowledge and skills learned in the training may remain unused. To avoid this, here is a challenge! Did the history teacher who completed the training participate when you covered the topic of violence and discrimination? Prepare with the students an exhibition entitled “Violence against children through history”. Design a time machine that is not supposed to scare students but to competently inform and teach them. Consult the following: 2011© Incest Trauma Center - Belgrade; Video triptych “Past - Present - Future” as part of the exhibition “Violence against children through history”, available at our official website.*

- setting relevant education goals in regular teaching / activities in the kindergarten and with educational work in the students’ homes;
- diverse offer of free and extracurricular activities for the structuring of free time of students and children

Suggestion:

- Spend time in the 3D SEXUAL VIOLENCE-FREE ZONE located in the Peer club of Incest Trauma Center – Belgrade at www.ijasamuztebe.org.rs*
- Visit personally our Peer club against sexual violence*
- Download all educational resources offered with open arms by Incest Trauma Center - Belgrade and open your own Peer club to operate regularly in your school*

- adopting rules of behaviour and their consistent application in the forming of a protective network
- different aid programs for children and students to develop prosocial life skills or overcome failure at school
- active participation of students in the planning and realisation of preventive activities

Suggestion: Find out about the co-management model between adults and the young⁸

- cooperation with parents and the local community aiming to engage all professional and institutional capacities for the prevention of violence and the protection of children (parent forums, counselling, joint actions)

Suggestion: *Design and do the first activity to combat sexual violence against children organised by the Club for teachers and parents in your school as soon as possible. There are many ways to make a visible impact.*

- starting the initiative in the local community to amend laws or the initiative for their coherent implementation so as to reduce the adverse effects and risks in the environment (Handbook, p. 19).

Suggestion: *If it seems that starting an initiative at this time would be too ambitious, this does not mean that there is nothing else to do. Example: Incest Trauma Center - Belgrade questionnaire in the field of sexual violence used in the mini-survey implemented by our Peer team against sexual violence; teaching staff, parents/guardians and students took part in the survey (attached are the Questionnaire and Basic Results, with a note that the Peer team completed two of our training levels, adapted to the age of 11 to 18 and then commenced the mini-survey. Therefore, the steps to results are clear!).*

QUESTIONNAIRE AND MINI-SURVEY OF THE PEER TEAM

Another reason as to why it is important to learn about sexual violence in order to combat it, was given by our Peer team against sexual violence which is active in Incest Trauma Center - Belgrade. In May 2014, the members of the Peer team (age 11-18, assisted by 3 university students) conducted a mini-survey in 4 schools in Belgrade (2 primary and 2 secondary), talking to students, parents and teachers.

The data shows the following (179 students and 74 teachers):

- When asked: “Were you told in your family about acceptable and unacceptable touching, or about sexual violence?” - 14% of students replied with “Yes, sufficiently”. (Choices were: “No”, “Yes, rarely and vaguely”, “Yes, rarely and clearly” and “Yes, sufficiently”).

8 Annex on the Co-management model is at the end of the publication (Annex 2)

- When asked: “Have they told you in your school about acceptable and unacceptable touching, or about sexual violence?” - 35% of students replied with “Yes, sufficiently”. (The same offered answers as in the previous question.)
- Ultimately, 51% of students stated: “I would like to know more about: how to help peers experiencing sexual violence” (most popular answer). (Choices included “What is implied by sexual violence?”, “What are the risks for the occurrence of sexual violence?” “How can I recognise that someone is experiencing sexual violence?” And “How can I protect myself from sexual violence?”.)
- When asked: “Have you talked to your students about sexual violence?” - 61% of teachers answered with “Yes”. (Choices were “Yes” and “No”).

The teachers who answered with “No” gave the following reasons: “It is early to talk to the students about this (age), lack of interest among students, lack of self-confidence of teachers...).

Those who answered with “Yes” and “No” gave the following explanation on the most difficult aspect of talking about sexual violence: The problem of terminology, adapting the topic to the students’ age; afraid of their own reactions to the topic; students’ lack of interest to participate in this topic and uneasiness because boys and girls are in the same room; prejudice; in the class there are signs that some students experienced violence”.

- In this stage we do not feel that enough parents took part and we do not wish to single out any data. However, when asked about the reason that prevented them from talking to the children about the risks of sexual violence, they said: shame; it is difficult to start a conversation about this topic and be open with the child.

Come to our Peer club to find the words to discuss and learn about sexual violence!

Setting relevant education goals - these goals may be implemented through various activities that encourage the acceptance of diversity and development of self-esteem and positive self-image (joint activities of children of different ages, children and parents, taking initiative and responsibility, learning to recognise risks, respecting diversity, building self-confidence, developing team spirit and helping others in the team, responsibility of the observer) (Handbook, p. 20).

***Suggestion 1:** Respecting diversity is an area where a very educational and interesting activity can be organised. It is called “Living Library” and is implemented by the office of the Council of Europe in Belgrade. People play books, you enter the library, get your membership card and choose a book to read. Because you care and believe that each human being should be respected, regardless of our differences. The basic motto of this popular library is “Do not judge a book by its covers!”. You can invite the “Living Library” to be organised in your town as your guests.*

***Suggestion 2:** The responsibility of the observer for sexual violence can be discussed in secondary schools by showing the movie *The Accused* (1988; starring Jodie Foster;)*

In the student dormitories, goals of education are achieved by establishing an incentivizing environment and actively including children/the youth in the operating of the institution. For the prevention of violence, it is important to know each student and peer community, to respect differences, cooperate with the school, parents and local community, and also to respect the fact that students grow up outside the family environment and often in different cultural contexts (Handbook, p. 22).

***Suggestion:** Exhibition of Incest Trauma Center - Belgrade “The Me Nobody Knows”: The exhibition shows what 135 children and adult survivors of sexual violence together with Incest Trauma Center - Belgrade prepared for the visitors to see, touch, consider. It contains the preserved memories, dear objects that are an encouragement in recovery or a reminder of a period of survived violence: notes, drawings and other outputs of therapy, recovery made by the survivors of sexual violence in their childhood, using the concept “one box - one life”. It was exhibited during the 2010 Museum Night. At the Belgrade Book Fair it is part of the permanent exhibition of our Peer club against sexual violence, etc. One time it was shown in a student dormitory where children would sneak into the room at night and inspect the boxes*

alone for hours. Another part of the exhibition is the place for written notes to a peer recovering from sexual trauma. There was also a lot of interest when we were showing t-shirts painted by girls who experienced sexual violence in their childhood. This exhibition is called "Clothesline": Parts of both exhibitions can be seen at our two official webpages www.incesttraumacentar.org.rs and www.ijasamuztebe.org.rs.

ACTIVE PARTICIPATION - PARTICIPATION OF CHILDREN AND STUDENTS

In order to achieve the right effects of preventive activities, children/students need to be actively included in all stages of prevention, from planning to realisation and evaluation of results. To be actively included, children need support from adults in the direct, everyday work and through special training (Annex 9). When it comes to young children, the role of the class teacher/educator is key, as they guide the development of a community of peers. For students at higher primary school grades and secondary school students, the student parliament plays an important role. Also, a peer team may be founded in the institution and its activities will focus on providing help in protection from violence and promotion of non-violent communication. The team for the protection of children from violence should provide help and support the work of the peer team, student parliament and other forms of participation of children/students (Handbook, p. 24).

Some forms of work:

Workshops, group discussions, public discussions, visiting and organising theatre plays, meetings, performances, exhibitions, competitions and creative reviews (drawings, posters, signs, comics, photos, cartoons), sports, cultural and other events.

Free and extra-curricular activities should be aligned with the needs and interests of children (interesting, entertaining and attractive). Information on these activities should be available throughout the year (exhibitions, concerts, book readings, actions, competitions, games, shows). It is necessary to plan extracurricular activities to include as many children as possible, especially from vulnerable groups (children with developmental difficulties) (Handbook, p. 22).

Suggestion: Put up a poster that teaches that children with developmental difficulties are at multiple risks from different forms of violence. That is how the lesson poster will be easily noticed by the staff, parents/guardians and children while moving through the school. Inform them about the Law on the Prohibition of Discrimination.

For a higher and better participation in these forms, it is important to enable the selection of topics and work forms based on interests, affinities and experiences.

Including initiatives that offer the connecting of education with personal interests, experiences and talents.

Adults may join these initiatives not only as support to children and the youth in their projects but also as partners, associates, promoters. A positive approach to the ideas of the youth will contribute to a higher sense of appreciation by the community and will increase trust between the young and adults, which is especially important in the sensitive period of adolescence (Handbook, p. 25).

Suggestion: It is often thought that physical and technical security is key for the safety of children. It is talked about, and some actions are taken because this is a practical change that is easier to achieve: school policeman, regular patrolling of the building by a police officer, physical and technical security, safe sports courts, adequate lighting in the building and yard, fenced and protected yard, well-organised and permanent alertness of the staff. If some of this is missing, that can certainly be a subject of your local action. However, is there something which is missing and requires serious negotiating with the decision makers because it requires them to change their attitude or their beliefs? Such local actions are a special challenge, because you are influencing the awareness of people, which leads to more specific and long-lasting changes. Explore your next task!

Dear teachers, professional associates,

As you can see, a serious personal contribution to the prevention of violence against children is a handful!

The reward is the children's safety.

CONNECTION BETWEEN PREVENTION AND PROTECTION

WHEN “HEALTHY CHOICES FOR KIDS” HELP YOU SUSPECT OR LEARN THAT A CHILD WAS MOLESTED

Because each violence prevention program encourages the disclosing of personal experiences by the children who survived trauma, Step 1 for the implementation of the Special Protocol ensures the learning of the basics of crisis intervention.

In protecting children and students from violence, abuse and neglect, the institution is obliged to: lead the procedure efficiently and economically; ensure the protection and confidentiality of data they obtain before and during the procedure; not to expose the student to repeated and unnecessary giving of statements (Rulebook, p. 9).

Suggestion: *It is necessary for the team for the protection of children from violence to carefully and caringly coordinate the protection procedures. This primarily refers to exchanges with the child and preparation of the child for each individual step.*

Suggestion 2: *Make a large poster with a precise and simple description of what will be done when there is suspicion or information that a child was abused. State who will do what and in which timeframe. Place the poster in a visible place where staff, parents/guardians and students will be able to see it at all times.*

THE BASIC STEP IN PREVENTION IS FOR ALL PARTICIPANTS IN SCHOOL LIFE TO KNOW IN ADVANCE WHAT WILL HAPPEN AND BE DONE IN THE EVENT OF VIOLENCE. Preventive activities are used to build and appreciate knowledge, skills and attitudes necessary to constructively react to violence.

1. **INTERNAL PROTECTIVE NETWORK** - *In order to ensure a sustainability of rules and taking responsibility in cases of violation, the institution forms an internal protective network, which includes all those responsible: children/students, educators, teachers (mostly class teachers and on-call teachers/educators), principal and the pedagogical-psychological service, team for protection, peer team and student parliament, parents, security workers and technical service. It is necessary for the procedures for functioning and direct contact with the members of the internal network to be available to all at all times. Children/students of the institution, but also parents and all adults should at any given time know whom to contact within the network for preventive activities. For a more efficient intervention within the institution, it is necessary to establish the so-called internal protective network (Handbook, p. 24).*
2. **EXTERNAL PROTECTIVE NETWORK** - *However, if an institution has information or suspicion about more severe forms of violence and if violence against a child is happening outside of an institution (in the family or in the surroundings) by an adult, it is mandatory to include other institutions (the Mol, center for social work, healthcare service) and talk about the acting of the external protective network (Handbook, p. 26).*

Also, see the Table with reaction levels and different forms of violence (Handbook, pp. 28-29) and Classification of violence, abuse and neglect (Rulebook, pp. 6-8).

PRACTICAL PROBLEM: *If there are staff members who are not ready to urgently and adequately act to protect a child that was exposed to violence, the Special Protocol gives an option for such cases of indecision and inaction. Considering that in our country the awareness is still low about the prevalence of violence against children and the legal requirement to report violence, classifying violence according to the Special Protocol offers different “interpretations” of the necessity of urgent reacting and methods of reacting. In practice, there is a gradation of the forms of violence against children, from less to more serious, which results in the poor recognition of emotional abuse. There are different contexts around sexual violence against children which are sometimes solved by the internal and sometimes by the external protective network – all of this means that a “gradation of trauma” has been encouraged. Allowing a school to independently solve situations that exceed its capacities only confuses the staff or*

*means that the institution becomes even more closed off “to avoid sharing dirty laundry with outsiders”. The results may be delaying or avoiding reaction or not reacting at all. There is often a cumulative effect of inaction or skewed interpretations concerning the “less” or “more severe” forms of violence. **Once there is an opportunity to amend the Special Protocol, this should definitely be the subject of a revision.***

Learn about the “Cinderella Law” (Educational Package for primary and secondary schools, Introduction).

Just like it is necessary to know who does what in the Team in order to implement prevention measures, the same applies for the roles in the team when it comes to protection measures.

TEAM - questions to be considered:

Who checks if violence happened?

Who stops violence and how?

Who talks to the participants in violence?

Who informs the parents and talks to them?

Who plans, implements and monitors the effects of protective measures?

Who keeps record and how?

Who communicates with other services and the media? (Handbook, p. 27)

3. CALMING THE SITUATION - *In this process, it is important to act in unison in the institution, not to repeat conversations with children/students about the same situation, and to ensure a flow of information relevant for efficient reacting within the internal protective network (Handbook, p. 31).*

4. MONITORING AND EVALUATION - *The Team monitors and evaluates the effects of preventive and intervention measures.*

Check with the children if they are satisfied with the solution (Operational protection plan) (Handbook, p. 34).

Suggestion: Include parents by timely giving them information, so that they could give their suggestions and state whether they are satisfied with the plan or solution.

Make parents your allies in violence reduction activities (Handbook, p. 34).

Based on the analysis of its activities, the institution defines further protection policy of children and students against violence and discrimination.

DILEMMAS THAT NEED TO BE RESOLVED IN ORDER TO ACHIEVE ZERO TOLERANCE AGAINST VIOLENCE

The experience of Incest Trauma Center - Belgrade in the interventions in the cases of violence against children shows that the personal attitudes of staff in different sectors responsible for the protection of children are key. This also applies in the education sector. **The following lines may help to entirely understand the proper actions in the interest of the child.**

INSTRUCTION 1: Most violent situations that occur in educational institutions between children are solved by the staff of the institution. Namely, the competences of the staff, familiarity with the students and the context of those situations are usually enough to ensure a constructive resolution (Handbook, p. 26).

TRAP – It would be possible to act in line with this instruction if all school staff in our country completed professional development programs on emotional, physical and sexual violence and if all were familiar with the concept of non-violent communication and the history of timely and effective actions in cases of violence and discrimination. The instructions could also be useful in a school with a history of public speech against violence and with zero tolerance to violence through continuous preventive programs and efficient intervention. This is in fact zero tolerance to the breach of rules that creates risk situations for children.

Quite the contrary, in our country there is still a long road ahead to zero tolerance of violence. The referral to other services in a community, as a message of zero tolerance, would send a clear message to the victim and the offender that the situation is serious and that repetition would not be tolerated. Statistically, institutions usually face cases of domestic violence (not violence within a group of peers). Peer violence is always a reflection of family relations (their reflection, consequence). This vicious cycle can be closed only if the staff is incentivised to look into the families without delay, even though it may seem easier to first tackle only peer violence. However, this would only shift and blur the focus. It is important for an institution not to take over the regularities and dynamics of a family in which there is violence (closing off and keeping bad secrets, “these are family matters, we will solve this ourselves, we do not need anyone from the outside”), but to take a stand and implement the protection of a child in line with its powers. To stop violence, it takes publicity instead of the “secrecy” of a family or a school system. The publicity consists of other services that act for the protection of children. Violence against children is a criminal offence and it is a legal obligation to report suspicion or information about a criminal offense. Also, it is necessary to additionally inform staff on the Law on the Prohibition of Discrimination, in order to meet the legal obligations.

There is always a set of situations that can be solved on school level. Their solving has always been part of the basic role and function of school. However, while you are considering this suggestion, we recommend that you once again remind yourselves of all situations classified in the mentioned documents so that you can expect the staff to solve them on their own. At the same time, give practice a consideration. And draw your conclusion.

INSTRUCTION 2: First-level situations that happen between children are usually solved independently by the teacher/educator/class teacher (Handbook, p. 27); on the first level, the assistance of the peer team and peer educators may be useful (Handbook, p. 28).

TRAP: Learn about the Trap from Instruction 1. Then, add the fact that Instruction 2 is also inviting children to this context as participants and helpers. Our suggestion is that it is important to upgrade knowledge on the active and authentic participation of children in school life.

INSTRUCTION 3: In the assessment, it is necessary to respect also the personal experience of the child experiencing violence (Handbook, p. 29).

TRAP: Over 23 years of work in the field of violence against children and women, Incest Trauma Center - Belgrade used to have 7 reported cases of sexual violence against children per week in their regular mission. From that experience, we learned that the personal experience of the child is a priority and that there is no room for gradation of trauma, comparison, etc.

INSTRUCTION 4: Certain physical violence situations require urgent and simultaneous reacting, taking care of students, informing parents and urgently including relevant institutions (healthcare institution, police, center for social work) (Handbook, p. 31).

TRAP: It is true that the situations of physical violence against children require immediate reaction. It is important to avoid: a) the stereotype that “real violence” is only physical violence b) physical violence is a serious crime, pay attention to show zero tolerance. Therefore, for any form of violence it is necessary to react urgently and in unison. Always. The continuation of the Instruction further supports this vigilance, Handbook, p. 31:

- emotional or social violence should also be stopped as soon as possible. The child that experiences violence should be given understanding, trust and security.

INSTRUCTION 5: If there is a suspicion about any form of domestic violence, the teacher/educator must inform the Team, which then takes steps in consultation with the center for social work.

TRAP: The first instance where domestic violence should be reported is the police. Do you want violence to be stopped? This is the domain of the police and prosecutor’s office. The center for social work plays a different role in the system of child protection. Practice shows that when cases are reported, educational institutions do so with the habit of reporting to centers for social work “who will then pass it on if necessary...”. Without a direct report to the police and prosecutor’s office violence and domestic violence will not stop.

INSTRUCTION 6: Monitoring the effects of taken measures - if a situation of violence happens again, becomes more complex, riskier and more dangerous, it is necessary to envisage additional protective measures, such as requesting increased attention from the on-call teachers, all staff, peer team (Handbook, p. 35)

TRAP: The given situations cannot be the responsibility of the peer team, or children.

INSTRUCTION 7: If there is suspicion that a violent event may contain elements of a crime or misdemeanour, the principal informs the parents or police (Handbook, p. 9).

TRAP: Incest Trauma Center - Belgrade trained police officers from 11 cities over 3 years (including uniformed officers: patrols that come to the scene of the crime, heads of shifts (persons who decide if a patrol will be sent to the scene upon report), inspectors employed in the Department for serious and sex crimes and the Department for juvenile delinquency, teaching staff in the police school system at all levels). We learned that the task of the police, prosecutor’s office and the court is to evaluate if there are elements of a criminal offense or not. This is not the task of all the others in the system of child protection. We do not have to know, claim or prove that there are elements of a crime. We do not always have to know if something is a misdemeanour or a criminal offense. **Our task is one and always the same: to report to these services. Any “assessment” postpones the emergency care for the child.**

IF YOU AVOID CALLING THE POLICE, VIOLENCE WILL NOT BE STOPPED AND THE OFFENDER WILL NOT BE PUNISHED. If developing a favourable school climate for zero tolerance to violence means activities aimed at changing everyone’s behaviour, start the change with yourself.

In the education system there is no room for investigation and proving of abuse and neglect. These tasks are under the jurisdiction of other systems.

INSTRUCTION 8: The operational protection plan is made for a specific level-two and level-three situation for all children and students - participants in violence and abuse (those who experience, those who perpetrate and those who witness violence and abuse). The protection plan depends on the type and severity of the violent act, consequences of violence for the individual and group, number of participants, etc. (Rulebook, p. 10)

TRAP: Every situation of violence requires making a Protection plan, for every “level”. It is important not to leave room for interpretation or confusion. On page 10 of the Handbook it is said: “The homeroom meetings, student parliament and parent council are part of the protection plan, they participate in the preparation of the protection plan - everyone should be aware of this. We are reminding you that the participation of these three parties in the documents may be found within ‘level 1’.

INACCURATE OR POTENTIALLY CONFLICTING FORMULATIONS IN RELEVANT DOCUMENTS ARE NOT A REASON NOT TO URGENTLY REPORT OR ACT FOR A CHILD’S SAFETY.

PROHIBITION OF VIOLENCE APPLIES TO ALL

Prohibition of violence, abuse and neglect in an institution refers to all - children, students, staff, parents and third parties.

MANDATORY! Regardless of who the offender is, **IMMEDIATELY CALL THE POLICE** (and then simultaneously forward your discoveries to the prosecutor's office and center for social work). **Violence cannot be stopped without police intervention.** The prosecutor's office will check how far the police is with their action (such reporting is a form of control mechanism).

An employee must not cause or contribute to violence, abuse and neglect with their behaviour (e.g.: disrespecting the personality and rights of child and students, inconsistent behaviour, unobjective assessment, etc.) (Rulebook, p. 4).

Whenever an employee is the offender of violence, abuse and neglect towards a child and student in an institution, the principal takes measures against the employee, in line with the Law, and provides protection and support measures to the student (protection plan) based on the Rulebook on protocol (Rulebook, p. 9).

One of the taboos is the violence of teachers against children. It is a prejudice that all who work in assisting professions do it for humanitarian reasons. When it comes to working with children, assisting professions give easy access to children. For the offender, this is an open door. It is hard, often unpredictable, to recognise the offender in advance. However, when you have the information that violence happened, do not hesitate to take steps to stop the offender. Violence committed by helpers, or teachers in schools, remains a secret, because adults protect each other. A child that was abused clearly recognises this phenomenon. The phenomenon is called "the conspiracy of adults". In one of the public lessons organised by Incest Trauma Center - Belgrade, this topic was covered via questionnaires and the sample of 32 teachers stated that they had never filed a report for violent behaviour of a colleague, even though they mentioned examples known to them.

When violence and abuse happen in an institution between adults (employee-employee; employee-parent; employee, parent - third party), the principal takes measures in line with the Law (Rulebook, p. 9).

A parent must not cause or contribute to violence, abuse and neglect with their behaviour in an institution. When the parent is the offender of violence and abuse against an employee, the institution is obliged to immediately inform the police (Rulebook, p. 9).

Students, as responsible participants in education, in order to prevent violence, abuse and neglect, are obliged to: appreciate and respect other's personalities - of children, students, staff, parents and third parties; respect the rights of an institution and all the acts that regulate their rights, obligations and responsibilities; actively participate in the homeroom meetings; as members of student parliament and school board contribute and participate in preventive activities; do not challenge, contribute or participate in violence and neglect with their behaviour; (Rulebook, p. 4)

When a student commits violence against an employee, the principal must inform the parent or, depending on the case, the police or center for social work: to initiate an educational-disciplinary procedure and issue a disciplinary measure in line with the Law (Rulebook, p. 9).

Surveys and everyday experience show that even teachers may be victims of violence and that, regardless of the defined role of power in a school context, in situations of violence they can also be in the position of lower power, i.e. experience violence (Rulebook, p. 9).

At what time were borders lost and how, how much time has since passed and what caused the escalation?

If there is a suspicion that the perpetrator of violence, abuse and neglect is a third adult party (including student of age) against a child and student, the principal is obliged to simultaneously inform the parent of the child exposed to violence, abuse and neglect, the relevant center for social work and the police (Rulebook, p. 9).

If a child was abused by a parent, inform the non-violent parent and also the police, prosecutor's office and center for social work.

For each of these situations, the principal's role is essential. In our country, the safety of the child is often subordinated to the "defence of a positive image", which is a permanent topic of discussion. If no violence is reported, it is supposed to mean that there is none. Then, such a school is "good". The phenomenon of keeping secrets by not recognising or not reacting is similar to the dynamics in a family where there is violence. Just like in the family, if the public learned about violence, the person feeling responsible for the family's image in the public starts from the assumption "that people would think that the head of the family has failed". And that such a family is "bad". In this case, it is the principal or teachers who are responsible for the school's functioning.

Now back to prevention! What can we do?

Example of a school action: Sensitising principals for the topic of violence against children. An important advocacy activity is the sensitisation of "your own" principal. Even though this is their duty and obligation and part of their job for which they are responsible and paid, practice shows that it is necessary to pay attention to this target group. Children, parents and staff expect clarity from the principal, because they are a model that others will follow.



Has the principal organised a public discussion or in other way explained personally the obligations stemming from the Special Protocol, Handbook and Rulebook? Has the principal answered questions of teachers, parents and children in specifically organised sessions on how to ensure proper and efficient behaviour if there is suspicion or information that a child was abused? They owe the same clarity if e.g. a mother of a child was abused within the family. With their own initiative they can provide clarity on these issues. They inform all stakeholders in school life on their readiness to fulfil the requirement stipulated in the national documents and raise the awareness of all those included on the seriousness of the social problem of violence against children and women. Such events for sharing information should not be opened by giving a generic welcome speech and then delegating the discussion to the Team, professional associates, etc. The more active the principal is during such an event, the stronger the message and the more others believe the principal. If there is no self-initiative, the Team is obliged to initiate and organise such an event. After the event, all attendees can monitor and evaluate if the message is implemented in school life.

Is there a "Dear mailbox" that was placed by the principal at a visible location where parents and students can leave a written message when they have something to say, which considers violence and discrimination? If this does not exist yet in your school, ask your principal how far they are.

Based on situation analyses, monitoring of violence abuse and neglect, evaluation of quality and efficiency of taken measures and activities in prevention and intervention, the institution defines further policy for the protection of children and students from violence, abuse and neglect (Rulebook, p. 12).

WHAT IS YOUR SCHOOL'S POLICY?

SCHOOL POLICY - ZERO TOLERANCE TO THE BREACH OF RULES, VIOLENCE AND DISCRIMINATION. CHILD PROTECTION IS A POLICY. THE METHOD OF CHILD PROTECTION IS YOUR INSTITUTION'S POLICY. IT IS WITH PERSONAL ATTITUDES AND ACTIONS THAT YOU EXPRESS YOUR POLICY. IT IS A LEGAL OBLIGATION TO IMPLEMENT THE POLICY SET IN THE NATIONAL DOCUMENTS OF THE REPUBLIC OF SERBIA.

INSTEAD OF A CONCLUSION - A REMINDER

The prevention of violence in educational institutions is a set of measures and activities that aim to create a secure and incentivising environment, nurture an atmosphere of cooperation, respect and constructive communication with no violence or with the least amount of violence (Handbook, p. 18).

CHAPTER TWO

Educational cycle for parents and other persons that look after children on a daily basis

For the staff in kindergartens, primary and secondary schools, and student dormitories

Chapter Two of the Handbook “Healthy Choices for Kids” is intended for the staff in kindergartens, primary and secondary schools and student dormitories to develop and implement the regular educational cycle for parents and other persons who look after children on a daily basis and help them learn about violence against children and women in order to be competent to recognise and combat different forms of violence.

In the context of violence against children, parents and other persons who look after children on a daily basis cannot understand what their regular obligation is in the system of education unless it is precisely explained. It is the obligation of staff to propose ways to implement this obligation and motivate parents/guardians to design and implement their active and continuous participation or join the ongoing or future activities implemented by the educational institution.

The parent is obliged, in the best interest of the child and student, to: cooperate with the institution; participate in preventive measures and activities; appreciate and respect the personality of their child, other children and students, staff and other parents. A parent must not cause or contribute to violence, abuse and neglect with their behaviour in an institution (Rulebook, p. 4).

WHY IS IT GOOD TO INCLUDE PARENTS/GUARDIANS IN THE PREVENTION PROGRAM?

Give these answers to parents/guardians.

Preventive activities will mean that children:

- accept and learn skills necessary for staying and living in a community;
- have a feeling of protection and security in an institution;
- learn better and more efficiently;
- are more responsible and learn to manage their own behaviour in conflict situations (to avoid them or solve them constructively);
- manage feelings such as anger, frustration, happiness and elation;
- establish and nurture friendship;
- learn to protect their own and respect the rights of others (e.g. right to privacy, freedom of choice, etc.);
- understand and accept differences, cooperate with others and work as a team (Handbook, p. 18).

Preventive activities mean that adults:

- take responsibility to create and nurture an incentivising environment in the institution;
- respect their own rights and the rights of others;
- appreciate differences and nurture cooperativeness and cooperation;
- adopt and apply practical knowledge and skills for the constructive solving of conflicts and crisis situations (compassionate communication, mediation in conflicts, communication with the media, etc.);
- perceive and constructively oppose different forms of violence (Handbook, p. 19).

Whenever possible, include the parents and the local community in the planning and implementation of different activities.

Excerpt from the HANDBOOK FOR SELF-EVALUATION AND WORK EVALUATION

4. SUPPORT TO CHILDREN/STUDENTS

4.1. CARE FOR CHILDREN/STUDENTS

Description of attainment level - level 4

4.1.1. The institution has a rulebook on the safety of child/student, with clear procedures for the protection of child/student, the content of which is known to all staff, children/students, parents and local community and has a set of measures for the protection and safety of children/students for every school year. Duties, obligations and responsibilities of all students are clearly and precisely defined by the rulebook. All students fulfil the duties and obligations stemming from the rulebook and set of measures conscientiously and responsibly. The application of the rulebook and set of measures is analysed by: the principal, professional associates, class councils/subject teacher groups, educational/teacher council, parent council and administrative body. The institution timely and adequately reacts to identified shortcomings. The child/student feels safe in the institution.

Description of attainment level - level 2

4.1.1 The institution has a rulebook on the safety of children/students in the institution; a set of measures was adopted, but not all duties, obligations and responsibilities have been clearly defined. The application of the rulebook and set of measures is not analysed regularly but only when a problem arises. In the institution there are children/students whose aggression occasionally threatens the safety of others. The child/student does not always feel safe and protected in the institution.

Description of attainment level - level 4

4.1.2. There are determined procedures to identify emotional, physical and social status of child/student and to timely and adequately react. In order to promote healthcare and healthy lifestyles, the institution has a permanent cooperation with the healthcare service (visits of medical workers, training of educators/teachers and children/students, educational posters, regular organisation of systematic examinations and vaccination of children/students). The institution has a program to fulfil the social needs of children/students; it cooperates with different social protection institutions and has regular activities to assist children/students. The educator of a group/class teacher and professional associates spend enough time talking to children/students and parents; they forward relevant information respecting their confidentiality and record the contacts and conversations made. In the institution there is a program with support measures for children/students with developmental impairments, which is fully applied. There is a visible respect and care for children/students with developmental impairments.

Description of attainment level - level 2

4.1.2. In the institution there are set procedures to identify the emotional, physical and social condition of child/student; the obtained relevant data is not used for continuous and organised reaction. The cooperation with the healthcare service and social protection institutions exists, but is occasional and does not cover all aspects. The institution reacts to the determined needs of the child/student only in extremely difficult and crisis situations. There are measures set by the program to help children/students with developmental difficulties, but are inconsistently applied.

Educational cycle for parents and other persons that look after children on a daily basis

What follows is the concept of the Educational Cycle which consists of 4 meetings. The topics of all meetings are covered within the accredited program of Incest Trauma Center - Belgrade, basic level. Here, we are showing the work program from one meeting to the next and the work material for each meeting. The entire material is first used to prepare the trainer of the meeting, and is then used in work during the meeting, and at the end of each meeting one copy of each material is kept by the parents/guardians.

FIRST MEETING – *Learning about the international and domestic documents in the context of violence against children*

- Place and powers of the kindergarten/school in the system of protection of children
- Program for the protection of children from violence: presenting preventive measures in the current school year

*For this meeting, the trainer prepares independently.

SECOND MEETING – *Violence against children*

- Wheel: Violence against children (for parents/guardians of children of all ages)
- Wheel: Violence in adolescent relationships (for parents/guardians of children aged 13 and older)

THIRD MEETING – *Sexual abuse of children*

- Sexual abuse of children is...
- Warning signs
- Process of sexual abuse of children by familiar persons
- Cycle of sexual abuse
- Disclosure
- Effects of sexual abuse

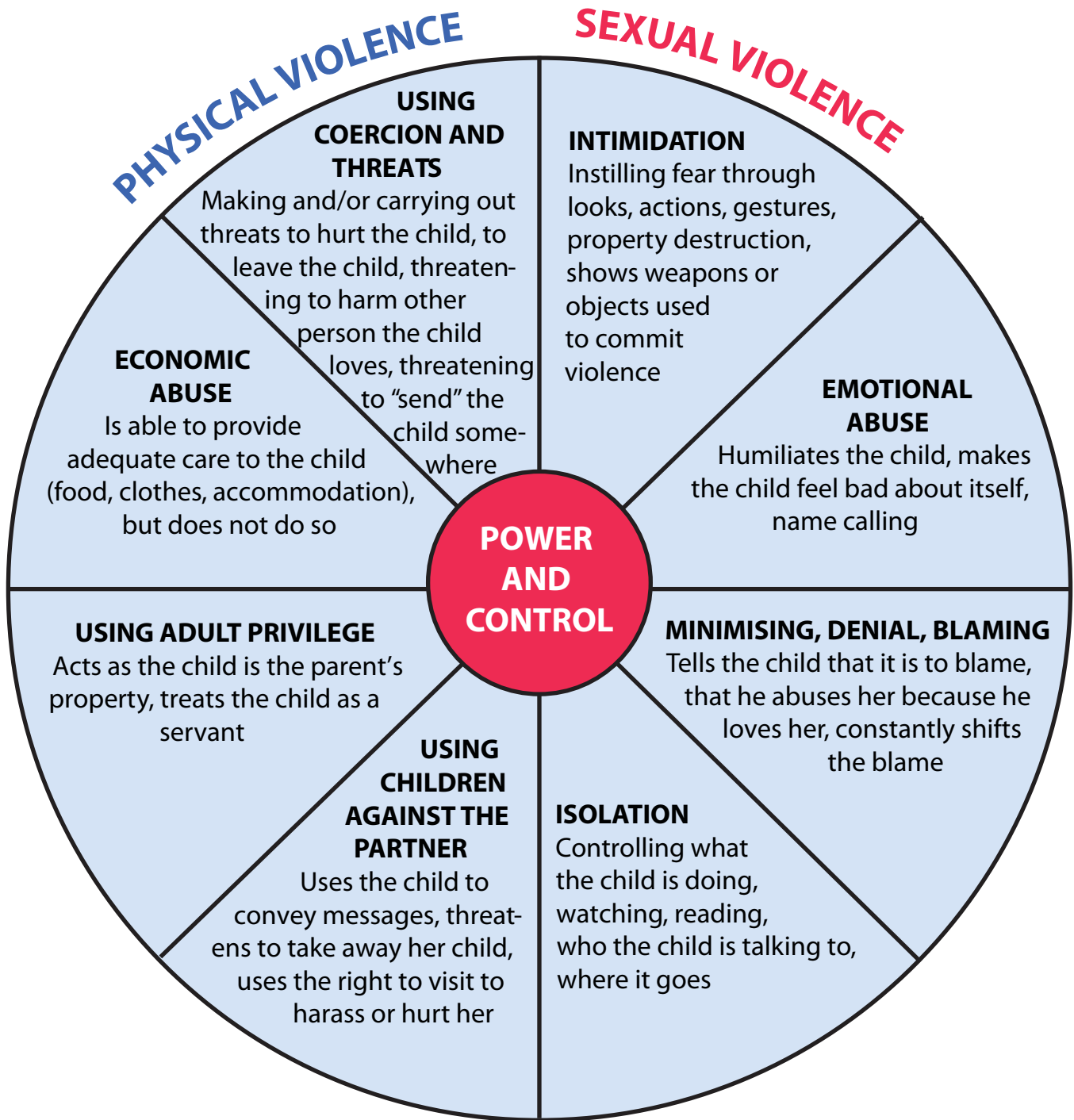
FOURTH MEETING – *Violence against women in relationships*

Statistical data in our country shows that the mother of the child is often exposed to violence in a relationship, which is why it is necessary to discuss this topic.

Additional resources are available at www.incestrauamacentar.org.rs and www.ijasamuztebe.org.rs

SECOND MEETING:

Violence against children

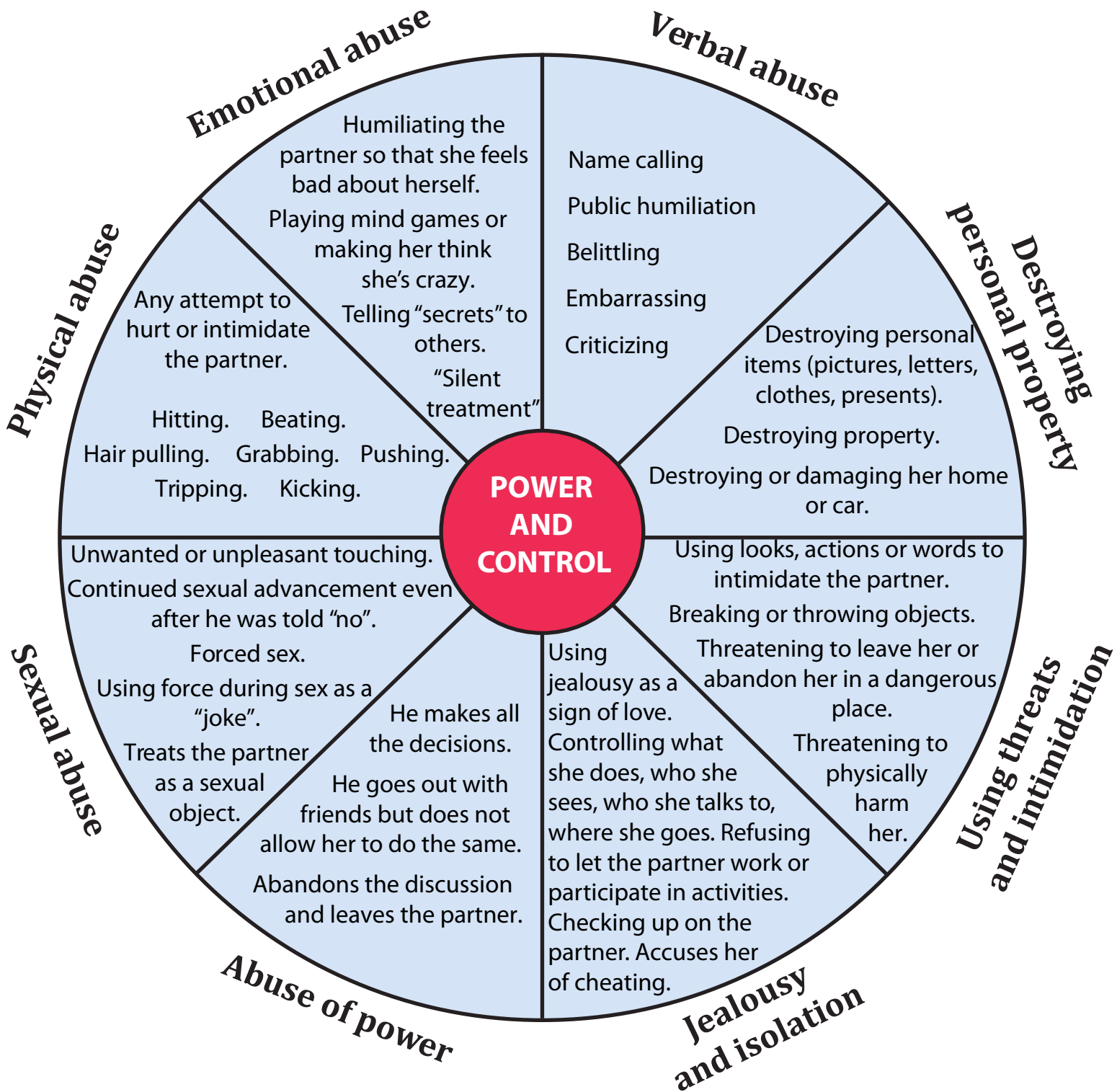


○ Goal

➤ Tactics

○ Serves to implement tactics and achieve the goal

POWER AND CONTROL IN DATING



THIRD MEETING

ONE IN THREE GIRLS AND ONE IN SEVEN BOYS EXPERIENCE A FORM OF SEXUAL ABUSE BY THE AGE OF EIGHTEEN

SEXUAL ABUSE OF CHILDREN is any form of exploitation of a child younger than 18 for the purpose of sexual gratification and enjoyment of an adult and includes obscene phone calls, exhibiting body parts which are supposed to be covered and voyeurism, fondling, taking pornographic pictures, attempted sexual intercourse, rape, incest and child prostitution.

The definition of incest in the law is limited to sexual relations between close relatives. It is important to know that many children are abused by adults who enjoy their trust, who are not their relatives, such as neighbour, mother's partner, violin teacher... That is why we use the definition from the campaign conducted by INCEST SURVIVORS.

INCEST IS ANY SEXUAL ABUSE OF THE CHILD BY AN ADULT THEY TRUSTED, WHO IS IN A POSITION OF POWER AND IS AN AUTHORITY FOR THE CHILD.

The Incest Trauma Center - Belgrade database (2009-2014) shows that of five children who were sexually abused four are female and one is male. Boys experienced sexual violence in 16.78% of cases. The gender structure of offender of sexual abuse of children: men in 90.19% of cases and women in 9.81%. In 42.15% of cases the offender of sexual violence against the child is the biological father (the most common form of incest is father-daughter), whereas in 50.64% of cases the offender is a father figure (collectively, in order of frequency: father, stepfather, guardian, adoptive parent). In 21.61% of cases, the offender is a person outside the family that the child knows (family friend, neighbour, "private" tutor), whereas 10.02% were committed by minor offenders (mostly abuse within the peer group, within the family, and inside social protection institutions where children are permanently housed). Between 2009 and 2014, 100% of offenders were persons that the children knew. The following violent sexual actions were used: obscene phone calls, showing body parts which should be covered, voyeurism, fondling, taking pornographic photos, attempts to perform intercourse, rape, incest, and child prostitution. Even though the abuse is mostly conducted against one child by one offender and one offender usually abuses one child, it is necessary to pay attention to the fact that one child was abused by 3 or more offenders in 7.48% of cases and that one offender abused two children in 6.17% of cases and three or more children (serial) in 9.22%. The age of the first incident of sexual violence is on average 5 years and 4 months. The duration was recorded as lasting several months in 30.73% of cases and several years in 69.27%. Abuse that lasted several years on average went on for more than six years. Physical coercion was used in 23.07% of cases, towards adolescents or in families where the father figure was violent emotionally and physically to the mother. In 57.69%, reporting was done from an acute situation (ongoing sexual violence). The period between the first incident of abuse and reporting amounts to 8 years and 5 months. The sexual violence was usually reported by: in 54.34% of cases by the survivor and in 30.60% by the mother of the child. Mothers normally report cases for children under 12, they report in an acute situation, and this results in the stopping of violence. Persons outside families reported sexual violence against the child in 5.33% of cases.

THE ATTITUDE IN THE SOCIETY THAT ONE SHOULD NOT INTERFERE WITH "FAMILY MATTERS" IS SLOWLY CHANGING.

THE MOST IMPORTANT STEP IN RECOGNISING SEXUAL ABUSE OF CHILDREN/INCEST IS THE AWARENESS THAT ABUSE IS POSSIBLE

You will not uncover sexual abuse unless you believe it exists.

HOW TO RECOGNISE THE WARNING SIGNS?

- Frequent urinary infections/painful urination
- Venereal disease
- Stomach disease
- Inability to sit calmly (pains in lower stomach or genitals)
- Bruises (particularly in the genital area)
- Incontinence or bed wetting

- Pregnancy
- Chronic eating disorders (anorexia, bulimia)
- Suicide attempts
- Self-harm
- Insomnia/nightmares/flashbacks
- Panic attacks
- Refusal to speak (silence as a choice)
- Sudden mood swings
- Absence from school
- Fear from a person or being left alone
- Changes in school performance
- Sleeping in classes
- Regression
- Atypical behaviour reminiscent of sexual
- Inadequate or detailed knowledge on sex expressed through drawings or verbally (inconsistent with the child's age)

These ways of behaving are common for all children in a state of crisis and need not be a reaction only to sexual abuse. However, if your loved child shows several different symptoms from this list, pay attention to the possible cause. Also, to make matters worse, there are abused children that do not exhibit any of these signs and manage to hide what is happening to them.

We teach children to listen to adults, not to ask questions. The child is longing for the confirmation that it is accepted and loved, and is therefore particularly vulnerable to anything requested by adults. When sexual violence is ongoing, threats, bribes and other strategies of offenders are used to preserve secrecy. Children are often told that everything is their fault, which may be a reason for carrying a secret inside for many years, without ever sharing with anyone.

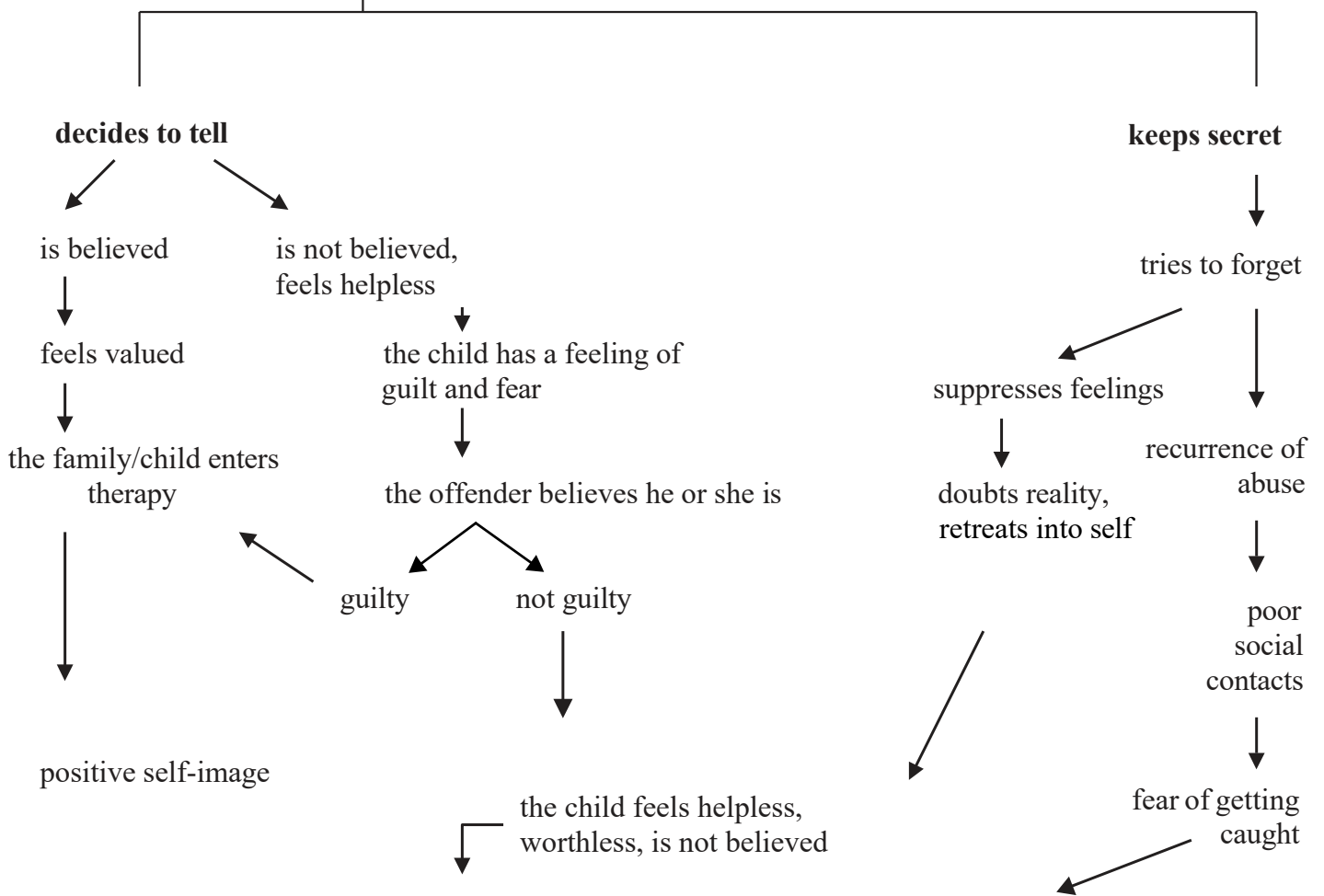
PROCESS OF CHILD SEXUAL ABUSE BY PERSONS KNOWN TO THE CHILD

OFFENDER

- chooses the child-victim and plans the process of abuse
- builds relationship with the child
- uses tricks, bribes, blackmail
- initiates sexual activity
- starts with threats, secrecy, possibly violence
- isolates the child from other people
- increases the child's feeling of helplessness
- develops the child's feeling of guilt

CHILD

- feels disoriented, confused, shocked
- feels trapped due to the secret
- is afraid of getting in a lot of trouble if he or she tells, because it is unpleasant, secret and strange, means you are "bad" and that nobody loves you
- tests the responses of trusted adults



LOW SELF-ESTEEM

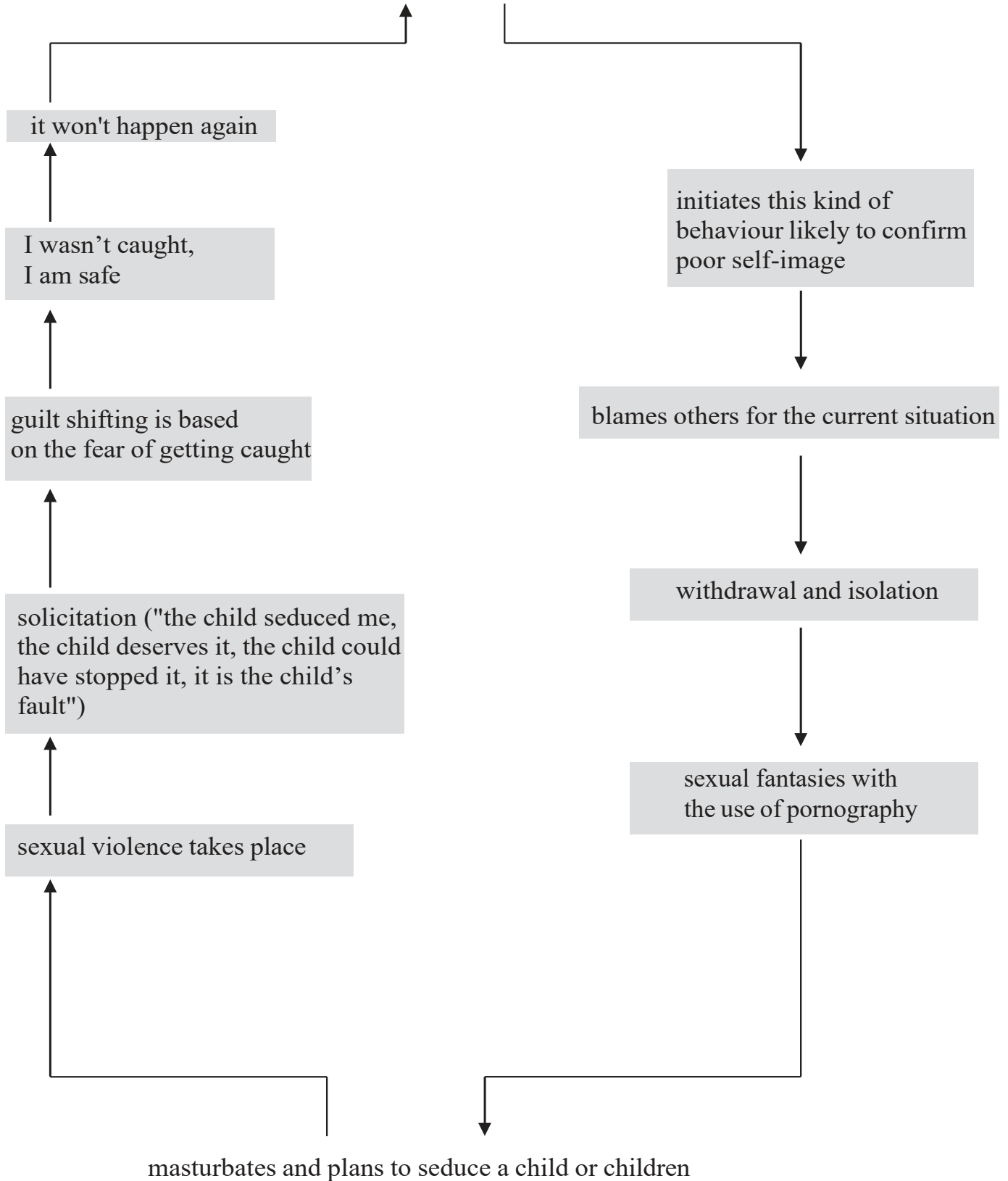
Psychological disorder: inability to build relationships with other persons, lack of concentration, isolation, worthlessness, hopelessness, self-destruction, antisocial behaviour (alcohol, drugs, prostitution), insecurity, becoming susceptible to repeat abuse, ignores problems and risks permanent disorder and inability to function optimally

SEEKS HELP AND WORKS TO IMPROVE SELF-IMAGE

SEXUAL ABUSE CYCLE

OFFENDER

poor social contacts, poor self-image,
self-pity, "no one understands me"



WHEN THE CHILD INFORMS YOU THAT IT HAS BEEN SEXUALLY ABUSED

BELIEVE THE CHILD. Children DO NOT LIE about being sexually abused. Perhaps the child thinks that you are the only one who can help.

TRY TO REMAIN CALM. Of course, this is hard to achieve, but shock and anger can only result in the child's withdrawal.

LISTEN CAREFULLY. Take the child to a safe place and let them tell you in their words what happened. Give the child your full attention.

DO NOT QUESTION THE CHILD. The only question you should ask is: "What did he (the offender) tell you would happen if you told this to anybody?" Usually the threats are unfounded, and the child needs to be explained that they will not come true.

CLEARLY SAY TO THE CHILD THAT THEY ARE NOT TO BLAME. The biggest fear of the child is reflected in the fact that they feel responsible for sexual abuse and blame themselves. Responsibility is ALWAYS on the side of the offender.

COMMEND THE CHILD FOR CONFIDING IN YOU. Repeat to the child several times that it is GOOD that they told you and that with you they are safe. Thank the child for the trust they showed you.

REPORT THE INCIDENT TO THE HOTLINE OF THE MINISTRY OF EDUCATION AND THE NATIONAL CHILD ABUSE HOTLINE (NADEL).

EFFECTS / CONSEQUENCES...

...SEXUAL VIOLENCE IN CHILDHOOD CAUSES LONG-TERM EMOTIONAL TRAUMA

Lack of trust, fear, shame, feeling of guilt, total or partial loss of borders, loss of control over one's life, isolation, confusion, ambivalence, low self-esteem, lack of self-confidence, poor self-representation, self-destructiveness (alcohol, drugs, eating disorders, self-harm, suicidal thoughts, attempted suicide), poor representation of one's own body, problems in the sphere of sexuality, entering inadequate relations (choice of friends, partners...) in which they often experience physical or other form of violence, rape at a later age (also marital rape), anger / fury, inability to say NO and protect oneself...

...are a host of effects that the child and adult survivors of sexual abuse in childhood face.

A LOT OF WORK, ADEQUATE INTERVENTION AND SUPPORT MAKE RECOVERY POSSIBLE!

FOURTH MEETING

Dušica Popadić

VIOLENCE AGAINST WOMEN

The text comes from Chapter One of the Handbook “Violence Against Women, My Professional Responsibility” issued by Women’s Health Promotion Centre for the health sector (2007, 2012)

Violence against women is a criminal offence in which a woman or girl experiences fear of death. Every situation of violence against women carries a risk of fatality. It is the responsibility of the government and the society for the outcome, for the way out from the violent situation and the woman’s recovery. An abused woman is never responsible for the violence she was exposed to; the only one responsible is the offender. The experience of the abused woman and her word is the only thing that is relevant in the drafting of a theoretical concept and practices of prevention and combating of violence against women. It is an honour to deserve that an abused woman confides in you that she has experienced violence. Fearing the offender, it is normal for an abused woman to deny that violence exists or to change her statement. The demonstration of power of helpers through assessment and lack of trust in her which occurs only because she is a woman is a re-traumatisation for the victim. Advocating and understanding violence against a woman in old ways from the point of view of psychopathology and old practices of the medical model in the form of “treating the victim” instead of recognising trauma as a healthy and normal reaction to unhealthy circumstances - is a direct help to the offender in the execution of crime in the field of violence against women. Reporting crimes in violence against women and reporting offenders is a legal obligation in Serbia. Violence against women is not a woman’s private problem; rather, the state should prosecute ex officio. Trust in the woman’s statement and an authentically equal cooperative relationship with the woman is the personal responsibility of all of us who act as allies, whether as private or as official persons.

VIOLENCE AGAINST WOMEN IS A HATE CRIME

Gender-based violence is a new term for the notion of “male violence against women” and when the term “violence against women” is used in this chapter, we are referring to violence against women committed by men. The risk factor for violence is the sex of the victim. Just by being a woman, she becomes the victim of violence. The misogyny of the state, society and offender make this hate crime happen and reoccur. The gender roles of men and women and boys and girls “have been the cards that have been dealt for 3000 years” by the patriarchal society and combating violence against women means deconstructing the patriarchy which offers a set of values as a basis for the occurrence of violence against women. It should be part of your expertise and competence to know that women (and children) are usually exposed to violence and that it is most often the men who perform violence. In familiarising yourself with and using this Handbook, it is important to bear in mind the sex structure of victims and offenders and to regularly remember during the use of the Handbook that we are talking only about men who are violent, and not about all men. The same applies for women exposed to violence, whose trauma is explained in more detail below. So, we are not talking about all women. The problem of violence against women is treated based on the representative samples of reported cases in Serbia and abroad. We owe the proper understanding of these processes to the victims of violence, to help them become survivors and then winners.

GENDER ROLES

(Instead of the profile of victim, offender and family in which violence happens)

For violence to occur, three components are needed: power, authority and trust. All components become the components of social oppression and are known in the field of diversity. Being a woman-victim or woman-survivor of violence means being different. It means another marginalised social identity and another discrimination.

The risk factor is not hidden in the traits of race, class, sexual orientation, appearance, intellectual and physical ability, age, ethnic or national belonging, religion. No geographic area (or division into rural and urban environments) carries any special prevalence and the same is true of education. All characteristics were equally reported concerning the woman-victim of violence and offender. There is no defined victim profile, offender profile or family profile. Anyone can be in one of these positions, luckily - not everyone is. Faced with the problem of violence, usual reactions are shock and disbelief and the attempt to re-establish control through “patterns”, and that is why there is a quest for profiles. There is a need, once a profile is found, to distance yourself from the problem and say “no, this could not happen to me, this

is happening to someone else". The only thing that can be singled out is that the secret of violence stays hidden longer in urban and "high intellectual" levels.

The profile of the victim, offender or family is usually made by activating an oppression mechanism used by the dominant social group to protect and highlight their comfortable position. This is a "scapegoat" approach that usually means that the dominant group will point their finger at the marginalised one and expose it to additional pressure. That is how the stereotype was created that violence happens only in the Roma community, that incest was imported to Serbia by refugees ("we did not have that before", says the local population), that homosexuals are in fact paedophiles, that women are "easy" and that is why they get raped (they tease, ask for it and deserve it, "it suits her right, that was her choice, why didn't she protect herself") or that it is not incest but women who have sexual fantasies about their fathers (even Freud found it challenging to grasp this, and he designated trauma as hysteria in women which is a fallacy that lasted for years). All of the stereotypes attributed to the victim of violence are stigmatising, damning, accusing. The stereotypes about offenders often justify their responsibility for the committing of violence ("wonderful, family man", "alcoholic", "he had a difficult childhood", "breadwinner and head of family", "it is an uncontrollable urge, inability to control anger, impulse, he can't help it", etc.). The support to both sets of stereotypes means a direct support to the perspective of the offender and a "green light" to continue to abuse. Violence first happens in majority social groups; these are white heterosexual urban families with children.

HIS VIOLENCE IS HIS CHOICE

The offender's violence is his chosen way of behaviour and a planned action. Most of the experts and the general public refuse to adopt this principle, proven through the problem of inequality of sexes and the concept of the (abuse of) power in the context of gender roles. Instead, old concepts and old practices do not recognise the phenomenon of violence against women as a result of the social construct of the uneven distribution of power between sexes and the abuse of power in the context of gender roles. There is no approach from the perspective of trauma and recovery to the woman-survivor of violence; rather, this is done from the sphere of psychopathology and primarily the medical approach is practised. The offender's responsibility for violence is relativized and justified by the destructive entitlement, which means that his potential background in survived violence gives him the right "to abuse because of that." An especially dangerous "profile" of a person who needs psychiatric treatment (whether attributed to the victim or the offender) supports the offender as "unaccountable" meaning that he is not responsible for his actions - while discrediting the victim as an actor whose statement cannot be considered truthful. There is no mental illness or physical disorder in the offender, there is only hunger for power and enjoying its demonstration with the fruits of abuse without being sanctioned for the crime.

There are several grounds on which the status quo is preserved and the committed violence is approved, instead of entertaining the possibility that the offender, if unhappy with the relationship - is free to go. The dynamics of violence pulls hard into its vortex and this possibility is totally forgotten. For example, in cases of violence in relationships, the offender in his "cobra" typology (firmly holds his partner in the grip of their relationship until she leaves the situation of violence and then looks for a new one to re-start the violent pattern) or "pit-bull" (even after the partner leaves, the offender does not give up on violence, he is able to "find her wherever she might be" and threaten her again) - blurs the fact that leaving for him is a legitimate option. All this proves that it is far more significant to arrive at his perspective through actively listening to women and offenders than to support non-existent profiles. This is only a waste of time and causes unfathomable consequences for the woman.

The key thing in understanding the abuse of attachment committed by the offender towards the woman (and child) lies in the fact that the patriarchal society proposes and advocates a set of values that give grounds and consent for the occurrence of violence. Which prejudice support the occurrence of violence?

THE MYTH OF RECIPROCITY

The myth of reciprocity is the patriarchal concept which introduces the division of responsibility for violence between the offender and the victim. You can hear people say "they're fighting..." or "of course he had to hit her because she's got such a long tongue", essentially internalised with messages received at a young age such as "those who fight actually love each other", etc. It is not rare to hear from professionals employed in healthcare and other institutions that marital rape is "their way of communicating". The myth of reciprocity particularly applies when the abused woman resists the offender. The woman in a situation of violence has only three options: to stay, to leave, or to fight back. Unfortunately, when the woman fights back against a man who is violent to her, it is forgotten that she is the victim and that this is practically self-defence. There is a social veto to the real resistance of women. She must be obedient and

inviting her to resist is only figurative, accompanied with the blaming messages and criticism of why she did not leave the offender. If she chooses to fight back, she again faces resistance and is seen as the “only aggressor”.

VIOLENCE AGAINST WOMEN “IS NOT A SERIOUS ENOUGH CRIME”

In professional and general public there is a lack of professional and personal responsibility vis-à-vis the obligatory reporting if there is suspicion or information that this crime was committed. The failure to report is a negative practice since there is no punishment in case of failure to report, especially by professionals. In case of criminal prosecution, the procedural and legal solutions are very re-traumatising for the woman (protective of the offender). All of this is the repetition of a demonstration of power of institutions towards a woman whose traumatic experience caused by the behaviour of the offender is already a consequence of the abuse of power. Actually, the problem of violence against women is not treated seriously enough, because women, as the largest marginalised group are not seen as important.

All of this results in women losing trust in the system and rightfully believing they would not get help. Victims have their reasons for keeping quiet. The basic reason is fear, of the offender, his revenge, of repeated violence, of death caused by violence. Women deny because they are afraid. Women will later even lie because they are afraid, e.g. when giving a statement. Women will diminish a crime or claim responsibility because they are afraid and because we are living in a patriarchal society with an inadequate protection system.

You will not find a woman that was beaten by her partner who will later gladly testify, go to court and point the finger at the offender, hoping that something positive happens for her. For many years, such cases have been deemed misdemeanours and the offenders did not get a prison sentence. It is customary for a woman to change her story and the offender his own. They will both claim that she did something that preceded the conflict. This is how his actions are represented as self-defence or establishing control over a hysterical woman. The task of allies is to learn the dynamics of violence and trust the woman, not to believe that there was no violence.

You have the opportunity to demonstrate the proper attitude towards violence against women. The participants will tell you something that they will potentially never repeat. Both for the sake of the victim and the offender it is important for you to show that you are against violence and that you know that the point of violence is undeniably clear: it is always precisely known who experiences violence and who commits violence (there is no “grey area”).

You either show clearly with your behaviour your attitude on violence: that it is unacceptable, illegal and criminal. Or you have a different attitude - that violence against women is not so important and that consequences do not matter. If you are adhering to the second principle, it is important that you back out and leave the assistance to somebody else who has confidence in the victim’s statement and is ready to show maximum openness. Not everyone is equally ready to work in the context of violence. Not everyone has to work in the context of violence. It is a fallacy that the process of training helpers through official education is enough to properly assist victims of violence. The easiest part is to upgrade knowledge, but the attitudes on women, the topic of violence and topic of diversity are key. The third factor that defines assistance concerns the (previous) culture of communication and cooperation among professionals employed in institutions.

VIOLENCE AGAINST WOMEN WHO ARE AT A HIGHER RISK OF VICTIMIZATION ¹

Roma women are victims of double victimization and violence, as women and as members of their ethnic group. They are facing an even worse reception in most social institutions. Official institutions, e.g. centers for social work, police stations, healthcare institutions are not interested in helping a Roma woman and there she faces different forms of discrimination.

State institutions are making no effort to recognise all specificities of a **lesbian existence** and make no effort to legally recognise and sanction violence against lesbians. Also, institutions ignore everyday discrimination and hate speech against persons attracted to the same gender. According to the examples from practice by NGOs dealing in LGBT+ rights (lesbian, gay, bisexual and transgender persons), violence is usually not reported to the police for fear of continued torture and additional discrimination in institutions and because of fear from “publicising” one’s sexual orientation. This results in violence usually remaining invisible. The specificity of violence against women of different sexual orientation than heterosexual also lies in the fact that there is no official attitude of the government and relevant institutions

¹ National Action Plan for Women, first draft of the document made by the Working Group Violence against women, 2006 Recommended literature:
- Study of violence against the LGBT population in Serbia, 2006, published by Labris - Lesbian human rights organisation.
- The right to lesbian existence in Serbia by Dušica Popadić, 2006, published by Labris - Lesbian human rights organisation

which would point out that there is a condemnation of this sort of discrimination and violence. Violence against lesbian women is a violence that the state is not dealing with, or they are not treating it specifically, even though homophobic violence is an area that requires special treatment and sensitisation.

Violence against **women with disabilities** is usually committed by the persons that women physically depend on. Women with disabilities are often victims of coercion, usually by abuse of power. There have also been cases of abuse in institutions for persons with disabilities. In two thirds of cases, victims do not ask for help from any public institution. The reasons for not asking are architectural obstacles, fear from being judged by the surroundings, fear of revenge, lack of trust in institutions.

Women's non-governmental organisations have also identified the hard position of **women who are foreign citizens** and victims of domestic violence. Their way out of violence is made harder by the fact that e.g. in case of divorce from the offender, it is hard for them to obtain the right to stay in a country, they have no right to work or social protection.

Also, **women with psychologically altered behaviour** are victims of multiple discrimination, not only because they are particularly exposed to violence but because the institutions that should protect them mostly do not believe their experiences. Also, women's non-governmental organisations have identified many cases of repeated violence that they survive in certain institutions of closed/semi-closed type (psychiatric hospitals, shelters for adults, etc.).

TYPES OF GENDER-BASED VIOLENCE

Violence against women appears as emotional, physical and sexual. It is important to observe each of these tactics in the context of the following parameters: who the victim is, its sex, its relation to the offender, sex of the offender, frequency, which violent actions were committed by the offender, if the violence was made public, what was the first reaction the victim faced if she reported (was she believed or not), if she got the proper professional assistance and if there was a positive outcome in court. Each of these parameters is equally important in defining the seriousness of the trauma and chance for the abused woman's recovery. In police work, the crime scene is also especially important or the method of execution which can be part of organised crime, e.g. the problem of human trafficking or online paedophilia.

a) DOMESTIC VIOLENCE

Domestic violence is a pattern of different behaviours which start with humiliating comments, harsh jokes, economic exploitation, hitting and kicking, isolation, and lead to sexual abuse, strangling, mutilation, and murder. The definition applies to the relationship between two adults (while the data of women's NGOs in Serbia show that in nine of ten cases of violence in relationships the offender is a man, in fact a spouse or common-law partner - whereas the victim is a woman).

Currently, the definition does not concern the context of violence against children, even though children are almost always witnesses and/or victims of violence when the mother is abused by the partner.

The information of women's NGOs in Serbia, as the most reliable source in the country thus far, included in different government (national) strategies, show that every other woman in a relationship is emotionally abused. Also, one in three women who are in a relationship are physically abused. And finally, one in four women in a relationship is sexually abused by her partner.

Initial framework of the national strategy against violence (2005), Ministry of Labour, Employment and Social Policy of RS

BATTERED WOMEN'S SYNDROME

Battered Women's Syndrome is a set of symptoms concerning thoughts, feelings and behaviour in women exposed to violence in relationships, which reflects the pain and humiliation of a woman, devastating her basic values. All theoretical explanations in the context of violence against women were created firstly by the abused women living with violence and later by the experiences from awareness raising groups and self-help groups which helped draw attention to violence and irregularities. It is in this order that "real lives were systematised in official terminology" in this area.

Historically, this process was started by women in Western Europe and USA in the early 1970s. When it comes to the Battered Women's Syndrome, this is a phenomenon which in some countries was recognised in court and serves to shed light on domestic violence as a criminal offence, or on the taking of testimonies, defining realistic capacities of an abused woman during the collection of evidence, expected reactions by the offender and ways to obtain his admission of guilt. It clearly describes the dynamics of violence and abuse of power by the offender-partner in the long period of attachment. Even though the name mostly refers to the physical violence the woman was exposed to, basically, Battered Women's Syndrome systematises the effects of the entirety of violence (emotional, physical and sexual) the woman is exposed to and introduces the understanding of the category of accumulated pain in a woman which is recognisable when this long-term suffering may result in murder of the violent partner. Of course, no one has the right to take anyone's life and must suffer the consequences for that, but this cumulative effect is taken as a significant mitigating circumstance in issuing the verdict, because these women are victims of violence.

POWER AND CONTROL WHEEL

The Wheel of Violence against women² introduces us to the pattern of domestic violence and specifies how life takes place in a home where there is violence against a woman. In reviewing this scheme, the most important thing is how to read the Wheel of Violence.

Namely, the central circle shows the goal or the cause of any violent behaviour which is reflected in the demonstration of power and the establishing of control over a person that is exposed to violence. Practically, the central circle of the Wheel of Violence against women answers the question "why" the offender chooses violence. So, the root of violence can be found in the sphere of psychopathology. It is found in the social construction of the unequal distribution of power between sexes.

Strategies/tactics (emotional, economic, sexual abuse, child manipulation, threats, using male privilege, intimidation, isolation) answer the question "how" - how an offender commits violence. They are used by the offender to achieve a desired outcome and this is a collection of actions that can be used individually or in combination. At this time, it is important to notice that when one hears the story of an abused woman, it is not hard to "put her through the Wheel of Violence" and soon recognise the pattern of violence (two or more used tactics establish a pattern of violence), and then it is no longer possible to talk about unrelated incidents. It is important to consider analogies with the Power and Control Wheel which applies to adolescents and children. In children, the Battered Child Syndrome is referential, but this Handbook will not be dealing with it in detail. The woman is blamed, but without identifying the systemic social problem and the exclusive responsibility of the offender for the violence.

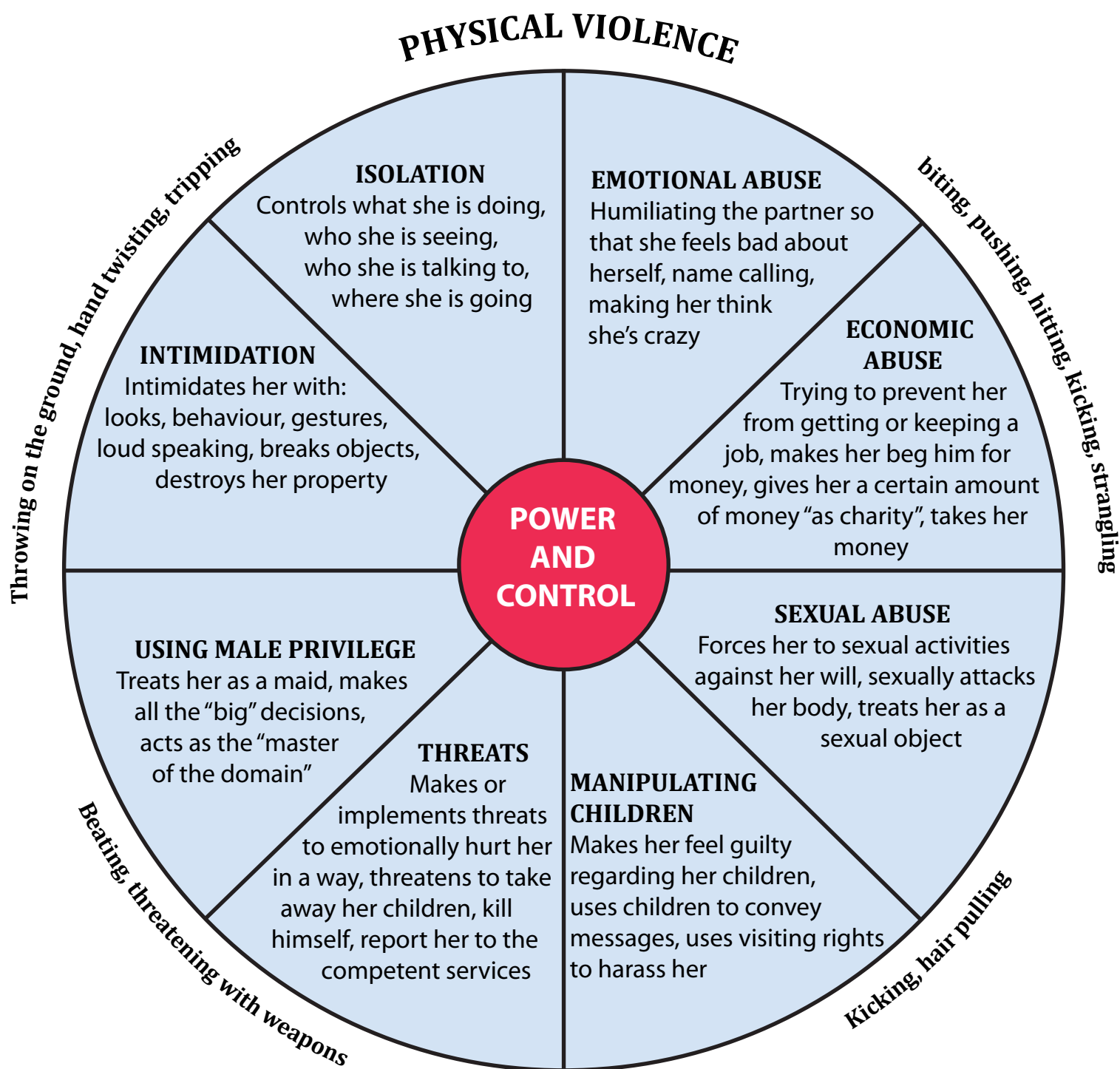
It is not necessary for the offender to use different tactics at the same time or to even use the whole range. The selection, methods of implementation, intensity, frequency, etc. depend on the offender's assessment of the desired goal at a given time. The sophistication of methods relies on the fact that the offender knows very well his victim and abuses this. Emotional abuse may have more subtle actions than physical abuse, but this does not mean that it is any less destructive for the woman. Many women say that emotional scars take much longer to heal than broken bones.

An offender installed a computer program in which the woman, who had the total freedom of using joint income, at the end of the day had to enter all daily expenses that he then compared with the receipts she brought in and the actual balance. At the time of modern technological development, scrolling through a woman's phone book by the offender is a frequent violent act that he justifies with his jealousy and asks the woman and her environment to take this as proof of love. In the relationship where there is violence a problem occurs even when the woman decides to open her own e-mail address instead of the family one. The offender reacts by saying "why do you need a personal address, are you hiding who is writing to you?" If a woman would like to be independent by having her own car and more opportunities for free movement (provided it is financially feasible), it is not rare to hear an offender say, "you needn't bother with the car, I will always be the jackass to give you a ride". Or, by upholding his image of caring husband, he will take his partner to and back from work, which will create sympathy and even envy in the environment, whereas the abused woman will say that this way she has no way of walking with her female colleagues after work or have coffee or go window shopping, because she has to return home immediately (frequent statements from the 90s in Serbia when public transport was having trouble because of the gas shortage). Practically, any establishing of autonomy as one of the parameters of a healthy relationship - is not desirable.

² It is important to consider the analogies with the Power and Control Wheel which applies to adolescents and children. In children, the Battered Child Syndrome is referential.

Violence against Women

Wheel: Power and control



○ Goal

➤ Tactics

○ Serves to implement tactics and achieve the goal

Women often say that the offender is able to stay silent for days. “Sometimes I think ‘I wish he would hit me once, just to stop being silent for fifteen days, I cannot stand that”. In a misogynistic public, such statements easily activate the stereotype of “women-masochists”. Actually, emotional abuse, even though legally punishable, is extremely rarely seen as reason enough to report violence. “How did so much money end up in your bag, you shouldn’t walk around with so much cash. Remember what happened last time? When I gave it to you, you lost it...” “For now you got away with it, but this discussion is not over”, “I can’t stand the thought of you being with someone else, just dare to leave me...”, “If you leave me, I have no reason to exist”, “If I come home at night and you’re not there, I’ll take the rifle and shoot you like a duck”, “Stop crying, I didn’t harm you that much... and I could’ve if I had wanted to...”. The combination of violent tactics concerning emotional abuse, intimidation and threats, unfortunately, at this level of awareness about the problem of violence against women in Serbia is usually not enough to report abuse.

One offender said that he “cared for his wife’s health” by prohibiting her to smoke. Each day when she came from work, he asked her to “blow” in his face and in their children’s faces so that he could smell if she was smoking. The same offender had an evening ritual cleaning his gun and bullets. When he cleaned the bullets, he would carefully lay them on the table and say, “this one is for you, one is for the older one, one for the younger one...”. Physical violence is not necessary to manage the life of your household members because there are other methods that allow this.

A combination of sexual and emotional violence often seems like a distant possibility, but in fact we can come across it without recognising it. One offender, after a fight with his wife, “asked them to go to bed” (the woman who reported this stopped talking with an intensive feeling of shame and asked for the listener’s reaction). The next day, until the family lunch, they did not exchange a single word to resolve the conflict. They spent the entire morning minding their business, she was making lunch, and he was working around the car. The events from the previous night did not stop him from slapping the woman’s behind after she brought something out to the table for the umpteenth time and then said, “wow, did my old lady make a great lunch or what?” The sexist comment was of course met with approval, understood as “praise to the cook”, and the interaction he imposed on his wife was a confirmation of the quality of their relationship. The woman had nothing else to do but to stay silent.

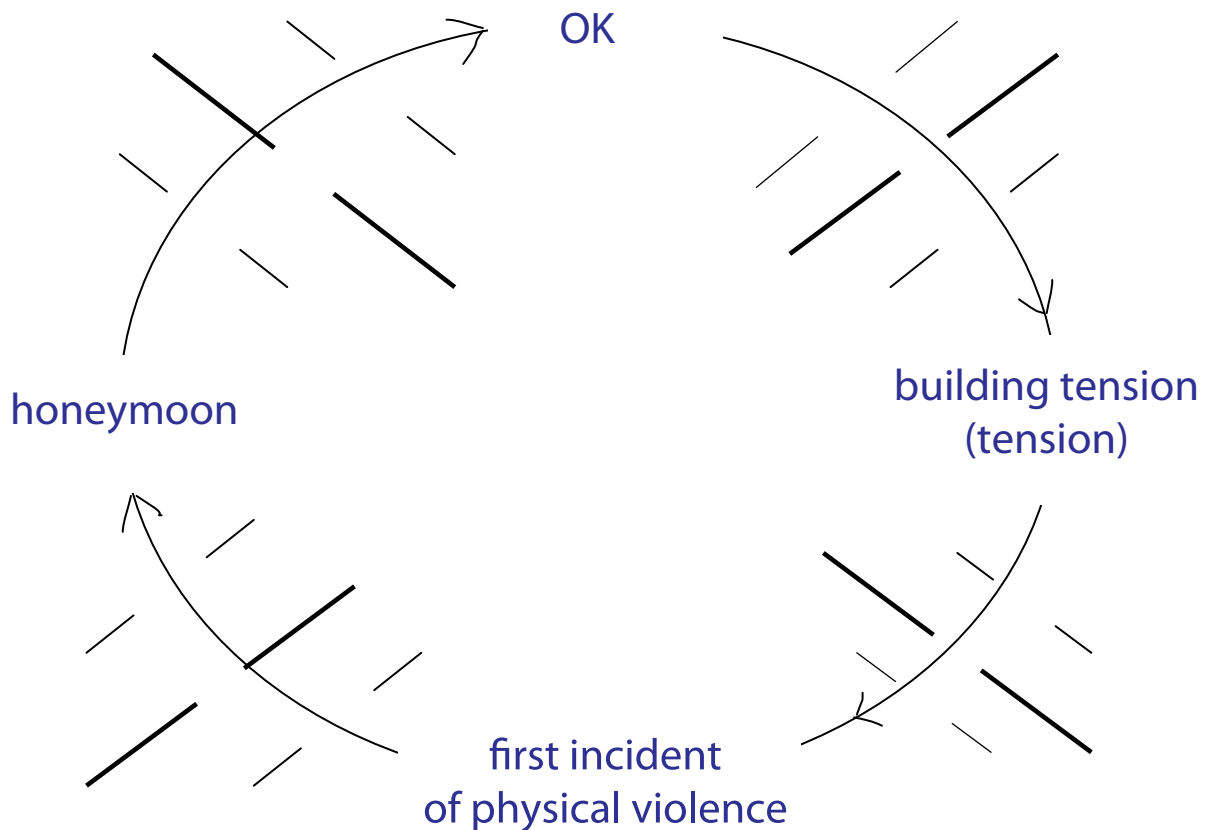
THE ROLE OF PHYSICAL VIOLENCE IN THE ENTIRETY OF THE PATTERN - The outside circle of the Wheel of Violence marks actions that belong to physical violence that we normally think of when “domestic violence” is mentioned. However, equating domestic violence to physical violence is a narrow understanding in ordinary citizens and in professionals and reflects a complete lack of understanding of the dynamics of violence. Namely, the offender resorts to physical violence only when the previously mentioned strategies do not lead to the desired goal or when he wants to facilitate/strengthen the implementation of strategies. So, there is an evident order as to when physical violence happens. Therefore, it is not unusual to have many relationships in which there is violence but no physical violence - this means that the offender did not have to use physical violence as all other tactics allowed him to fully manage his wife’s life. Non-verbal hits such as a finger moved under one’s chin means a threat of murder and is a strong demonstration of power. Also, it is risky to rank violent actions that belong to physical violence, because pushing, slapping, hidden injuries lead to crime and murder. It is necessary to focus on such cases.

CYCLE OF VIOLENCE IN RELATIONSHIPS

Complementary with the Wheel of Violence is the diagram of the Circle of Violence in relationships which in its first rotation shows four steps in violence, clearly described, each at a ninety-degree angle.

The first step shows that the violent relationship has a violence-free period (so-called “OK”). The second step describes the building of the tension that occurs in everyday situations when the violent partner requests or denies different needs to a woman and/or children (“Why are you going to your parents’, you just went there last week”, “I’ll take the kid to the game next time, now I’d like to go alone (or with friends)”, “We don’t have the money for your shopping now (cinema, theatre, etc.), there are so many more important things, as you can see”, “What do you mean there’s no bread? The children ate the last slices? But I know I left you enough money to buy some...” Building tension may produce the first incident of physical violence which causes shock and disbelief in a woman because it is difficult to believe that the person that says they love you may harm you this way.

After the physical violence incident, what follows is the “honeymoon” stage, which includes apologies and regret by the offender and his promise that this will never happen again, a sort of remorse. However, the offender does not take authentic responsibility for the violence they committed, because they explain that the incident was the result of “cause and effect”, i.e. that there was an external “reason” (a word or action by the woman, stress at work, alcohol, jealousy, etc.) and that he “had” to act in that way. In this step, it is typical for an offender to resort to meeting certain



needs of the woman (or child) which they were limiting or completely denying in the building tension step, in order to get her back to his control system (he will buy a child sneakers they wanted before or go out to the movies with his wife or “allow her” to visit her parents or start therapy for alcoholism (and soon quit after the woman is back in the cycle of violence). For the helpers, this is a period when there will be no calls for help and it is a trap to even think that everything is okay and that the potential prior assistance was successful. Usually, the conflict continues, simply (for a while) the woman is not calling. Police officers are prone to saying e.g. “Had I known about this Cycle of Violence, I would have known what it meant to go and intervene in their house and seeing them acting in love the next day...”

After the “honeymoon” it is “ok” for a while, or “everything is fine” in the relationship, after which the described steps are repeated successively. Over time, the duration of each step is shortened, meaning that the cycle of violence speeds up. It is individual, from case to case, but it is important to have in mind that the step where there is physical violence may not be represented at all. Secondly, after many years, once he feels totally safe in his power, the offender will “no longer apologize” for the violence he committed. “Honeymoon” is lost. It may appear when the offender feels particularly threatened that the woman will leave the situation of violence, and the dynamics of the “honeymoon” this time mean that he temporarily tones down the previous violent tactics and develops new ones (e.g. woman stays pregnant, gives birth to another child and he easily continues with the violence because she is even more connected to him; even the allies who are the most persistent in helping a woman are prone to giving up on the woman in this process, failing to understand that this is just one more manipulative tactic of the offender that the woman does not recognise and the environment sees it “as her choice”).

WHEN DOES THE OFFENDER START WITH PHYSICAL VIOLENCE?

Women with experience of abuse in their relationship identify four recognisable situations when physical violence occurs.

So, the so-called “first slap on the face” or first beating happens only when other tactics described in the Wheel of Violence failed to bear fruit for the offender and by knowing the pattern of violence we know that the violence never starts with the first slap and that it has been going on for a while, i.e. “that a lot of water passed under the bridge...”. Therefore, it is unacceptable to judge or minimise if we personally know only of one incident. On the contrary, by learning about one incident, we know that it is a long-term pattern of violence from which it is hard for the woman to ask for help.

When does physical violence occur?

1. **After the marriage** - after the wedding, e.g. in the first year of marriage; in conversation with supportive persons, women usually do not refer to this early onset of physical violence, but to a recent or acute incident which may be the reason why she decided to confide in someone now. By establishing trust, she will feel safer to disclose the actual first incident. Offenders will often not resort to physical violence before the marriage is official believing that such an incident in a woman would probably make her aware that the partner is violent and that she could leave him (stems from the previously mentioned stereotype that only physical violence is recognised as “true violence”). For the men who are violent, the marriage is a legitimate permission to commit violence.
2. **In pregnancy** - women will inform that she was first beaten by saying e.g. “when I was pregnant with the younger child...” (or older).
3. **After the child is born** - “when the middle one was born, he was nervous, we were still living with his parents...” For each of the three mentioned typical moments (1-3), the moments when the offender started with physical violence were supposed to be the best moments in a person’s life. This intensifies the confusion and makes it more difficult for the woman to react. Pregnancy and childbirth, even though events that are planned together, from the perspective of the offender may be experienced as rivalry, as a threat and endangering of his space (attention, love and time of the partner who used to be focused only on him will in the future have to be “shared with the child”).
4. **Upon the woman’s attempt to establish economic independence** - each time a woman grows more independent by getting a pay raise or opening her own business, attending a training, or finding a job if she was unemployed, etc.

STAGES OF VICTIMISATION

Another insight that sheds light on the violence that takes place concerns the stages of victimisation. There are usually three stages. Each, on a case-to-case basis, has its individual duration.

In the first stage of victimisation, the woman does not recognise that the partner is acting violently. Gender roles impose a constant questioning of the woman’s personal responsibility, whereas the offender “must be right”. Thereby, during the build-up of tension, the woman is trying to “rectify” everything that the offender is holding against her (taking responsibility for the violence that is not hers), aims to fulfil the expected social role of wife and mother who focuses on obedience. She abides by the stereotype started by the offender stating that “had she not done it, then there would be no...”. In this stage, the abused woman will usually not ask for help, because she still has not identified the problem and is trying to solve the difficulties independently by correcting her behaviour. It is normal that you do not wish to think about yourself as a victim of violence and the “moment” of recognising violence is postponed and replaced by denying and minimising which are precious survival mechanisms.³

The second stage of victimisation is characterised by the fact that the woman recognises the pattern of violence. The abused woman notices that a problem exists and that it will not solve itself and decides to ask for help. Usually, she will confide in persons she can trust from her private environment such as a friend, sister, mother... Depending on their reaction, she will feel either supported or not. Unfortunately, it is common to deny a problem and its severity (just like she did in the first stage of victimisation) by activating gender myths in messages such as “He surely didn’t mean that”, “A wife’s place is by her husband”, “What do you want, he earns a lot and provides for you and the children, why are you angry...”, “I was also suffering, and so will you”, “I shouldn’t interfere”, etc. In the next instance the woman will turn to the line institutions responsible for combating domestic violence where the same answers are usually repeated. Whether a woman leaves the situation of violence directly depends on whether we believe her when she informs us that she had been abused or if we relativize that by shifting responsibility to her (e.g. for the selection of the partner or by a lack of understanding “because she did not already leave him”). The second stage of victimisation provides an opportunity to stop the situation of violence because the woman is actively asking for help. This is a period in which she is also trying to separate herself physically from the offender and find for herself (and maybe her child) a safe place far away from him. Again, her success depends on the environment. If she is in the third stage of victimisation, this means that we are to blame for a lack of support in our private or professional roles. This proves that our behaviour directly helped the offender to continue with the violence.

³ See Power and Control Wheel in the period of dating which also proved effective for use during the implementation of the program to prevent violence for adolescents.

In the third stage of victimisation, the woman is exhausted by the violence which has been going on for a long time (years of violence, often more than ten years of suffering). In this stage we find that she is discouraged by the lack of support from the private environment and the professionals, and it is very hard for her to answer with anything else except the “accommodation syndrome” to the situation that annuls all of her borders and whole integrity. In reality, in the second stage of victimisation she faced the fact that no one believed her when she was reporting the fear from the offender which has a key impact on her staying in the situation of violence. Seeing that currently there is no way out, she has no other choice but to rationalise the circumstances, “to wait for the children to be on the right path as it is now unrealistic because of poor economic circumstances...”.

In the third stage of victimisation she is lonely, isolated, “one-on-one” with the offender who gloats by saying “you see, no one helped you, what did I tell you... I’m the only one you’ve got left”. Often there is a nuancing of tactics “adapted” by the offender to a specific stage. For example, while in the first stage of victimisation, he inflicts emotional abuse by attacking her appearance, “highlighting” her attractiveness (“who did you dress up for”, “I saw you looking at him, you unbuttoned a button when we got there...”). Now, in stage three, he again attacks her appearance, but only to undermine the last atom of her self-esteem (“just look at yourself, your hair is always greasy... you couldn’t be with anyone else... I am the only one who would put up with you”). In spite of long-term suffering, in this stage it is also possible to leave the situation of violence. Getting support from persons who are important for the woman is a key factor. Also, a “trigger” can be a subsequent violation of her borders (e.g. the offender is violent to the child or starts using marital rape as a tactic of power and control). Marital rape is a perfidious tactic that is particularly isolating. The woman thinks that she is surely the only one in the world who is experiencing marital sexual violence. She has no words to explain this experience and she does not think she has the right to complain (sexual activities are part of “marital duties”). One offender has abused his partner for forty years while she was hoping he would stop “once their children were on the right path or when he retired: “he even stopped drinking a few years ago”, and then when they were both in their sixties, he started abusing her several times a week while watching pornographic content on one of the TV channels in Serbia. Over a year and a half, the abuse lasted for hours (sexual torture). Among other things, he used felt-tip pens to draw areas on her body and went from one to the other to get gratification with different violent sexual acts (the woman felt a need to show her “body as evidence” to a helper; she was afraid that she would not be believed, even though women’s NGOs do not require this sort of proving). For this woman, the “threshold” of pain was the sexual abuse after which she was able to leave the offender. Sometimes a trigger is the overload of pain that ends in the victim killing the offender, thus leaving the situation of violence.

EFFECTS / CONSEQUENCES OF VIOLENCE EXPERIENCED BY A WOMAN IN A RELATIONSHIP:

1. **Physical and psychological disturbances**
2. **Problems at work**
3. **Loss of friends and family**

WHY DOES THE WOMAN STAY, WHEN DOES SHE LEAVE? (or IT IS CRUCIAL TO STAND BY THE WOMAN REGARDLESS OF WHAT WE THINK ABOUT THE SITUATION WE FIND HER IN)

One can often hear the woman say that she stayed with the offender “for the children”. *It is true that she stayed because she is afraid of the offender.* She knows we will give ourselves the right to assess the degree of her existential vulnerability and therefore she will offer us a socially desirable answer from the gender role imposed on the woman. Even when she is exposed to violence, the surroundings “would not forgive her” if she saved herself and left the violent relationship and if the children stayed with the offender.

For the persons who may be the support network for the woman, the most difficult task is to understand the following factors and stay at the woman’s side “at any cost”:

1. **Hope for change** - or “She still loves him”. This is often a decisive factor for a woman to leave a situation of violence. As is the case with all of us who had a loved one (even if there was no violence), it is very difficult to end a psychological relationship even though it is clear that the relationship is no longer satisfactory or is definitely over. The “honeymoon” step, when the offender resorts to small kindnesses in the cycle of violence additionally inspires the hope for change in a woman. It is difficult to understand that occasionally she actually decides to stay with him, thinking he would change. It is

crucial not to judge amorous feelings of an abused woman that she still has for the offender. This is not the job of helpers.

2. **Isolation** - the offender isolates the woman and she often retreats from her environment because of a feeling of shame.
3. **Social denial** - This is a woman's fear that no one would believe her since this is a crime "behind closed doors, without witnesses", as the offender continuously keeps telling her. "No one will help you", he says. Unfortunately, it happens that in cases of reported domestic violence doctors proscribe tranquilizers and therapists advise better communication with the offender. In each sector there are individuals who deny in their professional roles that a woman was exposed to violence.
4. **Barriers** - These are threats that he will take away her children, that he will not pay his alimony, that he will disturb her at her workplace (which he does), threatens to turn the children or other family members against her, etc. The woman is forced to take leave from work because of injuries, sick leave, trial (or to quit if e.g. she has an unstable job in the private sector), all of which results in her impoverishment.
5. **Believing in therapy programs for offenders** - In Serbia, such programs are the future. So far, the inclusion of offenders in rehab programs from psychoactive substances was a manipulation to keep the woman under his control, or even to force her to participate as an associate in his rehab. This institutionalises taboo, myths, stereotypes and poor practice regarding the problem of violence. The wrong long-term guidelines were provided by institutions who failed to understand that alcohol or drugs are not the cause of violence. Violence will not stop even after potential curing of addiction. Woman-victim of violence cannot know this and surrenders herself with trust to the professional authority of institutions thinking that violence will stop. Even though prognoses for therapy programs for offenders around the world are not encouraging, there is a chance that violence may stop if the cause of violence is recognised to be the offender's need to demonstrate power and control which abuses the uneven distribution of power between sexes and established that this is the starting point for working with the offender. The starting point already reflects the helpers' attitude about violence and sets the borders to the offender about "what can or cannot be done" in treatment (a contract is concluded that sets the rules under which the helper is not going).
6. **Dangers posed by leaving** - Death as an outcome is a real risk for a woman that attempts to leave. He threatens to kill her or some of (her) family members. Woman (and child) do not feel safe after leaving.
7. **Economic independence** - If this factor was met, usually legal aid and joining e.g. self-help groups for battered women or receiving psychological assistance through individual meetings - lead to a way out of the situation of violence.
8. **Leaving is a process** - Anyone who says "If something like that happened to me just once, I would immediately pack my bags and leave" does not understand anything about the dynamics of violence. Different foreign studies show that women who left situations of violence had previously tried to leave the offender and run away from him between seven and eleven times on average. For example, a woman hid at her parents' place and they told her to "give the man another chance" or "children need their father". She then moved to a friend who believed her and supported her from the start, but after a couple of days, the friend said "I am still with you, but you know... our apartment is small, my husband doesn't mind... but you know..." One of the ways out could be the shelter for women and children who are victims of violence, or, if she has sufficient resources, she can try to find protection by renting an apartment and staying there for a couple of months until he talks her into coming back. It is important to notice that in her process the woman first tries to find a way in the external world for the offender to stop with the violence, and if that fails, she spends time collecting information about her rights, tries to develop professionally in different ways and prepare for departure. For the helpers, the most important thing is to tell the woman that it is normal to leave and come back several times and that each time she leaves she is closer to a definitive separation from him. And that each of her departures "count".

ASSESSING THE RISK OF THE OFFENDER KILLING THE WOMAN

It is important to test the safety of the victim, because this is an excellent indicator of the level of danger the specific woman is in. We cannot always precisely determine who will become a victim of violence, but we know some factors that influence this. The woman who tries to leave the offender is at a much higher danger of being killed. The probability that the offender kills the partner he is violent to is higher in the presence of the following factors and it is important to assess their intensity:

1. **Offender threatens that he will kill the woman or himself**
2. **Offender fantasises about murder and suicide**
3. **Offender has weapons**
4. **Sees the partner as his “property” and acts accordingly** - “I will rather kill you or die before I give you a divorce”, “you belong to me and no one else will ever have you”, etc.
5. **Focus on the partner** - “don’t even think about turning of your cell phone, I want to be able to find you whenever I need anything”.
6. **Violence after the divorce/separation**
7. **Offender is depressed** - symptoms of depression were identified in offenders in the period before they committed murder.
8. **Access to woman and/or child** - it is necessary to provide personal safety to the woman and child by developing a safety plan; if e.g. the offender is prevented from seeing the child, he will not be able to manipulate the child to get closer to the woman; the only precise and lasting solution to the root of the problem is to implement measures and regulations in the Criminal and Family laws of Serbia which directly sanction the offender, whereas shelters for women and children or the bridge housing programs can be only temporary safety solutions, as they serve to gradually economically strengthen the woman and fully reintegrate her into the community after the experienced violence.

WOMEN WHO KILL THEIR VIOLENT PARTNERS

The very thought of a woman killing a man carries more serious social implications than vice versa. In Serbia, the Battered Women’s Syndrome is still insufficiently recognised during criminal proceedings because there is a lack of trained professionals, whereas misogynistic attitudes are overwhelming. Even if the element of self-defence is recognised, women-victims of violence are often sentenced to significantly harsher punishments compared to offenders who kill their partner or serial rapists.

Women kill their partners usually during a confrontation (often the final incentive is when the offender injures a child), but sometimes even at “dusk”, at the end of the day, when the woman is full of pain and suffering, mechanically cleaning up after a dinner on a seemingly quiet day, she decides to kill the offender in his sleep. It is interesting that in some cultures it was reported that women who are victims of violence commit suicide once they first get pregnant. Also, when exposed to violence, they believe that by deciding to kill their children and commit suicide, they are in fact showing love and care for the children. These are the reasons why the police of these countries in cases of women’s suicides particularly investigates the background of cases.⁴

In the prison in Požarevac, the only women’s prison in Serbia and the Central Prison in Belgrade, experience has shown that women commit different crimes (not only murder) because they survived domestic violence. The professional staff of these institutions claim that this is important to identify in understanding the traces/effects of abuse in relationships, instead of centering on them only as the women-murderers of their violent partners.

⁴ In Serbia there are still no representative data on how many times abused women try to leave the offenders until they finally succeed. Such data would be easiest to collect in shelters for women and children - victims of violence.

YOU ARE EXPOSED TO RELATIONSHIP VIOLENCE AND ARE ASKING FOR SUPPORT FROM A DOCTOR, SOCIAL WORKER, POLICE OFFICER, PROSECUTOR AND JUDGE?

LEARN MORE HERE!

Author: Ljiljana Bogavac, MD. Published by: Women's Health Promotion Centre (2011, 2013).

The most common form of violence against women is violence committed by the partner. Whether marital or extra-marital, they are the same before the law.

Violence against women is any act that threatens the life of a woman, her body, psychological integrity and or freedom with threats and/or use of force by the man in order to establish control.

This is also a deep health problem which exhausts the psychological and physical potentials of a woman.

Health consequences of violence are important and harm the woman and the environment she is working and living in and disturbs normal life.

The data of the WOMEN'S HEALTH PROMOTION CENTRE show the following:

- 20% of women exposed to violence have problems performing daily activities.
- 39%-43% exhibit moderate or strong depression symptoms.
- 22.7% of women exposed to violence have problems with memory.
- 23% of women exposed to physical violence thought about suicide.
- 22.8% of women exposed to physical violence attempted suicide.
- 43.5% of women exposed to sexual violence thought about suicide.
- 43.5% of women survivors of sexual violence attempted suicide.

HAVE YOU EXPERIENCED PSYCHOLOGICAL CONSEQUENCES OF VIOLENCE?

- Tension
- Unrest
- Fear
- Sense of shame
- Sense of guilt
- Self-neglect
- Problems in performing everyday activities
- Problems sleeping (e.g. insomnia)
- Depression
- Panic attacks
- Suicidal thoughts
- Suicide attempts
- Abuse of alcohol and drugs

DO YOU RECOGNISE THESE DISTURBANCES?

- Chronic pain
- Fatigue
- Skin rashes/allergies
- Stomach problems
- Muscle pain
- Frequent headaches and migraines

- Problems breathing/choking, asthma attacks, etc.
- Gynaecological problems
- Premature delivery or delivery with low birth weight

AND MORE...

You have high blood pressure? Stomach ulcer or duodenal ulcer?

You have been told that you are at risk of heart disease?

Are you noticing a deterioration of existing diseases/health condition?

YOU HAVE FACED THE CONSEQUENCES OF PHYSICAL ABUSE?

- Bruises
- Scratches
- Burns
- Cuts
- Fractures ...

THE MOST IMPORTANT THING IS TO BELIEVE YOUR OWN INSIGHT!

It is important to have insight into your health condition. You know best the connection between surviving violence and your health, or the impairment of health. The impairment is a result of emotional, physical and/or sexual violence.

IT IS IMPORTANT TO:

- Follow on your own when the problems began, when they are occurring, when they are more pronounced and when they cool down
- Do not feel embarrassed to tell your doctor that you recognise a clear connection between health problems and violence. Be sure to talk about your health condition before violence began.

Follow your condition regularly and report to the doctor.

DO NOT HIDE THE IDENTITY OF THE OFFENDER. Shame and responsibility are not on you - the offender is always the only one responsible for violence.

Ask the doctor to accurately report what you said in your description of the condition and situation, the identity of the person that harmed you and to describe injuries and assess together with you the threat to your life and to refer you to institutions whose task is to help you.

Ask your doctor to fill in the template for recording and documenting violence!

If you are exposed to violence and get a referral to a neuropsychiatrist, it is important to know that different painkillers, anti-depressants, tranquilizers will not remove the cause of your condition. **THE CAUSE IS CALLED VIOLENCE, AND MEDICATIONS WILL NOT STOP THE PERSON THAT IS VIOLENT TO YOU.**

Medications will certainly help you better endure and survive violence, however, they often become a “tool” in the hands of the offender to discredit you when you decide to report violence or initiate a divorce procedure, when he threatens or scares you by saying that he will take away the children.

**YOU HAVE THE RIGHT TO SEE
WHAT THE DOCTOR WROTE DOWN ABOUT YOU.**

Be sure to say if the children are also exposed to violence, and also if they are “just there” while the violence is happening.

Give your consent and ask your doctor to report violence to the same services you will turn to.

VIOLENCE IS A CRIMINAL OFFENCE and different institutions are obliged to protect you.

YOUR DOCTOR IS LEGALLY OBLIGED TO SHOW UP AT COURT AND TESTIFY ABOUT YOUR HEALTH CONDITION AND GIVE ALL INFORMATION THEY HAVE ABOUT THE SITUATION OF VIOLENCE YOU ARE IN. THIS MAKES THE DOCTOR OF GREAT HELP TO YOU.

IF YOU ARE EXPOSED TO VIOLENCE, **REPORT THIS SIMULTANEOUSLY TO:**

- Doctor
 - Center for social work
 - Police
 - Prosecutor's office
1. Center for social work, police and prosecutor's office at your municipality; a report is always submitted in written. This means that you should take a piece of paper and write down everything you know and remember as a threat to your dignity by your partner. Copy that letter / report and send one copy to each of the mentioned services.
 2. Also, attach all accompanying documentation you have from before (if you have any) and this will corroborate the credibility of your report to the services you are contacting.
 3. Always have one copy of your letter / report for yourself and always ask for a confirmation that it was received.
 4. On each report, put down to whom you have submitted it. Therefore, at the end of the letter, say: "Delivered to... (and list the services)". This will quickly inform many people that can help you that you are in danger. Also, different services will check with each other what they actually did about your report.

WHAT COMES AFTER THE REPORTING?

1. After reporting to the police, **there will be a procedure** in which you will tell the inspector working on domestic violence cases **in the police station of your municipality** in as much detail as possible how long you have been exposed to violence and state as precisely and accurately as possible how your partner has been abusing you.

Is he physically violent? How, where and how often does abuse happen?

Psychologically? How does he treat you? Insults, blackmail, humiliation, threats?

Sexually? Do you have to have sexual relations when you do not want to? Do you have injuries in the genital area?

It is very important to attach a doctor's report; preferably and most efficiently a filled in questionnaire for recording and documenting violence with other report documentation.

2. After the procedure of finding and collecting evidence, the police forward them to court and you will be interviewed by the investigative judge. Here you will again give answers with even more precision and details to the questions concerning the violence you are exposed to.

DO NOT GIVE UP, IT IS NOT EASY! THIS IS A VERY IMPORTANT STEP!

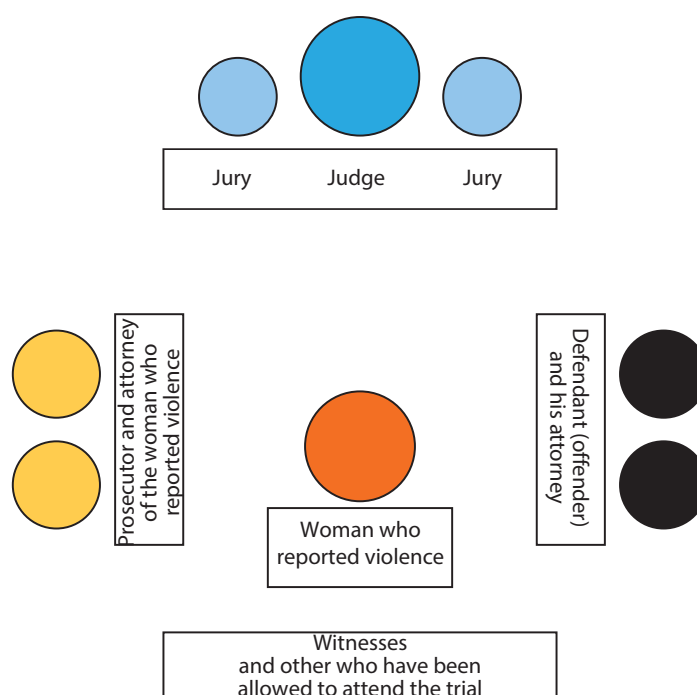
The investigative judge has the possibility to invite also witnesses who can testify and inform the court about their knowing that you are exposed to violence.

After the investigative procedure, "your case" gets to the prosecutor who decides if the criminal procedure for domestic violence will start or not.

3. *The prosecutor* represents your case on behalf of the state, because the criminal offense of domestic violence is conducted ex officio. The law states that the state is interested and responsible to combat this problem in the society and it initiates and officially prosecutes it; it is not done by you after a private claim.

YOU ARE IN COURT

The main hearing is when you appear in court, before the judge, jury, defendant's attorney and the offender.



Entering into the courtroom is not an easy or simple step. You often enter a totally unfamiliar space. Maybe you have never had any business with the court before.

And you are carrying a heavy load that you are supposed to “open and unpack there”.

It is important to know the following: When you go inside, the judge and jury will be sitting in front of you. To your left will be your prosecutor and your attorney (your own if you have one or the one awarded to you by the court ex officio). To your right will be the defendant's attorney and the defendant himself.

In the courtroom you will again tell what you already told the police and investigative judge. The judge, defendant's attorney, the defendant will ask you questions, as will your attorney and prosecutor should there be need for any additions and clarifications.

IN YOUR ANSWERS, ADDRESS ONLY THE JUDGE!

If you find that this situation is too unsettling, if you have a specific problem, if you need anything, immediately tell it directly to the judge. You have the right to ask the judge for protection and assistance on the spot.

DO NOT GIVE UP!
THIS IS EASIER THAN A NEW DAY OF EXPERIENCING VIOLENCE!

You will hear provocative questions from the defendant's attorney or from the defendant himself. They will mostly concern the medication you are taking, as a “tool” against your psychological condition. Remember that you are taking your medication to survive the day and that you have been taking them since you have been exposed to violence. **Give the same answer to the judge.**

Stick only to your story and the experience of survived violence. If you cannot remember anything, do not let that scare you. Say that you do not remember.

If you do not know how to answer a question, ask them to clarify. If you do not have an answer even then, say that you do not know.

If you do not have any information, say so openly.

If you have experience, after your report, of being intimidated by the offender to get you to give up on your statement, immediately notify the judge.

If you find it too difficult at times, feel free to pause. Do not hold back, do not hide your feelings and say that it is hard.

If you need anything, e.g. to sit down, pause, drink water - tell that to the judge directly.

If the offender is intimidating you, insulting you or looking at you in a disturbing way on the spot, in the courtroom (or if he did so in the lobby or in the hallway before entering the courtroom) – **ask the judge to protect and help you.**

IF YOU BELIEVE IN YOURSELF, OTHERS WILL BELIEVE YOU TOO. The offender's threats that "no one will believe you" will not come true.

CHOOSE ONE PERSON YOU CAN TRUST IN YOUR ENVIRONMENT TO GO WITH YOU AND BE WITH YOU AT ALL TIMES IN THE POLICE AND IN COURT. If you are not sure who that would be, you can always invite a professional helper that you are in contact with, an employee in a state institution or NGO.

WHEN YOU LEAVE THE SITUATION OF VIOLENCE, in time you will get back your health stability and significantly reduce the damage, because, do not forget: once the cause of an illness disappears, and here the cause of the onset or deterioration of different conditions is violence, consequences are reduced or disappear.

DO EVERYTHING YOU CAN AND USE ANYTHING YOU ARE ENTITLED TO BY LAW - YOU AND YOUR DOCTOR SHOULD BE ALLIES IN THIS PROCEDURE ON THE PATH OF STOPPING VIOLENCE.

CHAPTER THREE:

PRACTICAL IMPLEMENTATION OF THE PROGRAM “HEALTHY CHOICES FOR KIDS” FOR PRIMARY SCHOOLS

GENERAL GUIDELINES

Your school chose a program with 11 teaching units in primary school and 7 teaching units in secondary school. It is called “Violence Free - Healthy Choices for Kids”.

General guidelines define the following: work rules, name of group, totem, protective voice of the group, dear mailbox, folder for work materials, topic and its activities, our experience and lessons learned, and Support Group. You will notice that in this chapter, but also throughout the Handbook, **the instructions / proposals on how to address students are given directly, in a language that you could use to literally address them in the classroom.** Having learned from our experience as trainers and knowing that approach is key in this area, we decided - starting from the next sentence - on this form of assistance to the teacher in precisely formulating the topic or task, all in order to happily arrive at the goal of teaching units and the goal of the entire Program.

Present the Program to the students

Each week, during one or two lessons, we will be talking about what goes on in families: good things, bad things, direct threat situations, ways of managing conflict and how we can make healthy choices to solve problems. We will do role play, we will write essays, discuss, watch videos and make one or two projects. While we are learning to make healthy choices, we will also have fun. Because we will be talking about things that we can have different opinions about, most of our questions will not have just one right answer (like in a maths class).

In order to have a **safe** discussion about our different answers, we will use the following

WORK RULES

1. **VIOLENCE-FREE ZONE** - Space or classroom in which we are working is a place where violence is not permitted. All of us feel safe with each other, there are no insults, no hitting, hair pulling, kicking, recording or other violent actions. We will call that space the **Violence-free zone**.
2. Anyone can share a thought, feeling, experience with the group if they want to. It is okay to say “pass”. (But, “pass” is not the answer to everything.)
3. If you wish to share something, be honest.
4. When one person is talking, the others are listening. Please raise your hand if you wish to say something. We do not interrupt each other.
5. There are no right or wrong answers.
6. Belittling or mocking others is prohibited.
7. There are no comments to what someone is saying.
8. The information shared in this room is confidential. That is how we protect ourselves and others. Please, do not speak to others about the things said by your friends during the discussion. We are building a safe space where we feel secure on our own.
9. In case I, as teacher, have suspicion or information that a student is in a situation of violence, I want you to know that I will immediately do everything set forth by the law and the **school procedure stipulated by the Ministry of Education**.

Mobile phones are at one safe place in the classroom, switched off.

Protective voice of the group – to be used as protection or to “Stop!” if a group member feels that the work rules were violated. Think of a protective voice of the group which should be serious and have a warning tonality.

GROUP NAME

You will think of a group name which will reflect your properties and the desire to build a world without violence.

TOTEM - TRADEMARK OF THE VIOLENCE-FREE ZONE

You will make a totem which is the trademark of the *Violence-free zone*. Use a sheet of thick paper to represent your feelings and thoughts with symbols, translated into words with which we protect our *Violence-free zone*.

“DEAR MAILBOX”

Dear mailbox is a box or an envelope that stays in the classroom and/or someplace where we all agree, e.g. underneath the teacher’s desk.

If you would like to ask something, but do not want anyone to know it was you, you can put it anonymously, without signing, in the Dear mailbox. In each subsequent lesson we will answer the questions we have time for.

FOLDERS FOR WORK MATERIAL

Each of you will get a folder you can draw on, paste stickers on, which we will use to store the things we did. After the Program, those who want can take it home. We will keep the folders in the classroom or somewhere safe in the school that we agree.

Agree about where you will keep the folders.

THE TOPIC AND ITS ACTIVITIES

The topics are presented through teaching units. There are 11 teaching units for primary schools, and 7 for secondary schools.

Each topic is covered through 3 activities: introductory, main and final.

Introductory activity: VOTING ON VALUES

Each week, we will start the lesson with a set of questions some of which relate to the lesson and some aim to make the activity fun and to have a laugh. The “most difficult” part is that all questions have to be answered non-verbally and that is the first rule. The signs are the following: thumbs-up mean “yes”, and thumbs-down means “no”. The more energy you wave your thumb with, the stronger your feelings are concerning that value. The second rule is for all questions to start with “how many of you...”

The activity must pass without any comments. Only non-verbal answers are used. There are various questions. They can be connected with the main activity or designed as a game that serves for the students to get to know each other.

The goal is to give answers without thinking too much (“first impulse”), for everyone to follow the answers of others and see how many vote “yes” and how many “no”. That is how we develop respect in the group and establish concentration and attention for the following activity.

Duration: 5 minutes

Main activity: Covers the topic. Each main activity has a title.

Duration: 35 minutes

Final activity:

We end each lesson by giving an opportunity to each student to finish an unfinished sentence out loud, such as “finally, today, I learned ...”. This is how we show our reactions to the topic covered on that day. It is important to finish the sentence quickly, one after another.

Duration: 5 minutes

After each lesson, you will submit an invitation to the support group to the students and announce the next lesson’s topic. (At the beginning you will remind them of the lesson from the previous one.)

Below you will notice that along with most of the steps in the implementation of the Program, we listed two aids in this Handbook: **OUR EXPERIENCE and LESSONS LEARNED**

Include official web pages of Incest Trauma Center – Belgrade www.incesttraumacentar.org.rs and www.ijasamuztebe.org.rs as precious resources and your favourites. All video and audio attachments we use in the program can be found in the Production tab.

Support Group

At the end of each meeting, we will have a **Support Group**. Our Support Group serves all of us who have a problem connected with the content that was discussed in that day's lesson. If, for example, today we talk about secrets and you have a secret that you are afraid to say, you can come to the Support Group.

During the first three teaching units, irrespective of the time when you are sending an invitation to the Support Group, be sure to remind the students of work rule no. 9. That way, those who decide to join the group have clear information that, together with the school team for the protection of children from violence, you are ready to take legal steps to stop violence and protect them.

Special instructions for Support Groups

A *Support Group* lasts between 15 and 30 minutes. It is intended for students who have an acute problem in their life. This format leads to very important results by revealing difficulties, usually for the first time, and by protecting students. Therefore, consider if it would be possible to have the lesson dedicated to "Healthy Choices for Kids" as the last one of the day, which means you will have an additional 15-30 minutes afterwards for the *Support Group*. It is important to always hold it in the same space. The teacher managing this group needs to be a constant or to work in continuity.

The group is open at all times and the composition can change from one session to the next, depending on which students are worried about which topic.

Start every session of the *Support Group* by inviting students to voice their concern or reason why they joined the group.

We propose:

"I know that it is not easy to talk about uneasy things. I know that when you have an experience that worries you, it can be difficult to find the right words... If you find something hard to say, you can write it down."

The group can arrive at the topic they will discuss in two ways. The first is that a student announces the topic for that group or a personal problem they wish to work on, for which it would be important to get help from others. At that time, anyone present may decide if they wish to stay for the rest of the meeting or leave for various reasons.

The other way is to do a full circle in which every student will say in one sentence why they came to the group. From the content you heard, which was offered, choose the direction or focus which applies to the group in the current composition. For example, if 4 out of 6 students expressed their concern about their parents and potential divorce, this will be the group's initial focus. By voting on values, children will actually express their concern about a problem.

How many of you:

- are afraid that your parents will get a divorce?
- feel as if this is happening because of you?
- are angry with your parents?
- hope that things will eventually improve?
- have any ideas about how to manage your parents' divorce, which you wish to share with our group?

It is important to allow students that come to the group to have a friend as support, if they want that. Also, if they are unable to express their problem on their own, the friend can do it with their permission as a support person. At the same time, the teacher's task is to encourage the student to use their own words in time.

Allow the students to vent their feelings. The group is often the first place where they can show them. Be with them, consider the options and ideas of other students who do not have the same problem on that day, in that session. Give information about support services.

End the *Support Group* session by having each student say:

- one thing they will take away from the group
- one thing they need help for
- one thing they can try to do by the next session, which they learned in the group.

That "thing" can be a thought, feeling, experience...

The moderator's role is to inform the team for the protection of children from violence in your school about any suspicion or information that there is emotional, physical, and/or sexual abuse of a child. Establish a personal connection between the student and the team staff.

After you thoroughly studied the general guidelines, you are ready for the first teaching unit!

UNIT ONE - "HEALTHY CHOICES FOR KIDS"

Greet the students with the song of Incest Trauma Center – Belgrade "Stop the Silence!", which is 3 minutes long (available at www.incestrauamacentar.org.rs/Production/Audio and www.ijasamuztebe.org.rs). Let them know that the song can be downloaded to their mobile phones and that they can send it to all their friends they love.

Presenting the prevention program "Healthy Choices for Kids" and implementation of general guidelines.

Expected results:

- Provided basic information on "Healthy Choices for Kids"
- Established work rules, placed at a visible place in the classroom
- Group name defined as well as totem-trademark and protective voice of group
- Established dear mailbox, placed at the agreed place in the classroom
- Folders handed out, each student decorated their own
- Support Group concept presented

Tell the children:

Each week you need to have one pen, be ready to learn how to make **healthy choices** and have fun.

Welcome to the "Healthy Choices for Kids" program!

Announce that at the end of the next lesson, the Support Group will start.

Announce when the next lesson is and the topic: Different families.

UNIT TWO - DIFFERENT FAMILIES

This teaching unit aims to help students define family and expand the notion of family by developing a civil system of values.

The teacher actively endeavours to:

- broaden the notion of family in students outside the borders of their personal experience
- raise the awareness of students on family and values connected with family ("what does a good family do", what is it for, what does it provide; e.g. love and care, security and protection, friendship and understanding;

At the end of this unit, students will be able to:

- define what family means to them
- develop the awareness of different family structures
- understand how family members influence each other

Necessary material:

- Writing paper (one for each student)
- Pens
- Decorated folders for work material for each student
- Blackboard and chalk

Duration: 1 school lesson

Introductory activity: Voting on values (5 minutes)

How many of you:

- had eggs for breakfast?
- travelled somewhere last month?
- went to the zoo last month?
- live in an apartment, not in a house?
- have at least one sister or brother?
- are sometimes afraid?
- have more than 4 persons living with you?
- know anyone who was adopted?
- have something they wish was different in their own family?
- live in a house with someone they are not related to?

Main activity: All families are different (35 minutes)

Ask students to answer the following questions and take notes on the board.

- What do we imply by the term family?
- What makes a family?
- How do we enter a family, or how do we become family members?

After listing the answers, encourage the students to give their own definition of a family.

Definition: The notion of a family encompasses entire families (mother, father, children, single parents, adopted children, close friends who were chosen to be family members, family by marriage, parents).

Our experience

Be ready to hear different answers; you are responsible to appreciate all of them.

- *Students who feel their pets are their family members*
- *“Family is also when parents are not married in a church and/or municipality, but have children”*
- *Students from homes for children without parental care refer to their educators and children from their groups as family*
- *A boy mentions that his uncle is living with his boyfriend*
- *“Family is my grandmother, my grandfather, my cat, and myself”*
- *“Family is also when two adults who love each other live alone together”*
- *A boy who says that his cousin has a girl that she has been living with for many years*

Ask the students to make another list in which they will answer the question why we need family:

- Why as a child?
- Why as an adult?

as a child - to provide us with food, clothes, a place to live, to look after and protect us, to give love, to care when we are sick, to teach us discipline, to punish us when we are disobedient, to get gifts, to celebrate birthdays, to go to teacher-parent meetings

as an adult - to give us advice, to complain about your husband, children or mother-in-law, to help us look after our children, to lend us money, to make parties with us, to celebrate holidays and birthdays, to buy us an apartment, to respect us.

After the answers are listed, state that we all need families. Talk about all the good things that family members do for each other. Talk to students about how a child knows it is important in its family.

For the end of the main activity tell them to write an essay on “My Family”. This is the homework for this unit. Hand them a writing paper you prepared in advance with the title of the essay. Ask them to take it home and to do the homework in their spare time. They are not obliged to write and bring it to the next lesson. Encourage students to complete the task and bring it when they are ready for one of the future meetings. If they would like to include anyone from the family, encourage them to do so. Once they bring it, they will add the essay to their folders for work material.

Lessons learned

Content given by children through examples (due to the generally accepted narrowed down definition of family) may cause confusion in you, you may be taken aback and need to think what to say. You need to explore your openness to different answers. You may personally disagree with what “family” means, e.g. when we hear in how many cases children recognise and/or inform that family is not a safe place (make sure to remind students of work rule no. 9).

Final activity (5 min)

And finally, today I learned also that...

I wish to...

Our experience

Finally, today, I learned that family is not only mother, father and kids.

I wish to...

Lessons learned

Students quickly adopt different notions of family. They end the started sentence with the text they directly use to connect the content learned in the session.

Invitation to the Support Group (same instructions apply for each unit)

Invite the students to join the Support Group if they wish to. Say that only those who were concerned about the topic or wish to say something, but not in front of everyone, should come to the location where the group will be held. Think of your own affirmative message to highlight: A) that it is very brave when someone tries to solve a problem they face in their life and B) to use the group work as an excellent opportunity.

Be clear about the place where the Support Group will take place and about its duration. The place can be the same classroom (if there are no other children inside) or another classroom/space. If there are no alternatives, ask that only the students who will join the Support Group stay in the classroom where the lesson was and ask the others to leave. Try to hold the Support Group always in the same place.

We are reminding you that the Support Group lasts 15-30 minutes.

Announce when the next lesson is and the topic: Gender roles, what is that?

UNIT THREE - GENDER ROLES, WHAT IS THAT?

This teaching unit requires the teacher to be thoroughly prepared. In addition to the texts offered in this Handbook, you may use some of the recommended resources:

- Educational Package for kindergartens, primary and secondary schools (2016)
- Pink-blue world (Caryl Rivers & Rosalind C. Barnett)
- www.rodnaravnopravnost.prs.hr Publication: Gender-Aware Policy in Education (2010), "SHE" Library of the Office for Gender Equality of the Government of Croatia

For this meeting, it is important to wear clothes that are not traditional for the sex of the teacher. If two persons are running a program, one must be dressed this way. A student with plenty of self-confidence can also dress the same way and sit between them. If the program is managed by one person, this rule automatically applies.

This focuses the attention of the students on overcoming stereotypes vis-à-vis the appearance and the attire of women and men.

The teacher actively endeavours for the students to:

- develop a feeling concerning expectations about gender roles
- learn that gender roles may be positive and negative
- raise awareness on the roles of children as family members

At the end of this unit, students will be able to understand:

- that roles of family members vary from one family to another
- that there are good and bad things that happen in a family
- that different feelings are acceptable

Necessary material:

- Clothes that are not traditional for the sex of the teacher
- Short educational film by ProMundo Institute "Once upon a Boy"
- Worksheet 1
- Blackboard, pink and blue chalk
- Large sheet of paper

Duration: 2 school lessons.

Introductory activity: Voting on values (5 min)

How many of you:

- now have a hole in their socks?
- have a collection of something?
- have a hobby?
- hate eating liver?
- did something you are ashamed of?
- teased someone for being a "tomboy" or a "sissy"?
- do not do certain things you love because others might laugh at you?
- ever had gum stuck in your hair?
- do chores at home?

It is noticeable that they are familiar with the activity, they are looking forward to it and do it quickly. It is easier for them to follow the basic instructions for this exercise.

Main activity: Pink-blue rules (35 min)

Having thoroughly prepared, start the main activity with a short repetition of the topic from last week.

“Last time we talked about what a family is, how one becomes a member of a family, why we need a family, how we know if we are important to our family and about the good things that happen in a family. Today we will be talking about the pink-blue rules and in the next lesson we will talk about family member duties.”

Show the film “Once upon a Boy” (21 minutes)

Divide the class according to sex, in 2 physically separated groups in the classroom. While one teacher is giving an introduction with a repetition from last week, the other one should list the notions concerning gender roles from Worksheet 1 on the board. If there is just one trainer, it is important to have notions prepared beforehand (e.g. on a large sheet of paper).

In case two persons are running the process, the trainer in charge for talking to the class will be the one that is not dressed traditionally, whereas the other trainer takes notes on the board.

Pink	Blonde hair
Blue	Shopping
Dolls	Working as a nurse
Wax	Sports
Jewellery	Working as a director
Sports	President
Reading	Tools
Courage	Getting flowers
Dancing	Falling in love
Football	Kitten
Crying	Romantic TV shows
Driving	Workshop
Money	Kitchen
Cooking	Rifles
Anger	Fear
Fighting	Ponytail
Giving flowers	Babies
Earning money	Spending money
Babysitter	Muscles
Fishing	Telephone
Dog	Pram
Working as a doctor	Purse
Gossiping	Paying bills
Bubble bath	Ballet
Drums	Piano

Draw the attention of students to the list written on the blackboard. Say that they will vote on each word. They will vote without thinking too much if a word on the blackboard relates more to boys or girls. If they associate the word more with girls, they should raise their hands high, and if it reminds them more of boys, they should keep their hands low. For example, if the word is “army” and there are more students who keep their hand low, then the word “army” will be encircled in blue. It is important to say to the students that this is not a competition between boys and girls and that it does not matter if there will be more blue or pink “words”.

The experience in this activity shows that when reading all the words from the list and voting, the gender stereotype mechanism is initiated in the students. That is why the teacher dressed untraditionally should carefully assess the right moment according to the content voted on and act hurt, saying they would like to leave the classroom because they do not want to be ridiculed and teased. This actually opens and intensifies the discussion on the rules that we adopt on what we should be like if we are girls or if we are boys. And on why people get teased and ridiculed.

Start a discussion and ask: “Why do we have rules for how we work?”

It is your task to explain that rules are thought to serve for security purposes and to maintain order.

Ask them what they think about how the “rules” we can deduct from the content on the blackboard make us safe or maintain order (that blue should be worn only by boys and pink only by girls; that cooking is a task of mothers, not fathers; and that girls cry, and boys do not).

The discussion goes on and students say what they think. The teacher’s role is to stress that pink-blue rules have no function in keeping security and order and can only protect us from teasing, ridiculing or punishment.

The other part of the main activity (takes place during the next, second lesson)

Students stay divided into groups according to gender. Each group gets the task to list the ideas for the following topics on a sheet of paper:

- duties of boys in the home and family
- duties of girls in the home and family
- duties of mothers in the home and family
- duties of fathers in the home and family

Choose a student who will take note of answers in their group and read the list out loud once the task is over.

Questions for discussion:

- What is it that makes these duties/rules good or bad?
- Are they good or bad for the person that has or respects them?
- What feelings are “allowed” to girls/mothers and which for boys/fathers?
- Which feelings are “allowed” to adult women/adult men?
- Do these rules limit us or aid us?

Close the discussion by saying that each of us and them (adults and children) break either blue or pink rules. Go back once again to the importance of supporting the rules we have at school, families and society that serve to keep safety and order. Encourage them not to abide by the pink and blue rules and ask them not to make fun of others for being different. Tell them an example of how you are consistent with these requests.

Final activity (5 min)

Students give answers to two questions:

I did not like... and

The one rule I wish to break is...

Our experience

Children have a noticeable concern to openly say what they did not like about a session or to mention a rule they would break. This is part of what we imposed on them as adults, not to negate adults or oppose them or breach the established rules. Many will clearly say how things work in their houses and start opening the next topic of "domestic violence" (gender inequality as a basis for violence against women and children).

"The rules set up by adults serve to prevent any change and to keep us in fear, so that even if you wanted to change something, you would be unable to and would not dare

The rules keep you in the dark, they scare you, you cannot see anything in the dark and you are taught that this is what is good and safe. And it is supposed to be safe because the adults say so. You would like something else, you sense that you are not feeling well, but they tell you, 'no, this is the right way, this is how it should be.' ????

VM, October 2009

CHORES

MOM	DAD
<ul style="list-style-type: none"> cooks washes irons vacuums hangs laundry to dry dust makes coffee washes the windows paints the walls washes the bathroom studies with us makes lunch buys groceries 	<ul style="list-style-type: none"> paints the walls vacuums drinks beer watches TV cooks Barbecue carries heavy things drives us to school shops takes care of the pet plays video games plays with us earns money

PARENTS' DUTIES

MOM	DAD
<ul style="list-style-type: none"> cooks irons vacuums works bakes looks after children washes the dishes cleans windows wipes the dust goes out with friends for coffee make-up hairstresser is a good mom 	<ul style="list-style-type: none"> chops wood coal earns money goes shopping buys mom flowers drives feeds animals cleans the yard goes to the army babysits listens to music and does nothing fixes cars is a good dad

CHORES

MOM	DAD
<ul style="list-style-type: none"> cooking ironing living cleaning shopping maintaining hygiene working doing the laundry and dishes love 	<ul style="list-style-type: none"> earns money vacuuming homework fixes things around the house ordering washing the car cleaning the yard sleeping watching TV

PARENTS' DUTIES

MOM	DAD
<ul style="list-style-type: none"> cooks tidies up/cleans vacuums this and that washes dishes windows car brings wood puts things back into place gives birth wipes the dust 	<ul style="list-style-type: none"> cooks lunch works on the computer plays videogames cleans washes dishes - sometimes slaughters animals fixes the car cleans the yard goes to the store organises the yard chops wood

A girl's duties in a home and family

- to wash dishes
- iron laundry
- wipe the dust
- clean the bathroom
- clean the yard
- vacuum
- throw out trash
- cook (lunch, coffee)
- go to school
- wash laundry
- hang it to dry
- shopping
- baking
- chopping wood
- touching up (make-up, hairdo)
- be obedient (grandma, grandpa, mom, dad, older p)
- be neat
- babysit for sibling

A boy's duties in the home and family

- vacuuming
- washing the dishes
- dust
- putting things back
- trash
- washing
- painting walls
- washing windows
- lunch
- making coffee
- carrying things (heavy)

A boy's duties in the home and family


- chopping wood
- taking out trash
- bringing coal
- cleaning your room
- cleaning the yard
- taking your brother to school
- taking your sister to school
- vacuuming
- helping your father
- washing the carpets
- making lunch
- going to the store
- washing windows
- washing the car

A girl's duties in the home and family

- ironing
- wiping dust
- vacuuming
- washing the dishes
- babysitting for BROTHER/SISTER
- doing the laundry
- setting/cleaning the table
- shopping in a store
- throwing out the trash
- caring for pets

Lessons learned

Gender, sex and gender roles are a topic that in itself causes different processes also within you. Deeply grounded stereotypes in the society are woven into the attitudes, opinions and behaviour of us all. Teachers may often feel afraid of being called feminists. The session is a test to us adults and an obligation to react when we hear from children the already common opinion about clearly separated “women’s” and “men’s” jobs or behaviour.



*“Feminism has fought no wars.
It has killed no opponents.
It has set up no concentration camps,
starved no enemies, practiced no cruelties.
Its battles have been for education, for the vote,
for better working conditions...
for safety in the streets, for child care,
for social welfare...
for rape crisis centres, women's refuges,
reforms in the law.
If someone says, 'Oh, I'm not a feminist',
I ask, 'Why? What's your problem?'”*

*Dale Spender
For the Record: The Making and Meaning of Feminist
Knowledge, 1985*

Invitation to the Support Group.

Announce when the next lesson is and the topic: Domestic violence.

TALK ABOUT THE GENDER PERSPECTIVE OF THESE TWO PHOTOS!



The coach of the youth women's basketball team of Serbia Radenko Varagić said after the win over Greece that his players showed character and a huge desire for success.

"The game was incredibly difficult and demanding, but the girls showed character and a huge desire to win, which brought us among the eight best teams on the championship", Varagić said after the match. (Source: B92, 10 July 2013)



PINK-BLUE WORLD

Caryl Rivers & Rosalind C. Barnett

Shopping mania season starts. What will boys and girls find under their Christmas trees this year? Looking at the range of toys and gifts for children, we can see that most producers opted for the pink-blue world. "The gap between 'HER' and 'HIM' sides of shelves stands like the parting of the Red Sea", says Michael Kimmel, sociologist at New York University. "Woe to the boy who unwittingly drifts from the land of action figures to 'Barbieland'. These are no longer the cute pink or blue baby blankets. Today everything is coded."

And within the frame of the coding, the girls have rather limited options. In the "Toys R Us" catalogue, the sports equipment pages feature no girls. However, we see boys playing basketball, riding children's motorcycles and playing air hockey. We do not see a single girl on the pages advertising new action figures or on the pages for trucks and cars. Two pages dedicated to building blocks feature boys playing with Legos and a large town made of tubes. Girls are offered bricks to build Cinderella's castle (which plays the waltz when you put batteries in) and a cheap brick set for the youngest children. On the page dedicated to educational toys, boys are playing with trains and the girls are admiring the 'sparkling dream house'.

Pages dedicated to dolls are of course intended for the girls. Here you can find toys such as Cinderella's carriage, Barbie set for modern haircuts, limos for Hollywood parties and tons of different Barbie dolls. There are no boys in any of the pictures. But 'Toys R Us' are not the only ones to blame. Their catalogue is just a handy example. Shelves of most stores with toys or departments dedicated to toys in large shopping malls have the same gender-coded division. Just walk to the nearest store and see for yourself.

Syndrome of growing up too fast

The latest fad in toy country are Bratz dolls, dressed in skimpy shirts, exciting boots and mini skirts. Bratz dolls are even more sexually charged than Barbie. Because the toy-making industry noticed (like many parents) that there is the so-called "compression phenomenon". Namely, children outgrow traditional toys ever more quickly. Not so long ago, 12-year-old girls used to play with Barbie dolls. However, recently, these 12-year-olds could watch Britney Spears on MTV. The syndrome of growing up too fast may be the cause of the high popularity of Bratz dolls that are outperforming Barbie. "It is not a problem of what children learn when they are young", says Diane Levin, professor of child development at Wheelock College in Boston, "but in what today's sexualised environment teaches children." Children are pulled into sexualised behaviour at an age when they are not emotionally ready yet.

Syndrome of virgin-whore

The syndrome of virgin-whore is still alive in your local toy or clothes store. There you will find T-shirts that say "Who needs a brain when you have such a pair?" stretched over the bust. However, there are also teenage girls who protest such captions as they find them degrading. One of the organisers of the protests in Pennsylvania, initiated within the educational program for projects on women's rights, points out that such captions are telling us that being stupid is totally fine.

The other trend that is becoming more dominant are dream makeovers for girls aged 5 to 13. Makeovers take place in local malls and are sponsored by Club Libby Lu. This group is a so-called "merchant in experiences". This means that they do not only sell products but complete "experiences". Parents who wish to prepare their daughters for a dream party must decide on a "Libby Lu" package and buy it. The selection of packages is not really adapted to the buyers who would wish their children to grow up to be anything but models. Packages include dazzling princess, rock star, trendsetter and diva, together with shiny sunglasses. Club advisors create fashionable haircuts for the girls and apply glittering make-up on their faces and the girls end up looking as if they are running for a beauty pageant. Fantasies sold here mostly concern adult sexuality and over-consumerism.

Pushing into outdated gender roles

If girls learn about sexuality from salespeople, they also get a lesson in passivity. They specifically get it from their own toys. It was long thought that games for pre-school children were mainly pure fun. Latest research shows that even little children are actively engaged in serious learning processes during play. And one of the things children learn while playing is that the world is dominated by clearly defined gender roles. Toys teach children who "rules" and which

activities are “natural” and “good” for boys and which for girls. These lessons are taught from the age of four, claims Glenda MacNaughton, pedagogy professor at Melbourne University, who conducted an extensive survey on matters of gender equality in childhood. Many other studies show that children start getting messages on gender differences between the ages of 3 and 4.

In the preschool world, boys are dominant, say the results of many studies conducted by pedagogues and sociologists. Boys appropriate most of the space envisaged for play and tell the girls what they can and cannot do. They actually learn that they should be dominant and that they can treat girls as submissive and obedient. Girls on the other hand learn that they must be adaptable so that when they grow up they are attractive for the men they wish to marry.

Take Adam for example, a six-year-old boy from a study, who is highly appreciated by the boys and girls in his kindergarten group. Adam says: “Boys must do things for boys, while girls do girly stuff. That’s right! Boys play football. Girls are cheerleaders. And that’s it!” However, the world these children will live in will be a world in which women actively participate in work processes, and men will be expected to participate in raising the family.

Forcing into outdated gender roles that today’s children are subjected to will only add confusion and conflict to their lives. That is why all parents and teachers who rebel against messages sent by toy makers are not too rigid in their attitudes. Because rejecting these messages will only help children live happier lives.

Caryl Rivers & Rosalind C. Barnett are authors of “Same Difference: How Gender Myths Are Hurting Our Relationships, Our Children and Our Jobs” (Basic Books, 2005).

UNIT FOUR - DOMESTIC VIOLENCE

The teacher will actively endeavour to:

- define domestic violence
- define violence against children
- list and explain different forms of abuse

At the end of this unit, students will be able to understand:

- how abuse affects family members
- options to solve family problems
- a relevant story (video, book) which will teach them to learn an adequate way to face fear

Necessary material:

- TV spot made by Incest Trauma Center - Belgrade "Stop the Silence!"
- Video by Melissa Etheridge "Fearless Love"
- Chart 1: Wheel of Violence against children
- Chart 2: Wheel of Violence against women
- Large writing papers (hammered or flip chart paper)
- Board and chalk
- Felt tip pens, pens

Duration: 2 school lessons

Introductory activity: Voting on values (5 min.)

How many of you:

- buy things at the flea market?
- get an allowance?
- have a friend of a different nationality
- have ever been afraid of someone from their own home?
- have ever felt you wanted to run away from everything?
- have ever spent a night in the hospital?
- have a favourite TV show you never miss?
- have something you are afraid to talk about, now or before?

Main activity: I KNOW WHAT VIOLENCE IS (35 min.)

Remind the students about what you did thus far, about the good things happening in a family and duties of family members.

"Today we will be talking about bad things that happen in a family, about things that are sometimes scary and difficult to discuss."

Use the storytelling technique to give examples. During this teaching unit, it is very important that you do not emit any "weight" in approaching the topic. Pay particular attention to use language that reflects inclusion, instead of talking about "some other kids and families where there is violence". Remember the statistics presented during our accredited educational programs that show that a part of your class consists of children who survived violence and are listening to you now. Statistics are also available at www.incestraucentar.org.rs (First National Study and Tab: Statistics)

Students give their answers to previous questions and the teacher notes them down. Encourage students to name different forms of abuse (emotional, physical, and sexual). During the listing, stop at one point and teach them that violence is one of the negative and scary things that happen to children in a family.

If in the listed answers there are those that relate to violence, tick them off and specify the type of abuse. Then, divide them into emotional, physical and sexual abuse.

Divide students in 3 groups and give them the task to write down what is emotional, physical and sexual violence (what kinds of violent actions belong to these forms of abuse).

After they finish the task, the discussion starts. At the end of this exchange say and write on the board what violence against children is. Explain Chart 1.

Tell students that they should not be ashamed to admit they are afraid. Remind them to channel their inner strength and hear their internal voice "that it is important to tell someone".

Talk about whom they should tell. Consider the criteria for someone to be our person of trust. Announce to the students that their ally in stopping violence is an adult, and that the peers do not have that social power. Explain that it is possible that the first chosen person does not react to disclosed violence the way we would like them to and that therefore it is necessary to identify the next trusted adult and turn to them. Or another one, until an adult gives them protection.

Let us make a difference between *"tell someone"* and *"blurt out"* something.

"Tell someone" - means finding help for someone.

"Blurt something out" - means getting someone in trouble.

Develop a discussion with the children on:

- Why it is sometimes scary or hard to tell someone
- Why are children afraid of saying who abuses them in their family

End the activity by repeating clearly the message that it is okay to sometimes feel afraid. When we are children, adults are stronger than us. When you admit you are afraid, you can gather your strength and fully believe your inner voice if it says that something is wrong or that you are not feeling well - and then tell that to the person you trust.

From the role model role, share your experience about when you first started publicly talking about the topic of domestic violence.

Our experience

You can hear very directly from some students that in their families there is a problem of alcoholism, drug addiction and poverty, crime and violence. This will not be easy for you. It is important to then share with the students how you feel while expressing your attitude against violence and care for the student (remember to avoid any astonishment, surprise, questions starting with 'why'? or 'empathy' such as 'horrible, terrible, awful..."). Be sure not to give attributes to the offender because this is usually a person that a child feels close to.

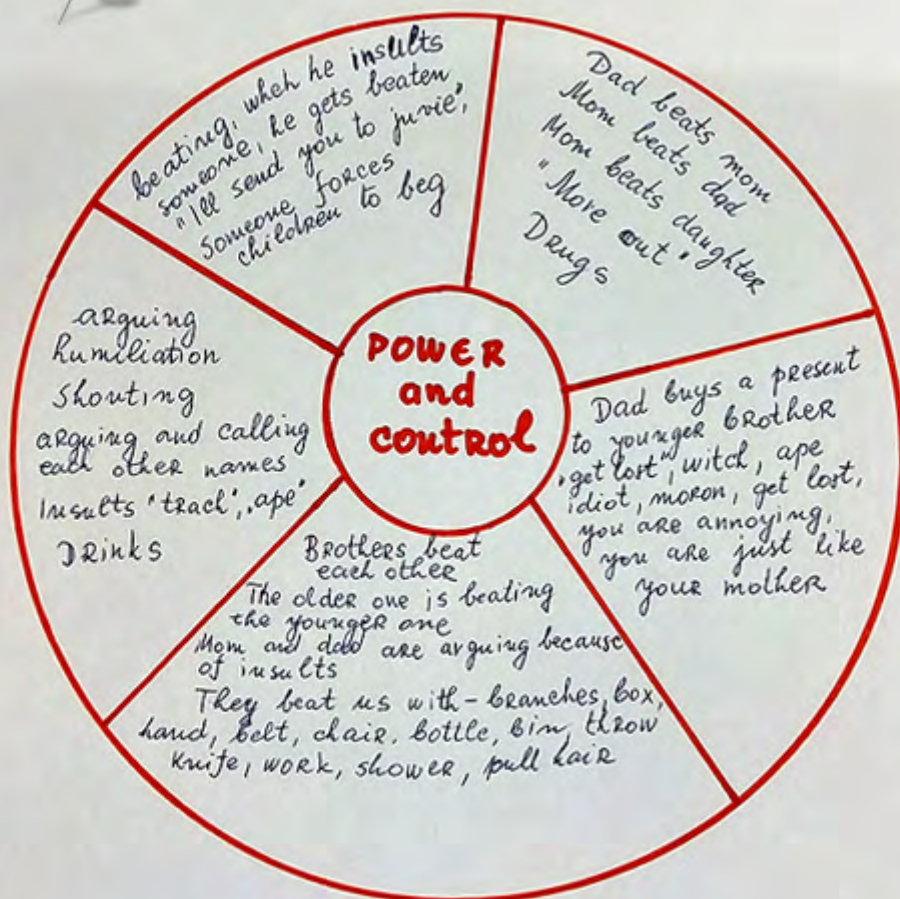
Pay attention to the children who are keeping quiet. Roma children find it harder to talk about bad things in their families especially if the teacher is not Roma. But believe in them and yourself, it takes time to get their trust.

BAD THINGS THAT HAPPEN IN A FAMILY

- arguing
- beating
- no understanding
- BAD RELATIONS
- alcohol, drink, drugs
- beating with a belt
- stick
- pole
- slipper
- hands
- stilotto, legs, spitting-cursing
- mocking - punishment
- grounded
- no computer
- no pocket money
- taking things (that we like) - sexual abuse: touching, cursing, being taken to secret place recording...
- child trafficking

BAD THINGS THAT HAPPEN IN A FAMILY

- beating (sey swatter, belt, slipper, hand, mixing spoon...)
- arguing
- bad words (psychopath, moron, imbecile, retard, idiot...)
- disagreeing.
- complaining
- humiliating
- I'll disown you, I'll through you out
- drug addiction
- gambling



Final activity (5 min)

Today I felt ...

I liked...

Our experience

The final activity will often be accompanied by pensiveness and silence, sometimes difficulties to express their feelings or what they liked. Tell them that this is understandable, because you talked about complicated things.

End the lesson with videos produced by Incest Trauma Center - Belgrade "Stop the Silence!" and Melissa Etheridge's "Fearless Love".

- Explain that students participating in the "Stop the Silence!" video are winners of the annual Competition of Incest Trauma Center - Belgrade and that their participation in the video was part of the award. Highlight the ethical aspect, that they participated in the making of the video with their parents' consent after successfully completing "Healthy Choices for Kids".
- Explain who Melissa Etheridge is and refer them to her music available at www.melissaetheridge.com



Melissa Etheridge, rock musician

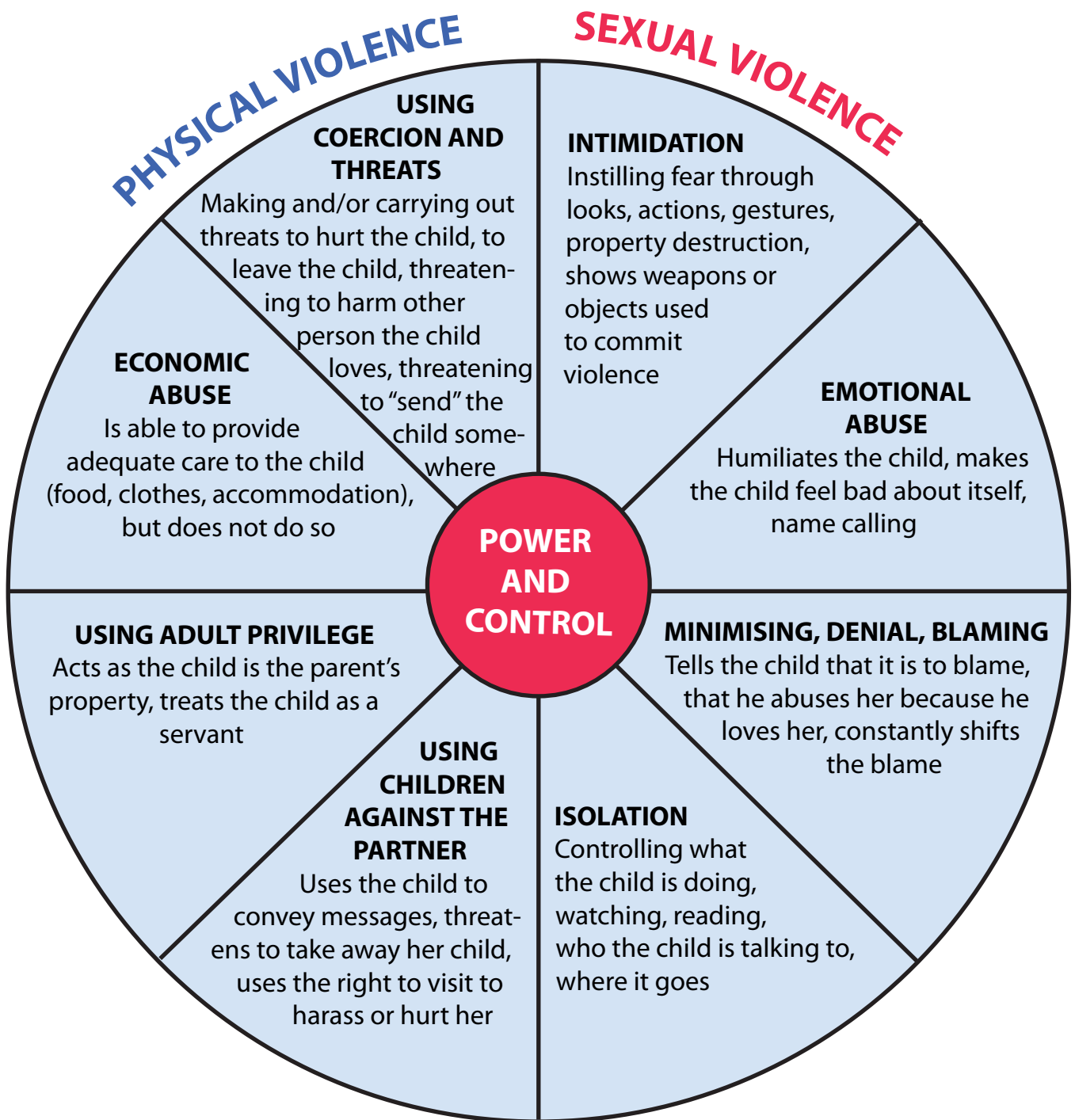
Breast cancer survivor, and speaks about it publicly. Is raising four children with her partner, Bailey Becket, Johnnie Rose and Miller Steven. Childhood sexual violence survivor, and speaks about it publicly. Won two Grammy Awards and the Academy Award for Best Original Song.

Lessons learned

The professional staff of Incest Trauma Center - Belgrade was called to attend the work of two teachers who completed our accredited educational program and implemented it in a primary school in Serbia. Students were able to very easily, precisely and openly list the actions, behaviours and feelings they associate with physical, emotional and sexual violence. The previous opening of the topic and attitude of teachers on the inappropriateness of violence has created a good basis and opened a safe space for students to talk openly about violence, give examples of themselves or people they know and give their ideas about how to stop violence and confide in someone that it is happening. The point is that everything depends on the teacher's attitude and approach.

Invitation to the Support Group.

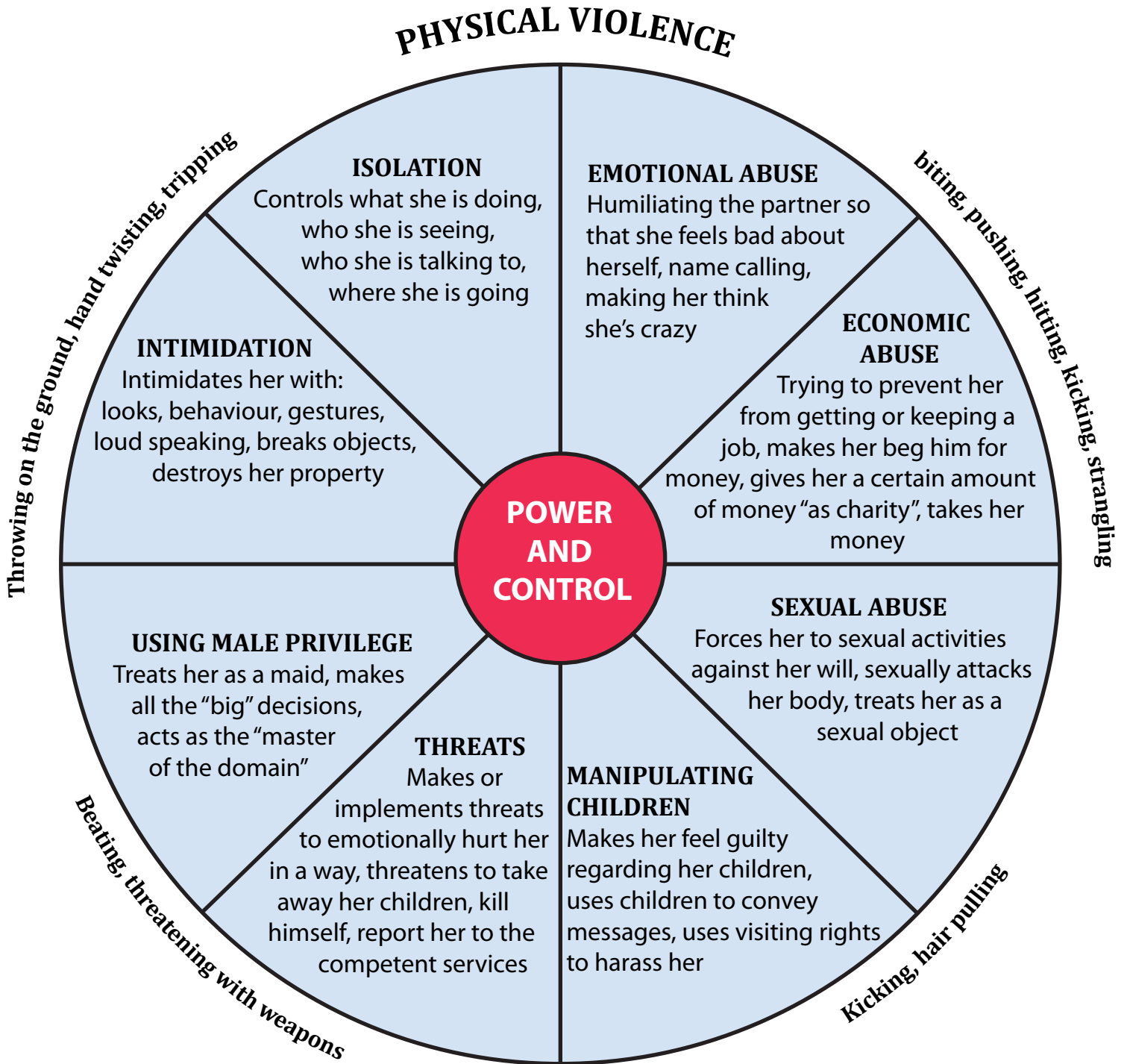
Announce when the next lesson is and the topic: Urgent - Not Urgent.



○ Goal

➤ Tactics

○ Serves to implement tactics and achieve the goal



- Goal
- Tactics
- Serves to implement tactics and achieve the goal

UNIT FIVE – URGENT - NOT URGENT!

The teacher actively endeavours for the students to learn:

- to understand the values of showing real life situations through role play
- to make the difference between a situation of immediate threat and situation without immediate threat
- to develop their own safety plan
- that the Special Protocol of the Ministry of Education of Serbia aims to protect children from abuse and neglect
- that there are specifically appointed teachers in the school who are part of the team for the protection of children from abuse, tells them their names and explains how they can contact them in case of suspicion or immediate threat
- to call numbers of different services understanding each of their roles

At the end of this unit, students will be able to:

- make the difference between a situation of immediate threat and situation without immediate threat
- develop their own safety plan
- broaden the awareness on the importance of verbalising problems and situations of immediate danger
- follow the mechanism of asking for help in line with the Special Protocol of the Ministry of Education of Serbia (how to report and to whom)

Necessary material:

- Papers with example situations which will be shown through role play
- Worksheet 2: Body maps
- Worksheet 3: Personal safety plan
- List of names of teachers engaged in the team for the protection of children from abuse
- List of numbers of professional services that children can turn to for help
- Radio jingle of Incest Trauma Center - Belgrade “Only 5% of citizens in Serbia...”
- TV spot of Incest Trauma Center - Belgrade “Only 5% of citizens in Serbia...”
- TV spot made by Incest Trauma Center - Belgrade “Report sexual violence!”
- Blackboard and chalk

Duration: 2 school lessons

Introductory activity: Voting on values (5 min.)

How many of you:

- can keep a secret?
- have a secret now?
- have ever actually forgotten your homework at home?
- have ever done anything to harm someone’s feelings?
- had a costume that won an award at a fancy-dress party?
- were in a dangerous situation and did not know what to do?
- have ever called 192 (police), 193 (fire fighters) or 194 (ambulance)?

Lessons learned

Do not be surprised by the number of children reporting that they had already called emergency phone numbers.

Also, Roma children clearly report that different services did not intervene “because they are Gypsies” and it is the responsibility of the teachers to draw special attention to these answers and explain the social discriminatory context to other students.

Main activity - URGENT - NOT URGENT (35 min.)

Prepare the text of situation examples in which most roles will be played by children and teachers if necessary. After each role play, children will vote to decide if it was an immediate danger situation or not.

Note down every situation on the sheet with role play instructions and tell students to do the assignment in small groups. Explain the task in your own words and divide the roles in small student teams. Leave them the sheet to consult in preparation.

In dividing roles, take care to give the role of person exposed to violence to the students you know have solid self-esteem.

In preparing the activity, choose different names from the names of children in the class. Also, make sure that the names are in line with the environment you are working in.

FIRST SITUATION

Mira came back home from the park very late. Her father was angry and told her to go to her room without watching TV or eating her favourite cookie.

Vote: Is this a direct threat situation?

SECOND SITUATION

In doing this situation, the following is necessary:

- careful performance
- only teachers participate
- dolls can be used as characters

Gaga and Bata are at home with their babysitter. When the time comes to go to bed, the babysitter tucks Bata in and touches his private body parts under the cover.

Here, introduce the notion of “private body parts” by saying: Private body parts are the parts of body which are covered by underwear and bathing suits.

Vote: Is this a direct threat situation?

After the voting, you say that this is a situation of sexual violence and that it is always necessary to urgently react to protect the child.

THIRD SITUATION

Mima’s father comes home from work. He learns that Mima’s mom is not at home and that dinner is not ready yet. As soon as the mom comes home, the father, very angry, starts hitting and shoving her mom. She falls down, hits her head and loses consciousness.

Vote: Is this a direct threat situation?

FOURTH SITUATION

Zizi did not want to allow his younger brother to play games on his new computer. He called him stupid and harshly chased him out of the room.

Vote: Is this a direct threat situation?

FIFTH SITUATION

You just came back from school, ran into the house and found out that the TV is broken and your favourite TV show is about to start, but your parents pay no attention.

Vote: Is this a direct threat situation?

SIXTH SITUATION

You are coming back from the store. A man in a car stops and asks you to show him where the school is because he is looking for your arts teacher. He is offering you to get in the car and show him where the school is.

Vote: Is this a direct threat situation?

Our experience:

It is interesting that there were no students in any class who said that they would enter the car. Often this is the only prevention advice offered by parents and other adults that look after the children, regarding the potential threat from unknown persons. Remind the students that the offender is most often a person that the child knows and is close to, whereas it is very rarely a so-called John Doe.

SEVENTH SITUATION

Read this situation out loud to the students.

A girl complained to her friend that the teacher sometimes invites her to his cabinet and then touches her breast and tells her things that make her blush and feel uncomfortable.

Vote: Is this a direct threat situation?

After the role play, talk to the students about:

1. *How did they feel during role play?*
2. *Can they imagine them as real-life situations that they could find themselves in?*

Talk to the students about:

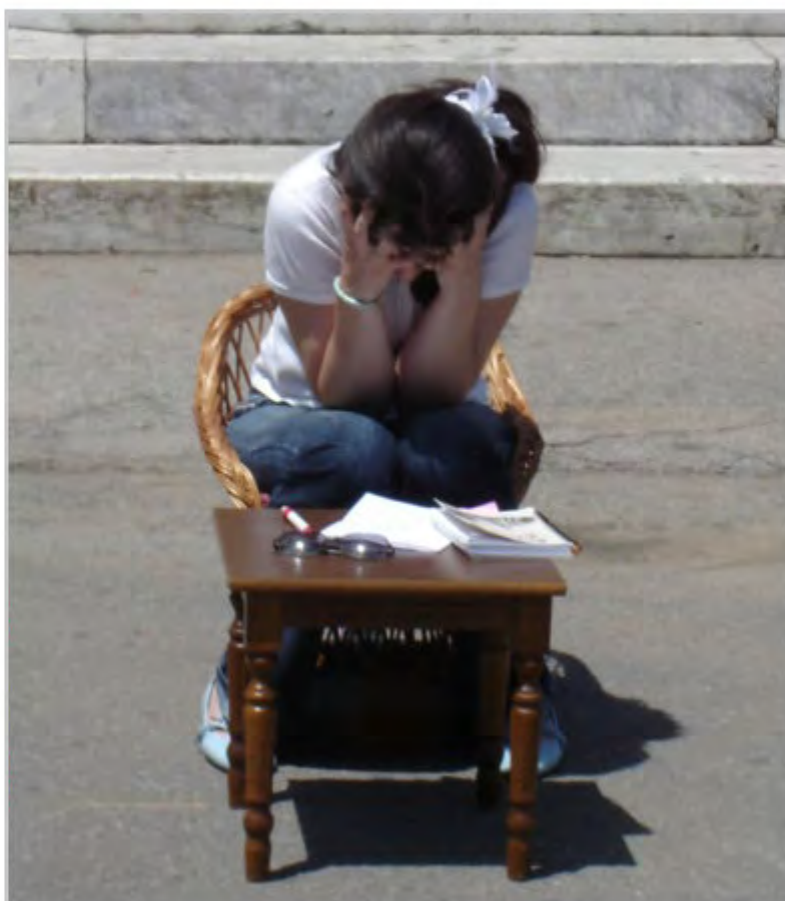
- Whom should you tell when you have a problem?
- When is it important to tell something to an adult you trust and when is it not?
- Why is it important to ask for assistance from an adult (not from peers)?
- What determines if you trust a person? What is that person like? How does that person treat you? How does that person treat others?

During the discussion, talk about differences between the role play situations and name them. Identify who is it specifically that they could call for help.

For each student, prepare a copy of the list of phone numbers of services and names of members of the Team for the protection of children from violence. Be sure to regularly update the list and always give accurate contacts. Explain the powers of each institution/team and their members.

Remember that when referring children to sources of help we carry a responsibility for the selection of these services.

Incest Trauma Center - Belgrade implemented Community theatre entitled: Abuse of girl student by a teacher (Republic Square, Belgrade, 2005).



The List should include the following phone numbers:

- police
- ambulance
- fire fighters
- center for social work
- primary healthcare facility
- hospital
- school doctor
- NGO profiled for violence against children and women and provision of direct services to citizens
- School
- *Member of school team for the protection of children from violence*

Encourage students to remember names of persons from their environment they could turn to for help, thus completing the List.

Write on the blackboard and say out loud:

**NEVER GIVE UP
UNTIL YOU FIND A PERSON YOU CAN TELL AND WHO CAN DO SOMETHING FOR YOU.**

Hand out Worksheet 3 to the students. Finish the lesson by filling it in. Encourage them to take their personal safety plan with them and to keep it somewhere safe from now on (somewhere easily accessible to them, but not others). Remind them that this is not something they should hide so well that they forget where it is.

Our experience: Students gladly participate in role play and more freely express their thoughts and opinions that way. They identify with the characters they are playing and are more easily mobilised to find help for themselves and others in violent situations. It is important to stick to the set-up-message in the given examples but also to allow students to improvise. The outcome will always be more strength and readiness to find help on their own. Once they identify a situation as direct threat, then immediately talk about whom they should turn to and whom to call (for help!).

Final activity (5 min)

What I learned today is ...

If I am in a direct threat situation, I will ...

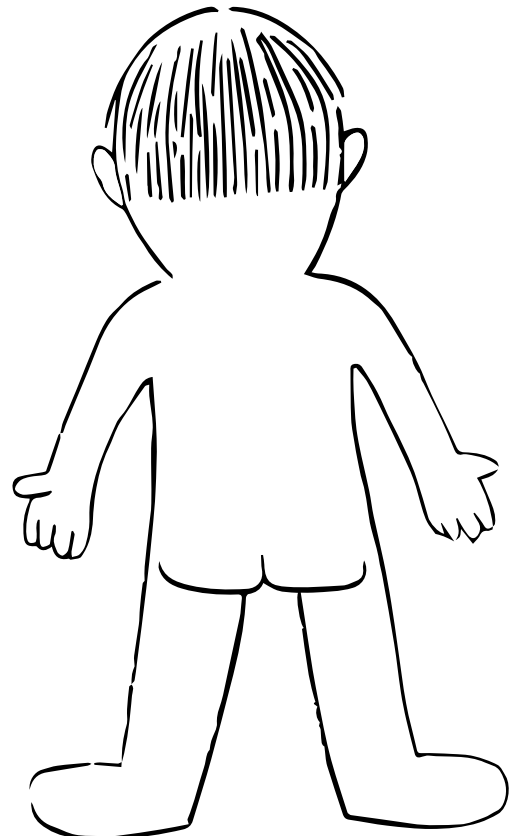
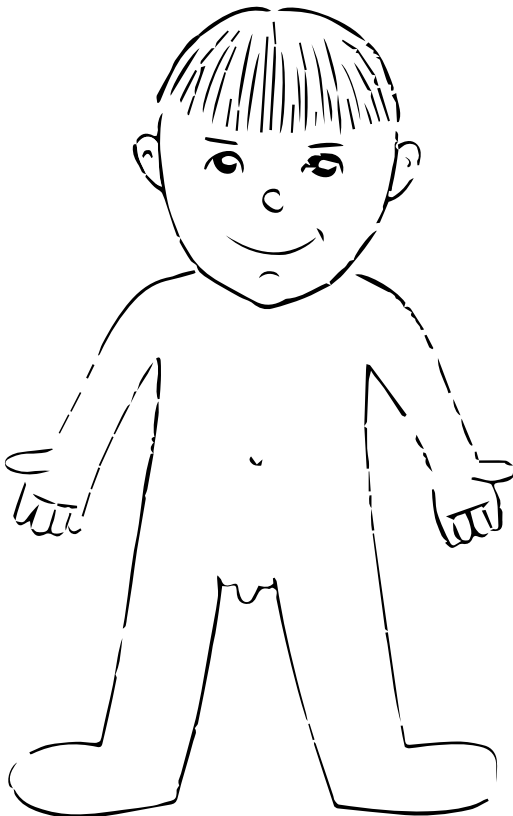
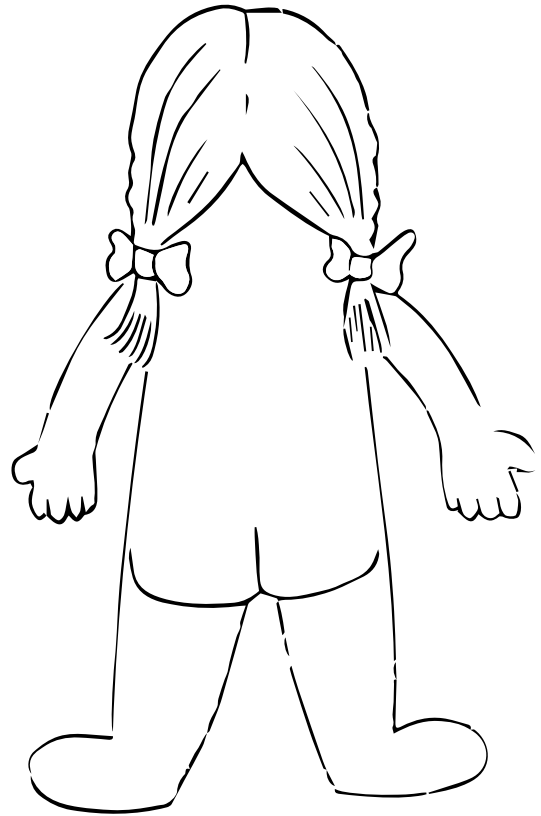
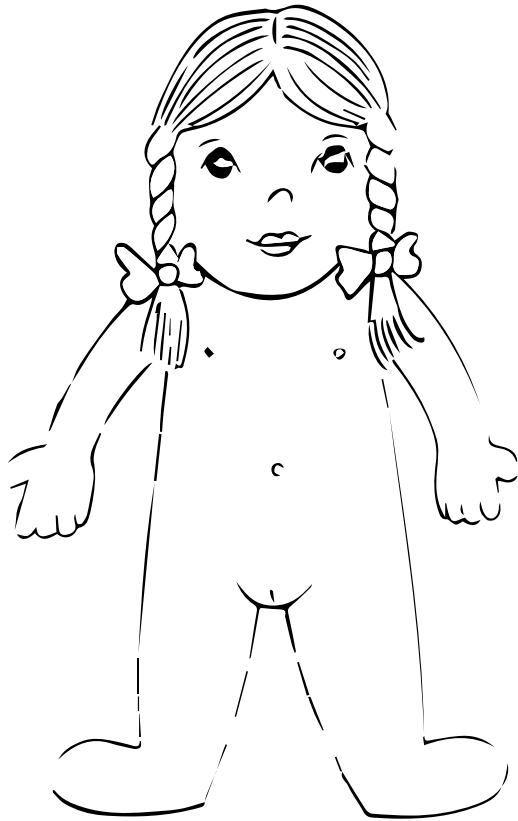
Our experience:

Dynamic participation of children through role play provides a positive atmosphere and a great inspiration to give answers to the final task that make them strong, powerful and resourceful in violent situations.

Invitation to the Support Group.

Announce when the next lesson is and the topic: Body of feelings.

BODY MAPS

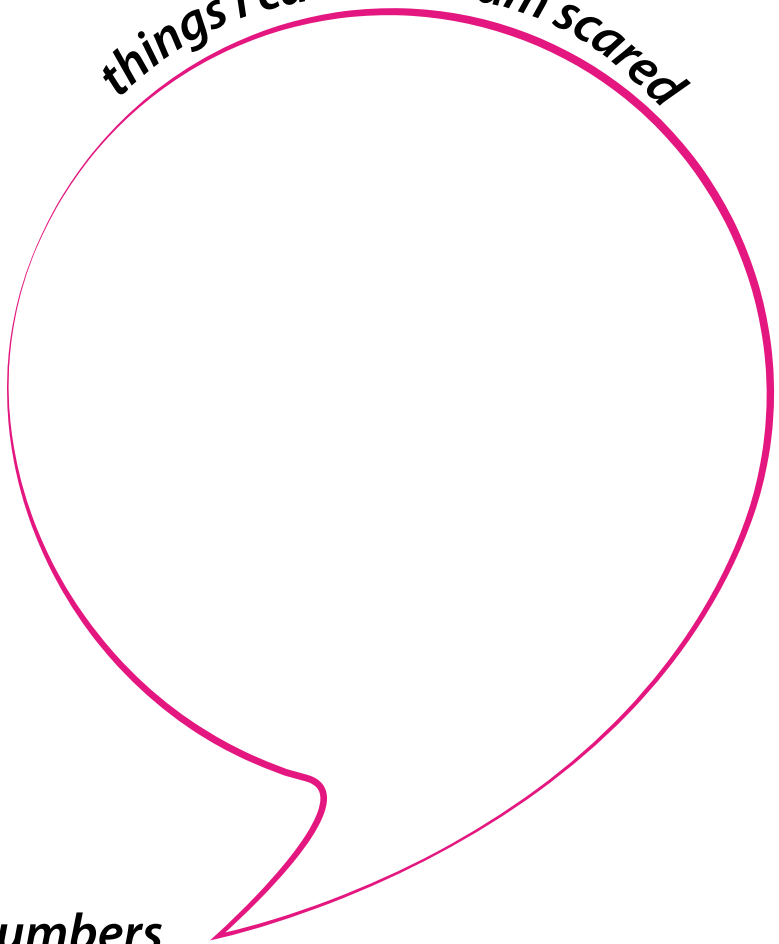


PERSONAL SAFETY PLAN FOR GIRLS

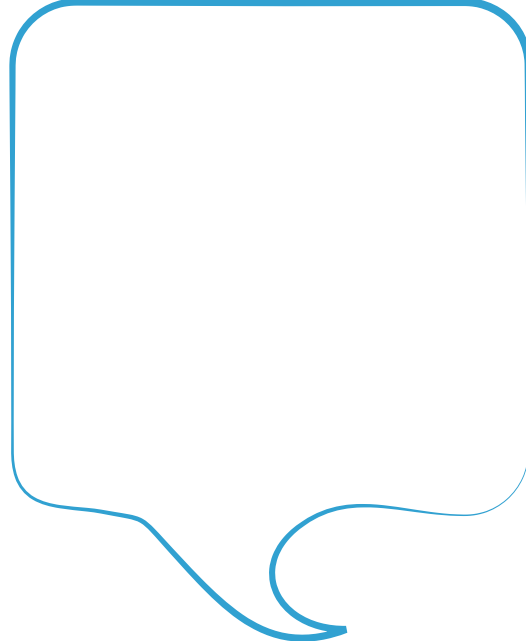
people I can call



things I can do if I am scared



telephone numbers



I know I have the right



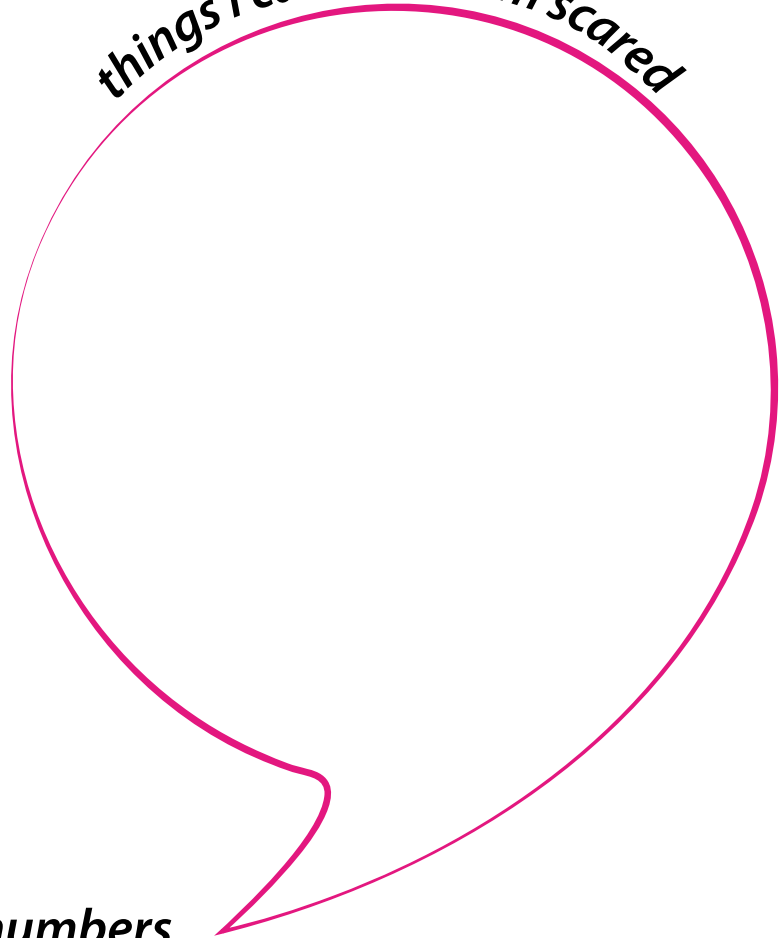
to be safe.

PERSONAL SAFETY PLAN FOR BOYS

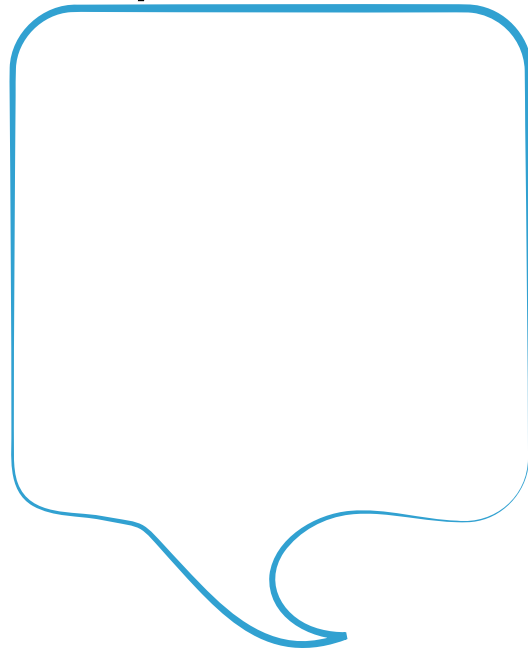
people I can call



things I can do if I am scared



telephone numbers



I know I have the right to be safe.

UNIT SIX - BODY OF FEELINGS

This is a teaching unit that has a different structure from all the other ones in the Program. This is a necessary repetition of that which was previously covered.

Necessary material

- Filled out Worksheet 1
- Filled out Worksheet 2
- Filled out Worksheet 3
- Worksheet 4: Body of feelings
- A4 paper
- Colouring pens, pens
- KIKO educational material available at www.incesttraumacentar.org.rs Tab Production/KIKO
- KIKO TV spot (20 seconds)
- “Violence against children through history” - set of three short educational videos by Incest Trauma Center - Belgrade (13 min.)
- “I am here for you, too!” short educational video by Incest Trauma Center - Belgrade (11 min.)
- Computer, LCD projector, speakers loud enough for the classroom (screen if necessary)

Duration: 1 school lesson

Final activity - BODY OF FEELINGS

- We recommend that now you take one more meeting to return to the discussion about the “Wheel of Violence against children” (Chart 1) and Body maps (Worksheet 3).
- Fill out Worksheet 4: do the Body of feelings. Once the Body of feelings is done, it can be taken as a reminder at subsequent sessions, to compare something from its content or amend vis-à-vis the current moment - do it again, at the beginning and at the end of the program. While they are filling out the worksheet, invite several students to quickly repeat the essential knowledge they acquired about the good and bad secrets, touching and intimate body parts and the personal safety plan (made in unit five).
- Show the videos. They last around 25 minutes in total. Therefore, even though it may seem that this lesson is only for “repetition”, you need to be very well organised with the time at your disposal.
- Give the students homework to review the KIKO educational material at www.incesttraumacentar.org.rs - tab Production/KIKO. Encourage them to share anything they find interesting on this web page with their friends and family.

Our experience:

Get ready for the various open and provocative questions by the children, for the children’s laughter and teasing, confusion, shyness. Pay special attention to the children who are silent. If a student is not active, approach them and give them visibility. Check if they need anything, if they would like to join someone or watch while someone else is working.

Invitation to the Support Group.

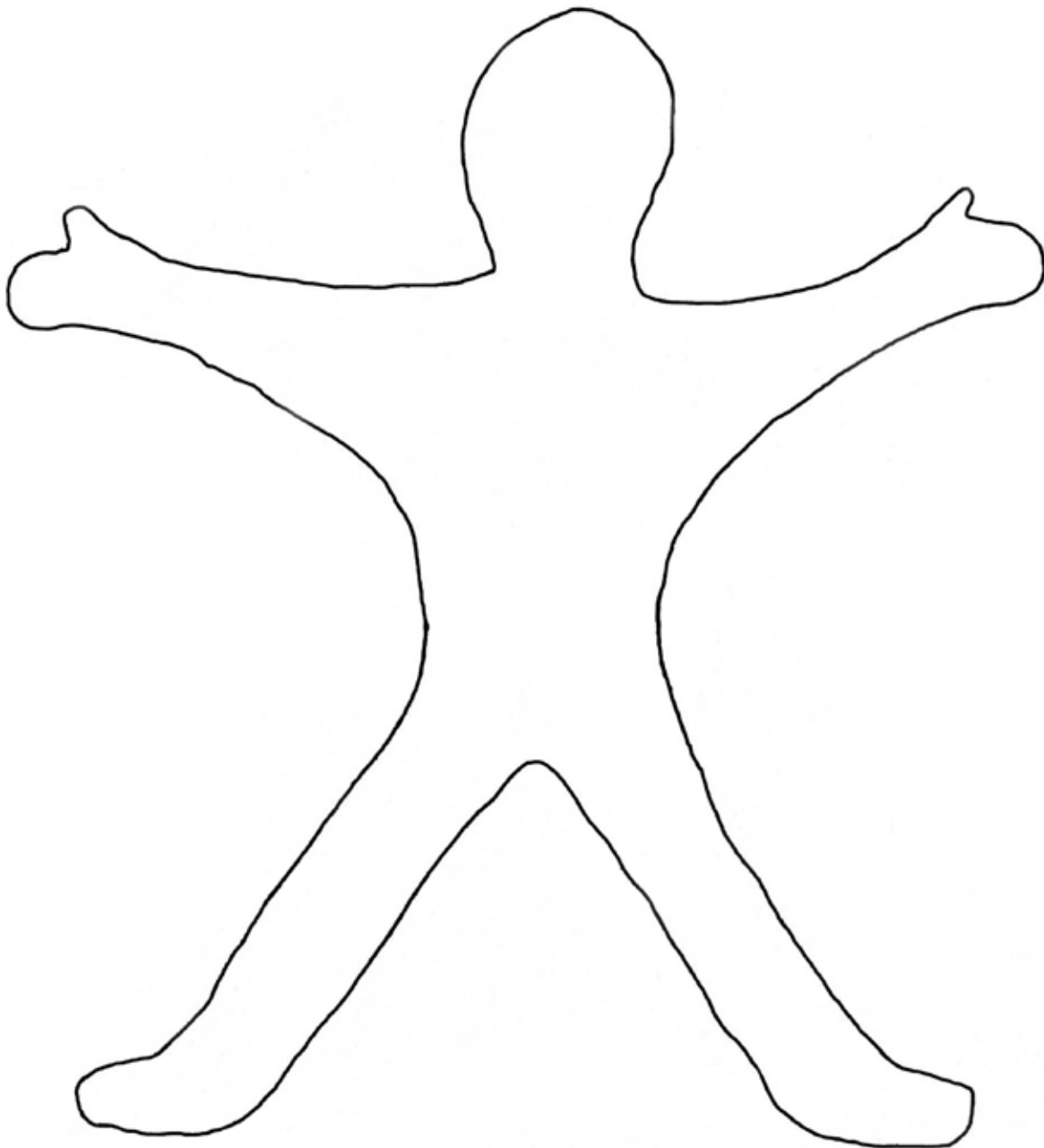
Announce when the next lesson is and the topic: Self-esteem.

Feelings are something you feel in your body

Colour the places where you feel them, when you are:

SAD
SCARED
GUILTY
ANGRY
ENRAGED
JEALOUS
JOYFUL
HAPPY
NERVOUS

sad - blue
scared - black
guilty - brown
angry / enraged - red
jealous - green
joyful / happy - yellow
nervous - orange



UNIT SEVEN - SELF-ESTEEM

The teacher actively endeavours for the students to understand:

- the notion of self-esteem
- the notion of boundaries
- the values of showing real life situations through role play

At the end of this unit, students will be able to:

- build their constructive reactions to negative peer pressure
- focus on the importance of self-esteem which is intrinsically connected with positive decision-making

Necessary material:

- Papers with example situations which will be shown in role play
- Prepared definitions: emotional, psychological and physical boundaries (written copy for every student)
- Worksheet 5: Self-esteem means that I know that I am worthy

Duration: 1 school lesson

Introductory activity: Voting on values (5 min)

How many of you:

- are wearing your favourite colour today?
- love yourself for who you are?
- would like to change at least one thing in yourself?
- remember one thing someone said or did that did not make you feel well?
- know what self-esteem is?
- ever felt pressured by your friends to do something you did not want to?

Main activity - SELF-ESTEEM MEANS THAT I KNOW I AM WORTHY (35 minutes)

- Start by asking the question “What is self-esteem and where does it come from?” (Are we born with self-esteem or are we taught to have it?).
- Ask 2 questions that every student should answer.

“If I have low self-esteem and make a mistake, what will I tell myself?”

“What will I tell myself if I have high self-esteem and make a mistake?”

- Tell the students to get ready for role play and that in the next situations they will see how self-esteem is connected with the choices we make.
- Bear in mind that the topics shown in role play can be chosen according to the current events in the school. Also, the techniques of Forum Theatre are also very appropriate in this case if you have trained staff. If not, you can invite them to be your guests.

FIRST SITUATION

3-4 female students participate.

Your best friend is allowed to put make up on and dress the way she wants, but you are not. While visiting her, she is trying to persuade you to put make up on. You are not too sure about yourself and you are angry with your mom for not letting you wear make-up. You have to make your own choice now.

Other participants in this situation take roles of persons with high or low self-esteem and encourage or discourage you to try make-up.

SECOND SITUATION

2-3 students participate.

While you are spending the night with your 13-year-old cousin he takes out a pack of cigarettes and offers you one, promising not to tell anyone if you take it. The student who has the role to decide is told to do so based on their feelings towards themselves and based on whether they think they would now be part of the "gang".

The third participant in this situation acts like they would in a real-life situation.

THIRD SITUATION

The whole class can participate.

The task has two parts. 4 students (3 male and 1 female) need to leave the room until both parts of the task are explained. Tell them that their role will not be simple: "You are important in this situation; the others are observers." Explain to them their importance and thank them immediately for volunteering. Ask them to leave the classroom for a few minutes until you talk to the rest of the class and tell them that you will then invite them back in. After leaving, they are not familiar with the content of the task.

The role of the 4 students is to play "dummies" who are often ridiculed and gossiped about by the majority in the class. Tell the other students that they should tease the 4 students once they return, in such a way to cause discomfort, but without being offensive. Say that, if someone breaks this instruction, you will say "now you're out" - announcing that the student leaves the role play. Also say that you will give a sign when the teasing should stop and that the class is obliged to momentarily follow this instruction. Check if everyone in attendance understood the task and rules of participation.

Invite the 4 students who are outside the classroom to come back. Once they come in, the class immediately starts laughing, staring at them, pointing at them and commenting. At your signal, the class stops the teasing. Four students return to their seats (usually with their heads hanging). Now invite them to talk about how they feel so that the others can hear.

After each of these situations, start the discussion on the following:

- What would you do the same and what differently?
- If we compare someone with high self-esteem and someone with low self-esteem, who in your opinion can more successfully avoid peer pressure and why?

Explain the notion of boundaries: emotional, psychological, physical.

Emotional boundaries: do you feel capable of saying how you feel and to feel accepted afterwards?

Psychological boundaries: do you know what your needs and needs of others are?

Physical boundaries mark your personal space where you feel safe.

Start a conversation on how we can all impact the shaping of someone's self-esteem:

- What did any of us say today at the lesson that made you feel good?
- What is peer pressure and how does this impact decision-making?

Finally, write down on the blackboard and say out loud:

**CHILDREN ARE NOT BORN WITH SELF-ESTEEM; IT IS CREATED AND BUILT BY ADULTS.
ALL OF US CAN INFLUENCE THE SHAPING OF SOMEONE'S SELF-ESTEEM.**

Bear in mind that some situations can be further elaborated. For example:

- Your friend is thinking of running away from home
- A student brought a gun to the school
- Your friend offers you drugs or alcohol
- A friend is asking you to take and upload pictures of a friend in the toilet that you do not like

* In elaborating situations concerning violence in cyber space and social networks, we recommend you use the Handbook of Incest Trauma Center - Belgrade "Tagged", available at www.incestr Traumacentar.org.rs / tab Production/ Publications.

Our experience

This lesson is a confirmation of the experience from unit five that through role play the students find it easiest to express themselves and learn about themselves and others. In the discussion, the relations within the family will overlap. They find it easy to talk about peer pressure and why it is difficult to resist and not be a part of something that they actually do not want deep inside.

Final activity (5 min)

*The thing I like most about myself is
I want the people around me to know...*

Our experience

Students were not taught to verbalise what they love most about themselves or to express what they want. It is important to encourage them to say what they love about their appearance, their behaviour and that if we want something it does not always have to come true, but it is important to say what the wish is. They normally see themselves through the reasons their parents give for why they love them (because you are good, obedient, good student, help around the house, say 'hello' to your neighbours) and these are values they would like others to know.

Invitation to the Support Group.

Announce when the next lesson is and the topic: What are feelings?

Self-esteem is a result of assessing your own worth.

Self-esteem is: how much I think and feel I am worth, the strength of your trust in your own thoughts, ideas and depth of believing in your actions.

When you have high self-esteem, then you feel happiness and satisfaction in your life!

When you have low self-esteem, you are afraid, insecure, you feel maladapted.

Self-esteem is acquired and developed and depends on family. It is encouraged by measuring expectation placed before a child, so that it can meet them if possible and experience and feel success!

In growing up, it is developed also in interaction with other persons. Even though it is most strongly developed in early childhood, individuals and the society continue to have an impact on self-esteem.

Self-esteem means
that I think I am worthy!

UNIT EIGHT - WHAT ARE FEELINGS?

The teacher actively endeavours for the students to understand:

- to identify the order of feelings
- how feelings can be directly connected with self-esteem

At the end of this unit, students will be able to:

- identify and name specific (“internal”) feelings
- understand the connection between feelings and behaviour
- understand that in order to make good decisions a person must think and not only react based on feelings

Necessary material:

- Worksheet 4: Body of feelings (empty)
- Pens, colouring pencils, blackboard, chalk

Duration: 1 school lesson

Introductory activity: Voting on values (5 minutes)

How many of you:

- have only one best friend?
- like Lady Gaga?
- know what a role model is?
- act badly to others when you are in a bad mood?
- feel bad if you acted badly to others when you are in a bad mood?
- ever did anything just because you wanted it and it turned out to be a bad idea?
- ever tried to solve a problem in a dishonest way?
- ever tried to solve a problem by not doing anything, hoping it would go away?
- like that we are talking about this?

Main activity - BOUNDARIES PROTECT OUR FEELINGS (30 minutes)

Explain the difference between the feeling of touch and feelings in our soul.

Explain the difference between physical sensations (such as pain when someone cuts you or you're sick and have a sore throat) and the feelings we carry in our souls.

Remind them of the notion of boundaries from unit seven: emotional, psychological and physical. Invite the students to take the text of definitions from their folders to use them in our work because today's topic is a continuation of Boundaries.

Ask the students to list out loud as many names for feelings as possible and inform them that you will be taking notes on the board. It is your task to properly recognise them during the process, to classify the given feelings and sign them like in the column, by grouping them into 4 categories/columns: furious, sad, happy, scared. You will not reveal these categories before the class during the listing, but you will ask the students to name all of them when they finish. So, they have to decide what they would name the categories – to choose a feeling they recognise as the common denominator for all of those mentioned in one column. The same goes for each of the 4 columns of feelings you signed accurately.

Example: One is “**furious**” and below it says e.g. “angry”, “upset”, “raging”, “aggressive”. The second is “**sad**” and below it says e.g. “depressed”, “hurt”, “emotionless”. The third is “**joyful**” and below e.g. “excited”, “happy”, “thrilled”. The fourth is “**afraid**” and below it says e.g. “terrified”, “shocked”, “worried”.

Quick game of charades

Invite volunteers to stand in front of the class and act out some of the listed feelings.

The student who volunteers should show their feeling without using words, while others are guessing what the feeling is.

Then we talk about the only way to know how the other person feels.

After the discussion in which it is important to encourage students to share their experiences, **your message is that the surest way to know how another person is feeling - is by asking.**

Then follows a conversation on:

1. Are we free to show all of our feelings?
2. Do feelings always show on our faces?
3. Why do we feel freer to show good feelings and often hide bad ones?
4. Do we always behave the way we feel?
5. What is missing when we make decisions based on feelings?

Our experience

Usually, students report the following: *There are times when we argue with family and friends. Because sometimes someone hurts our feelings or we hurt the feelings of our friends, brothers, sisters... In such situations it is important to take care of our feelings and also not to hurt others. This is not always easy to do and we often make mistakes. But we can also overcome them.*

Hand out Worksheet 4 to the students and help them fill it out. Check if any students need more attention.

Final activity (5 min)

When I'm angry, I will...

When I'm angry, I won't...

The person I can talk to about my feelings is...

Our experience

Students usually most want to talk about their feelings with their parents and other family members. At the same time, they rarely talk and discuss their feelings with adults, except if they are directly asked. When asked that question, they always first think if they “should” share them or if it is good to say how you feel or not. They do not want to direct the anger, as a feeling they should not always show to adults, to someone else who is not the cause of that anger and to express it through behaviour that will harm others. It is easier for them to talk about good feelings than about bad ones. Bad feelings are mostly associated with occurrences in the family or peer group. They are not taught to trust their feelings. They follow them and verbalise who or what makes them feel good or bad.

Invitation to the Support Group. Remind them that there are two sessions left.

Announce when the next lesson is and the topic: Thinker.

UNIT NINE - THINKER

The teacher actively endeavours for the students to:

- acquire assertiveness skills
- learn to solve a problem without resorting to violence
- understand the value of meeting others in the middle when there is a conflict

At the end of this unit, students will be able to:

- learn the notions of assertive, aggressive and passive communication styles in problem solving
- practice assertive, non-violent methods to solve problems
- recognise the value system in constructive problem solving

Necessary material:

- Worksheet 6: Mouse, monster and ME (thinker)

Duration: 1 school lesson

Introductory activity: Voting on values (5 min.)

How many of you:

- like coming to lessons when we are talking about “Healthy Lessons for Kids”?
- have planned anything for today after school?
- ever tried to solve a problem in a dishonest way?
- ever tried to solve a problem by not doing anything and hoping it would go away?
- now have a problem that you need help with?

Main activity – THINKER (35 min.)

Hand out Worksheet 6 to the students. Read out loud each of the listed situations. Give an explanation:

The Monster only cares about its feelings, only cares about its opinion and defends its rights without caring for feelings and rights of others. They harm the feelings of others. Other people will not be inclined to them, but they will certainly be afraid of them.

The Mouse does not express its feelings and does not fight for itself. Even though it takes care about others, it does not care about itself and often feels that others are bullying and using it. It feels hurt because it is not fighting for its rights, and it is hard to manage all of these feelings when you often lack arguments.



Try to solve the following situations, while respecting the feelings of others, their thoughts and rights. Take care of yourself by also caring about others. And treat others the way you would like to be treated. Try and solve the situation as a **Thinker**.

Students have the task to fill out Worksheet 6.

Once they fill it out, discuss tactics to solve problems.

Finally, send out a clear message that the only option for problem solving is to respect the feelings, opinions and rights of others, without using violence. So, as a Thinker.

The proposed situations in Worksheet 6 may be adapted in line with the current events in the school.

Our experience

In the part of activity “Mouse, Monster, Me-Thinker”, which promotes the attitude ‘I consider my feelings and the feelings, thoughts and rights of others - students report that they often see this attitude as a weakness that is not appreciated in the society. They say it is difficult to be different from how the majority acts. They will often admire the monster, despise or laugh at the mouse, but it is provocative to learn to be the Thinker.

Final activity (5 min)

I learned...

Invitation to the Support Group. Remind them that there is one session left.

Announce the topic of the next lesson: Bridges, of course.

Remind the students that this is the last lesson of the cycle.

<p>THE MOUSE, THE MONSTER AND ME</p>	<p>WHAT WOULD THE MOUSE DO?</p>	<p>WHAT WOULD THE MONSTER DO?</p>	<p>WHAT WOULD I DO?</p>
<p>A) Your parents are criticizing you for something you did not do.</p>			
<p>B) During the break between lessons, an older student shoves you, calls you names and takes your lunch slips.</p>			
<p>C) Your friend wants to copy your homework and you think that is not OK.</p>			
<p>D) Several of your friends are throwing rocks at the neighbour's dog. They are calling you to come and join them.</p>			
<p>E) During the break between lessons, your friend shows you a box of matches. He says he is angry at the teacher and that he will burn the school down.</p>			

UNIT TEN - BRIDGES, OF COURSE!

The teacher actively endeavours for the students to:

- identify feelings and behaviours which build or damage a community
- recognise the importance of using “living words” to create good communication skills that build a community

At the end of this unit, students will be able to:

- use efficient communication skills to express their point of view
- understand how negative words affect a community, i.e. class, family, friends, etc.

Necessary material:

- One real or fake brick
- Worksheet 7: WALLS or BRIDGES
- Felt tip pens, pens, colouring pens
- Prepare a short biography of a person – a human rights defender which you chose for the Introductory activity

Duration: 1 school lesson

Introductory activity: Voting on values (5 minutes)

How many of you:

- know who Zoran Đinđić was?
- love strawberry ice-cream?
- know who Rosa Luxembourg was?
- know who Martin L. King was?
- think that the teachings of Martin L. King helped people?
- know who Oprah Winfrey is?
- know where Malala Yousafzai lived?
- have a hole in their socks today?
- know who Vojin Dimitrijević was?
- **human rights defender chosen by the teacher**
- think that Robin Hood helped people?
- recently made a new friend?
- like having several friends?
- would like to build a beautiful bridge one day?

After the activity, present in detail each person that the students do not recognise at the moment.

Our experience

Children are not familiar with the role models in the field of human rights and that is why it is necessary to give them good information. Similarly, this is also an unknown area for the teachers. That is why the learning process starts on the side of teachers (what are the criteria for someone to be considered a human rights defender) during which they continue mentioning prominent persons in the world and in Serbia who fought for human rights and against discrimination. Special attention needs to be paid to gender balance or offering students the equal number of female and male human rights defenders.



Oprah Winfrey

The most powerful woman in the world according to the Forbes list. She is an advocate for the human rights of African Americans. She is a survivor of child sexual violence and speaks publicly about this.

She personally awards with USD 100,000 any information that reliably leads to arrest of perpetrators of sexual violence against children.

Homework: Give students the task to bring the biography of a famous person in the field of human rights. Tell them that with the biography they will have to explain why they chose that person, what are the values they recognise and appreciate in their engagement. This can be a person active in Serbia or the world, and in addition to the biography, they should attach their own photo. These two elements will be added to the output within the following unit, 11, at the common class board which will become the permanent exhibition at the classroom wall or on other visible place you agree about in the school.

Make sure that one half of the students choose, study and present the biography of a woman who is a human rights defender (and the other half of a man who is a human rights defender).

Main activity - BRIDGES, OF COURSE! (35 minutes)

Before the main activity starts, write the following quote on the board:

“HATE BEGETS HATE. VIOLENCE BEGETS VIOLENCE.”

Dr Martin L. King

Today we will be talking about how we can build bridges or walls.

You will have a real or a fake brick in your hands. Use it to explain that it can be used to build something, but also to destroy something. Works and actions can be like bricks. They can build the bridges of understanding but also to block communication and isolate us from others.

Have the brick circle the classroom. Each student takes the brick in their hand and says what they could use the brick for, personally. Take down answers on the board in two columns.

After the listing:

- give the title BRIDGES to the column that builds/connects
- give the title WALLS to the one that destroys/isolates

Divide students in 4 groups. Each group gets one Worksheet 7 with instructions on how to fill them in.

After the task is done, students exchange their comments and ideas. Encourage them to share with each other how they chose the words.

- Which behaviour and feelings build or make walls?
- Which behaviour and feelings build or make bridges?
- What do they think, why are the words they used to build bridges called “living words”?

Our experience

Students gladly, constructively, proudly and seriously accept to be the builders of bridges. They recognise their words and the words of others who build bridges and easily make decisions to tear down walls.

Final activity (5 min)

I will practice building bridges by

I will practice removing walls in my life by ...

Our experience

Inspired and motivated by the topic of the session, students add new “living words” to the building of bridges and easily find words to end sentences, practicing the removal of walls in their lives by ...

Invitation to the Support Group (this is the last session).

Announce when the next (last) lesson is and the topic: Celebration of achievement Tell the students to bring a favourite photo of theirs.

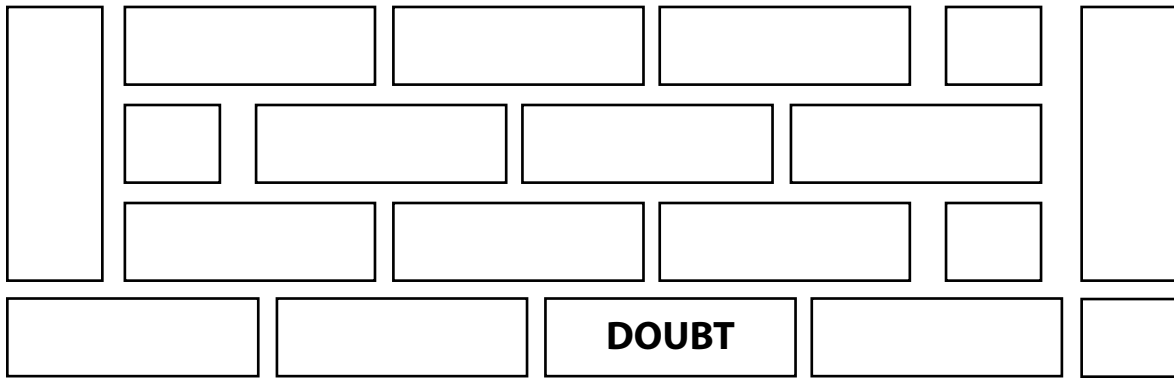
WALLS OR BRIDGES?

“Violence is immoral because it thrives on hatred rather than love. It destroys community and makes brotherhood impossible.”

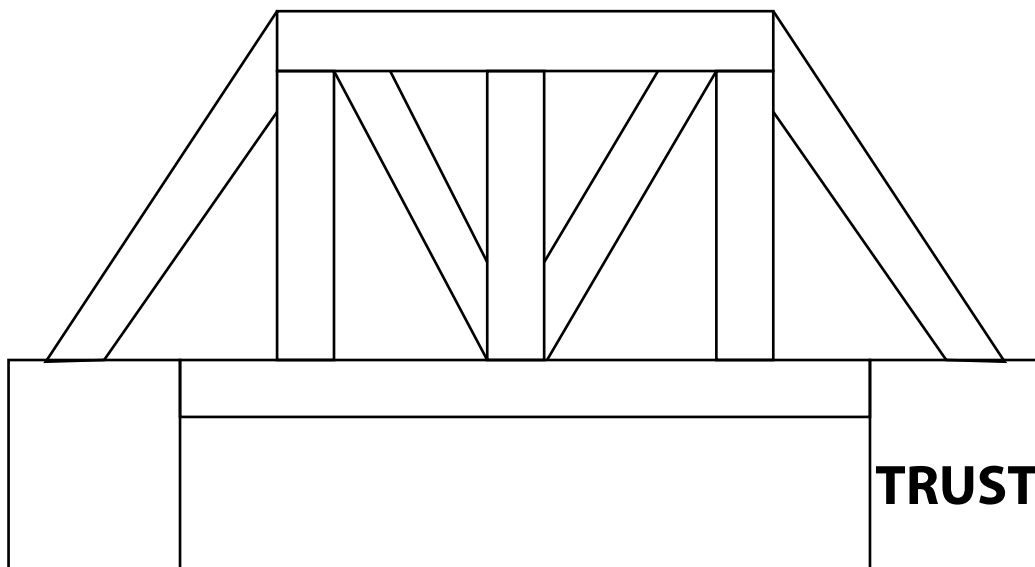
Dr. Martin Luther King,

A sense of togetherness exists only when all members of a community feel safe and are accepted, respected and treated with dignity.

Task: What behaviours and feelings build walls and exclude other people from our lives? Fill in the bricks in the wall with the words that prevent communication and isolate us from others.



Task: Build a bridge of understanding and communication by using living words and actions. Fill in the parts of the bridge with these words.



UNIT 11 - CELEBRATION OF ACHIEVEMENT

The teacher actively endeavours to:

- make every student find something unique and special in themselves
- focus on individuality in spite of family problems

At the end of this unit, students will be able to:

- identify their specific and unique qualities
- identify their strengths and weaknesses
- understand that as children they are never to blame for family problems

Necessary material:

- Worksheet 8: I am special because ...
- Pens, personal picture and glue
- Homework (from unit 10)
- Enough A4 paper for all students

Duration: 1 school lesson

Introductory activity: Voting on values (5 min.)

How many of you:

- did all the homework you were given last week?
- felt sad or hurt once last week?
- really love yourself even though others may not like you?
- have a best friend?
- can think of at least one thing you love about yourself?

Our experience

They answer questions concerning their feelings more quickly and more freely compared to the start of the program. They easily identify best friends. There is confusion and doubt about defining one thing they love about themselves.

Main activity - WARM FUZZIES AND COLD PRICKLIES (35 min.)

Divide students in two groups. The task is for one group to list “warm fuzzies” they send each other and these are expressions of love, respect, friendship and loyalty. The other group names “cold pricklies”, words they send to each other to humiliate or insult them.

Afterwards, develop a discussion on how warm fuzzies and cold pricklies can influence a person they were aimed at, their self-esteem and self-confidence.

The next step is for the students to write their name on an empty piece of paper and put it on the desk. Tell your students to take a walk around the classroom, approach the papers and give each other written warm fuzzies. Tell the class that cold pricklies are not allowed.

Once they come back to their seats, hand out and explain Worksheet 8. Students need to write down why they think they are special. They can list the reasons from before and also based on the warm fuzzies they just got.

Students had the task to bring their photo which they will now paste to the filled-out Worksheet 8. They need to sign their name under each photo. Use the finished worksheets of all students and their homework from unit 10 to make a large joint board called “**CELEBRATION OF ACHIEVEMENT**” and hang it somewhere the students think is best (e.g. in the classroom, in front of the classroom, in the teachers’ room...).

Our experience

It is easier for children to give compliments to others than to themselves. They often think that this reflects immodesty or bragging. Most children may be surprised that their friends have a completely different opinion about them from what they think of themselves. In the process during the lesson it becomes clear how important the support from friends is for a positive opinion about oneself.

Final activity (5 min)

I am special because...

Violence against children is...

Our experience

Students gladly do the activity, choosing precisely what they will write about themselves in the diploma. Encourage them throughout the process and allow them to work in pairs and encourage each other. You will feel the students’ pride when they realise their own virtues. They find it easy to find words to finish the statement “Violence against children is ...” Usually they finish with words such as “inadmissible”, “immoral”, “punishable”, etc.

At the end of the lesson

Thank the class for participating in the “Healthy Choices for Kids” program, play the TV spot by Incest Trauma Center - Belgrade “Stop the Silence!” (a boy) and write down on the board:

**ONE OF THE BASIC HUMAN RIGHTS IS A LIFE WITHOUT VIOLENCE.
CHILDREN HAVE THE RIGHT TO BE HELPED BY ADULTS.
THE OFFENDER IS ALWAYS THE ONLY ONE RESPONSIBLE FOR VIOLENCE.**

Send off the students from the program “Healthy Choices for Kids” with our song “Stop Silence!”, which is 3 minutes long. Remind them that the song can be downloaded to their mobile phones and they could send it to all of their friends they love.

Boy Vukasin: Kiko, just continue the way you do and soon there will be no violence in Serbia.



I AM SPECIAL BECAUSE:

**PRACTICAL IMPLEMENTATION OF THE PROGRAM
“HEALTHY CHOICES FOR KIDS”**

FOR SECONDARY SCHOOLS

PRACTICAL IMPLEMENTATION OF THE PROGRAM “HEALTHY CHOICES FOR KIDS” FOR SECONDARY SCHOOLS

ABOUT THE GROUP PROCESS - INTRODUCTION

Adolescents expect us to treat them as adults and to respect them as such. Giving advice, condescending, lack of acceptance or neglecting their needs, opinions and attitudes is a strategy that does not work and does not lead to the desired results for children. It will actually be counterproductive as it produces feelings of distrust and lack of understanding which causes a destructive rebellion (whereas adolescent rebellion is desirable, important for them and their environment). Destructive rebellion is negative for them and for adults.

Working with adolescents can be very stressful and exhausting and is a test for the adults’ limits. At the same time, it is irresistibly exciting and full of motivation, satisfaction and new knowledge about ourselves and about them. Our readiness to listen and believe stemming from the attitude “I am on your side” will build a strong and also open connection full of trust and a sense of safety for the students. Also, it is very important that each adolescent gets honest, accurate and clear information on questions concerning life and the environment they are growing up in.

The “Healthy Choices for Kids” violence prevention program for secondary school students was created through dynamic interactive learning which combines different activities that imply and require active participation of students, and not just passive reception of information and “advice”.

Students are guided to discussions that affirm their human rights, right to live safely, without discrimination and violence, free, empower them with information that promote self-esteem and a sense of others’ rights. Repeat clear messages against discrimination and violence as often as possible. This is the task of us adults, our responsibility.

Discussions on topics such as: power, gender roles, discrimination, racism, sexism, homophobia etc. help the young to understand the need to respect diversity in a society. That people who are discriminated against, different are very vulnerable and become a target for those who use violence against less powerful or important persons than themselves.

Learning about the societal problem of violence within “Healthy Choices for Kids” for secondary schools includes:

- Violence in adolescent relationships while dating
- Domestic violence
- Peer pressure and peer violence
- Strategies to find ways to avoid a situation of violence or to manage if it has already started, without being violent
- Whom to turn to for help and how.

The most effective work is in separate male and female groups. There is a lot of evidence that proves that girls are at a disadvantage when they are together with the boys in the same group. Boys are prone to taking space, talking all the time, being loud, forceful, interrupting girls. In a mixed-sex group it may be difficult to ensure the same space for both boys and girls, without harming the content of the program.

Girls often say that they wish to be in mixed groups, together with the boys, but we must remember that it may be hard for girls to speak openly in the presence of boys. Also, in cases when there is a mixed group, girls may be cruel to girls that do not act or look like them - they isolate them, judge them and call them derogatory names. It is important to follow the tempo of all girls and help them discover their inner potentials and have a critical look at the gender roles and identities, sexism and discrimination in the society and to realise and understand that the society has different expectations from them just because they are women. For you, personally, one of the most important goals is to reduce the described dynamic that opens in this sense non-stop in everyday life to a minimum while working on the prevention of violence.

Focus not to overwhelm students by accusing, criticising and self-pity, because instead of empowering, this potentiates the feeling of helplessness. This is just one of the guidelines to create a space free for discussion. In our culture, young men are rarely encouraged to talk about their emotions and therefore it is more difficult to get them to speak openly.

On the other hand, some boys may feel a strong pressure to “prove” their manliness and this can result in giving false information.

When you are working in a mixed-sex group, it is necessary to pay attention to the ways in which boys try to dominate or notice cases when they intimidate the girls. It is your responsibility to signal this out loud at once and remind them of **the rules of the Violence-free zone**. You need to ensure that everyone has the opportunity to speak, one after the other. This is a simple way to overcome this problem, but it is also necessary to be tactical and firm in a free discussion as a trainer. Do not allow boys to interrupt girls, make fun of them or use offensive terms for women.

Do not forget that girls often do not want to speak openly in a mixed group because of unpleasant experiences with men “outside the group” (e.g. boyfriend, father, brother, neighbour, coach, etc.). This is an important precondition to create a safe environment for discussion in this way.

“Healthy Choices for Kids” program structure

***Essential:** Even though you are working in a secondary school, first study the description of the program implementation for primary schools in detail.

Each unit is 45 minutes long (1 school lesson).

The **introductory activity** is 5 minutes long. The introductory activity in each lesson is used as an introduction exercise, to get to know each other (even) better and build trust, and to create a safe, positive environment to share opinions, feelings and attitudes about the program’s themes.

Introductory activity examples:

- If I were a bird, I would be ...
- If I were a colour, I would be ...
- If I were a word, I would be ...
- Use a movement to represent the word that reflects your mood now...
- I spent yesterday ... (encourage them to answer how)
- The thing I love most about myself is...
- The thing I appreciate about my friend is...
- For me a person of trust is...
- Where would you like to be the most right now?
- Say one thing that you plan to change in your life

For the introductory activity you can use the voting on values from the part where the implementation of the program for primary schools is described.

The **main activity** is 35 minutes long. It directly covers the topic of the teaching unit.

Final activity (5 min.)

Always ask for an answer or statement with which the students will express their emotion and opinion on the topic of that day.

I liked...

I think I will...

I was upset by...

I did not like...

I was encouraged...

I want...

I can change...

I do not want to...

For the final activity you can use the examples from the part where the implementation of the program for primary schools is described.

UNIT ONE - "HEALTHY CHOICES FOR KIDS"

The teacher actively endeavours for the students to:

Learn about the program, topics covered, duration and reason for choosing this program.

WORK RULES

1. **VIOLENCE-FREE ZONE** - Space or classroom in which we are working is a place where violence is not permitted. All of us feel safe with each other, there are no insults, no hitting, hair pulling, kicking, recording and other violent actions. We will call that space **Violence-free zone**.
2. Anyone can share a thought, feeling, experience with the group if they want to. It is okay to say "pass". (But "pass" is not the answer to everything.)
3. If you wish to share something, be honest.
4. When one person is talking, the others are listening. Please raise your hand if you wish to say something. We do not interrupt each other.
5. There are no right or wrong answers.
6. Belittling or mocking others is prohibited.
7. There is no commenting on what someone is saying.
8. The information shared in this room is confidential. That is how we protect ourselves and others. Please, do not speak to others about the things said by your friends during the discussion. We are building a safe space where we feel secure on our own.
9. In case I, as teacher, have suspicion or information that a student is in a situation of violence, I want you to know that I will immediately do everything set forth by the law and the school procedure stipulated by the Ministry of Education.

Mobile phones are at one safe place in the classroom, switched off.

PROTECTIVE LITTLE VOICE OF THE GROUP - Used as protection or a sign to "Stop!" if a group member feels that the work rules were violated. Think of a **Protective little voice of the group** which should be serious and have a warning tonality.

GROUP NAME

You will think of a group name which will reflect your properties and the desire to build a world without violence.

TOTEM - TRADEMARK OF THE **VIOLENCE-FREE ZONE**

You will make a totem which is the trademark of the violence-free zone. Use a sheet of paper to represent your feelings and thoughts with symbols, translated into words with which we protect our *Violence-free zone*.

"DEAR MAILBOX"

Dear mailbox is a box or an envelope that stays in the classroom and/or someplace where we all agree. For example, underneath the teacher's desk.

If you would like to ask something, but do not want anyone to know it was you, you can put it anonymously, without signing, in the *Dear mailbox*. Each subsequent lesson we will answer the questions we have time for.

FOLDERS FOR WORK MATERIAL

Each of you will get a folder you can draw on, paste stickers on, which we will use to store the things we did. After the Program, those who want can take it home. We will keep the folders in the classroom or somewhere safe in the school that we agree.

Agree about where you will keep the folders.

THE TOPIC AND ITS ACTIVITIES

The topics are presented through teaching units. There are 11 teaching units for primary schools, and 7 for secondary schools.

Each topic is covered through 3 activities: introductory, main and final.

Necessary material:

- Song by Incest Trauma Center - Belgrade "Stop the Silence!"
- Music player / computer, speakers that give good sound in the whole space

Duration: 1 school lesson.

Our experience

Curiosity, interest, they see this lesson as "something new".

Announce that at the next lesson, the Support Group will start working.

Announce when the next lesson is and the topic: Power with...

UNIT TWO - POWER WITH...

The teacher actively endeavours for the students to understand:

- what is power
- what kinds of power exist (“internal”, power with, power for and power over)
- who has the power (persons, institutions, state, church)
- how is power used
- what is power used for

At the end of this unit, students will be able to:

- recognise the distribution of power in a society and the reasons for that
- know the difference between positive and negative power
- see themselves as persons who have the power and that they can use it through positive examples, that they can defend themselves and not use power negatively
- recognise the dynamics of oppression and concept of discrimination

Necessary material:

- 2 large sheets of paper (hammered or flipchart)
- felt tip pens, blackboard, chalk

Duration: 1 school lesson.

Introductory activity (5 min)

- If I were a bird, I would be...
- If I were a colour, I would be...
- If I were a word, I would be ...

Our experience

Students participate with a lot of thought and precision in what they say about themselves. Sometimes when they hear the task there may be comments or laughter, or reluctance to participate. Have in mind that this is just the beginning and they are learning about how the program works. Explain to them that the introductory activity serves to get to know each other even better and that, regardless of the level of previous familiarity, we have many personal views of daily topics that we usually do not have the time to carefully share - and that “Healthy Choices for Kids” are a good opportunity for that.

Main activity - Power WITH... (35 min.)

During this activity, spend the whole time developing a lively discussion on the power and discrimination so that the students understand your attitude of an ally.

There are 3 attitudes in the field of diversity and in the concept of social oppression. Here we are briefly reminding you of them metaphorically.

- Power FOR - you will stand IN FRONT of the vulnerable person when you want to protect them (“to save them”, because they are telling you that they are feeling very weak)
- Power over - behaviour scale: from “just” patronising to abusing your power and committing violence and discrimination
- Power WITH - you stand ALONGSIDE the vulnerable person when you want to protect them (shoulder to shoulder, equally, because they are telling you that they “can do it on their own, if you’re there”)

!!! The basic guidance in this field is your obligation to ask the vulnerable person about how they would like you to act as their ally. It makes sense that alliance attitudes are Power FOR and Power WITH. You will recognise your own alliance attitude after you identify the real needs of the person you want to protect with this question.

The power of adults WITH THE CHILD AND FOR THE CHILD brings security, safety, strength, self-confidence and self-esteem to the child.

Power over = violence

Divide the class in two groups. One group should list all the associations to the notion of power in a society. The other should list all the associations to the notion of power in a family. After that, tell them to put a positive or negative attribute before each word, i.e. how they experience power (“positive” and/or “negative” power).

Then, open the following topics with the students:

- Are we born powerful?
- Are we given power by others or do others take it away?
- Who decides and how if the word “power” gets a positive or negative connotation?
- About the “internal” power (every strength we have, which is a result of self-esteem and self-confidence): do they have it, how do they know they have it, how do they feel they have it, how do they use it and if they use it, what is the connotation.

Write 3 notions on the board that concern power:

POWER WITH

POWER FOR

Power over

Then follows a discussion on the connotations the given power types may have. Can “power for” sometimes have a risk of becoming “power over”?

It is your responsibility that students hear a clear message at the end of the lesson that using power over someone means using violence or discrimination so that the power is established to make you run someone’s life or control that person.

Our experience

Students talk easily and openly about power in the society, make connections with persons in their environment, school, family, different institutions (post office, bank, municipality, military department...), politicians. Very often they immediately come out with specific proposals on what they would do against negative power. The topic causes great interest, a loud discussion, encourages students to think and act to participate in changing the existing power set-up. They make the connection between negative power that makes other vulnerable, opens the space for discrimination and use of violence as the safest way to establish power.

Final activity (5 min)

I have the power to...

Our experience

The activity is marked with opinions and feelings of students which are very precise, clear and express the desire and belief in their own abilities to become actors in changing the current power set-up.

Invitation to the Support Group.

Announce when the next lesson is and the topic: ME IN A GENDER BOX?

POWER IN THE SOCIETY

- POSITIVE AND NEGATIVE -

CRIMINAL -
MONEY +
POLITICIAN -
MOBSTER -
DOCTOR +-
JUDGES +-
POLICE OFFICER -
PRIEST +-
PRESIDENT +-
DIRECTOR -
MINISTER -

POWER IN THE FAMILY

- POSITIVE AND NEGATIVE -

PARENTS +-
FATHER - +
MONEY +
RICH COUSIN -
BIG BROTHER +-
GRANDFATHER - +
DECISION -
MAKING -
ORDERING -
RESPECT +
PUNISHMENT -
FEAR (the one you're afraid of, -
father, mother, brother)



Incest Trauma Center - Belgrade trained the youth from NGO Prima, Podgorica, Montenegro to build and strengthen capacities in the field of violence prevention within a peer group (2012).

UNIT THREE - ME IN A GENDER BOX?

The teacher actively endeavours for the students to understand:

- differences between sex and gender
- social and cultural elements that influence the forming and perception of gender roles
- expectations about gender roles
- positions of sexes in the society and decision-making process

At the end of this unit, students will be able to:

- understand models and subjects of learning gender-defined behaviour
- understand the process of growing up from the position of their gender role
- review some experiences of gender discrimination while growing up
- identify subjects, spaces and fields of gender socialisation
- recognise their own attitudes and opinions about gender roles

Necessary material:

- Hard copy of Annex 10 - Worksheet: Sex and gender
- 2 large boxes
- 2 large sheets of paper (hammered or flipchart)
- A4 paper, felt tip pens
- TV spot James Bond (www.incesttraumacentar.org.rs Tab: Production/Video)
- LCD

Duration: 1 school lesson

Introductory activity (5 min)

How many of you:

- love being a boy?
- love being a girl?
- would like to be a man?
- would like to be a woman?
- have ever called your friend a “sissy”?
- have ever called your friend a “tomboy”?

Our experience

Prepare yourself that this topic will cause lots of laughter and/or provocative comments that the topic is boring. There are always students who encourage others to take part with their desire and seriousness. Do not accept provocations. Always react immediately, do not avoid referring to the rules of the “Violence-free zone”. Use their “avoidance technique” through humour to motivate them to participate and tell them that it is important to talk about themselves because this is important for the group.

Main activity - I DON'T THINK SO, I DON'T THINK SO... (35 min)

Divide the class in two groups, according to gender. Have a hand-out with the information below for each student, containing a short explanation of what sex, gender and gender roles are. Present the information in your own words.

Annex 10 - Worksheet: Sex and gender

SEX - biological determinant, biological characteristics based on the sexual reproductive system (sexual organs, hormones, chromosomes).

GENDER - social construct which includes and is presented through roles, norms, expectations, clothes, feelings, colours, body language, make-up, jewellery, relations and decision making.

GENDER ROLES - collection of characteristics, methods of behaviour, attitudes, activities, norms, obligations, decisions and expectations that a society or culture attribute and require from persons considering their sex at birth.

Accepting or refusing socially acceptable behaviour (roles) includes awards or punishment, praise or mocking, respect (admiration) or belittling (feeling sorry for someone or discrimination).

The work takes place through 2 tasks. The girls do the task for their gender and boys for their own. Prepare in advance two boxes, one with the caption “*women’s gender box*” and the other “*men’s gender box*”.

First task - *how does a girl grow up and how does a boy grow up*

They work by following the messages they get in their childhood on behaviour, toys, clothes, appearance, games, chores... “which are for girls, and which for boys” ...

Second task - “*Be a man/Act like a lady*”

Ask the groups to write down all words that remind them of the given notions:

“Be a man” (“real man”) / “Act like a lady” (“real woman”). Girls drop all of their sheets in one box, the boys in the other one.

Start a discussion with the students through the following questions (do not be surprised that everyone in the classroom may feel like in a time machine!):

- Who decides how a boy or a girl acts, feels and looks?
- Who made the imposed boxes?
- Do we all feel well and respected in the gender boxes?
- Can we or can we not leave them?
- Why should I leave them at all?
- What can be the consequences of failing to accept to enter a box or to leave it?
- How do I manage the consequences?
- Whom can I share my feelings about the consequences with? Who can I ask for help?

End the main activity by reading a joke about a princess and a frog.

Joke

Once upon a time, many years ago, there was a beautiful and independent princess, full of self-confidence. And on one beautiful day, while she was walking through the park, she saw a frog in a pond. All of a sudden, the frog told her: “Once upon a time I used to be a beautiful prince, but an evil warlock set a spell on me and turned me into a frog. To break the spell, someone needs to kiss me. So, please, kiss me, and turn me back into a prince. Then we will be able to get married, move to my castle and live happily with my mother. You will give birth to many children, cook, clean and rear the children, and I will love you and we will be happy for the rest of our lives...”.

And that evening, as she was eating frog legs in a sauce, the princess was still laughing and repeating: “I don’t think so, I don’t think so...”.

Our experience

The topic of gender boxes is very intriguing and interesting for the students and they report that they see it as something new. They are very active, they are very noisy and temperamental as they are working, with humour, but also total clarity. They have a full understanding of the “state of play” of gender roles in the family and the environment, and of the consequences if anyone wishes to leave gender roles.

Girls are more prone to keeping the traditional role of a woman in the family, whereas boys say that it is fine, e.g. to share housework together. Except for this leniency within the family, boys do not tend to leave gender roles outside the family, in the community. One of the consequences of leaving gender roles that they are concerned the most about is to be called “effeminate”. The girls are afraid of being called a “tomboy”.

This discussion usually includes the moment when they themselves open the issue of homosexuality or homophobia in the society. The girls are usually more open to accepting sexual differences than boys. The positive thing in the heat of the discussion, in spite of the general lack of knowledge, misunderstanding and fear such as the statement “how will then children be born and what will happen to men” (fear of one’s own sexuality), is that they do not show hatred to the persons of a different sexual orientation than heterosexual. You will hear them say that “no one should beat gay people”.

During the process, always bear in mind that the students will themselves say that this is the first time they are openly listening and talking about sex, gender and gender roles - this is an important factor of the group process in which you are all together.

Our recommendation is to also give lectures or workshops about homophobia (and other diversities). This form of developing sensitivity and respect for marginalised social groups should always be realised with persons of a different sexual orientation than heterosexual.

Lessons learned

It is necessary to immediately react to any potential use of derogatory terms by the students who actively promote forced heterosexuality, by explaining that any form of discrimination is illegal and therefore punishable (inform the students about the Law on the Prohibition of Discrimination of Serbia). Any delay in your reaction gives a boost to discriminatory speech and it is important for you to be a role model who shows that civil values take control and are dominant in your lesson. This is the responsibility of the teacher.

Final activity (5 min)

I liked...

I learned that...

Our experience

Students state that they liked the open and clear conversation on this topic which is new to them as well as the opening of social taboos. Some of them say that they personally got confirmation that their way of thinking is all right, even though it may differ from the majority. Others are encouraged to think about “new things and attitudes” which they heard.

Invitation to the Support Group.

Announce when the next lesson is and the topic: Ah, those partner relationships...

BOYS

- aggressive toys (guns, cars...)
- sneakers, sweatshirts, trousers
- hide their feeling
- boys are happy after their first sexual experience and boast to their friends stronger sex

GIRLS

- BARBIE DOLLS, MAKE-UP, TOY KITCHEN
- SHOES, SOCKS, SHIRTS, BLOUSES, JEWELLERY...
- EXAGGERATE THEIR FEELINGS
- GIRLS ARE VERY AFRAID BEFORE THEIR FIRST SEXUAL EXPERIENCE AND RARELY TELL OTHERS ABOUT IT



- A NOBODY
- A WUSS
- POSH (behaviour)
- FAGGOT
- EFFEMINATE
- DADDY'S BOY

IF NOT IN THE GENDER BOX

BE A MAN!

- DON'T SWEAR
- DON'T BE VIOLENT
- ACT NICELY
- LOVE !!!
- DON'T MAKE A DIFFERENCE BETWEEN MEN'S AND WOMEN'S JOBS
- FREE YOURSELF FROM PREJUDICE
- BE CONSCIENTIOUS
- BE THE HEAD OF THE FAMILY
- BEAR CONSEQUENCES FOR YOUR ACTIONS
- DON'T STAND OUT TOO MUCH

BE NICE!!!



ACT LIKE A LADY

- elegant
- poodle
- has manners
- doesn't swear
- humble
- psychologically stable
- Looks smart
- educated in every sense
- looks after her appearance
- respects opinions of others
- ambitious
- defends her opinion
- creative
- Respects the time of others
- eloquent
- knows her limits
- can love (believes in love at first sight)



- SLUT
- BUM
- SLOPPY
- PSYCHO
- DYKE
- TOMBOY
- SQUARE

IF NOT in the gender box

UNIT FOUR - AH, THOSE PARTNER RELATIONSHIPS...

This unit is different in that it has no final activity seeing that the 2-lesson process was initiated.

The teacher actively endeavours for the students to understand:

- what is violence
- different forms of abuse (emotional, physical, sexual)
- dynamics of violence in the period of dating

At the end of this unit, students will be able to identify:

- how abuse affects the person exposed to violence
- how it disturbs and undermines the basic human values: love, trust, relations, family, environment
- ways to solve the situation of violence

Necessary material:

- The story “Dark Side of Love” (printed in 4 copies)
- A4 paper, pens
- Worksheet 9: Wheel of Violence in Dating
- Worksheet 3: Personal safety plan
- Boundaries from Unit 7
- TV spot: TV spot: Severina Vučković “Men Only Need Whores” (www.incesttraumacentar.org.rs Tab Production/Audio) and Jennifer Lopez “Ain’t Your Mama”
- The basic statistics for Serbia about violence against women in relationships (excerpt from data presented in the accredited program of Incest Trauma Center - Belgrade, basic level); include current data on abused women who were killed in relationships by a violent partner;

Duration: 2 school lessons.

Introductory activity (5 min)

Ask students to quickly say a word to end the first offered sentence. Make a full circle, to give everyone space. Then ask them to finish the next sentence with one word, until five offered sentences are finished. The rule is to use “one word”!

- *Yesterday, I spent my day... (how, end with an adjective)*
- *The thing I love most about myself is...*
- *The thing I appreciate most about my friend is...*
- *I talk about my problems to...*
- *When I am in love...*

Our experience

This session is more peaceful than the previous two, there are no comments that this is boring or not for them. Students are fully involved in the process and give interesting answers to represent themselves with great care.

Main activity - Ah, those partner relationships... (35 min.)

Start the activity by showing the videos of Severina Vučković and Jennifer Lopez. Give the students the handout Borders, so that they all have it on their desks themselves until the rest of the class.

Prepare by carefully studying the “Story about Tanja and Mario”. You need to have 4 copies for 1 boy and 3 girls who will play the following roles: storyteller, Tanja, Mario, and Tanja’s girlfriend. Think about who could play which role. These should be students who would approach the task most seriously in your opinion. Make that decision before the lesson. Mark which part of the text belongs to which role in advance.

During the two envisaged lessons, you will be able to cover the topic in the right way. Read the Story in two parts. Define what will be covered by the “first reading” and give only this part to 3 girls and 1 boy to read in the first lesson. They will get the remaining part of the Story in the next lesson, which will continue the process according to the established structure from the previous lesson. By dividing the Story into two lessons, there is a very detailed analysis of many important questions that are opened.

Announce to all students that today you will be reading the Story of Tanja and Mario and that everyone has a task to do. Give the names of 3 girls and 1 boy who will help with the reading. Tell other students that they all have another task during the reading of the story, in addition to active listening. They need to take notes based on which the discussion will later take place.

Write the following on the blackboard:

- What points or moments in the story do you recognise as violence?
- Warning signs (atmosphere or behaviour that precedes violence)
- How does Tanja feel?
- How does Mario behave?

After giving the assignment, always check with everyone if the instructions are clear.

Students start reading the story. Everyone reads their part and the Story moves on. Other students carefully take notes on what they noticed based on the given parameters.

After the end of the story, start a discussion. **Always pay attention to the balance of spaces in the discussion taken by the girls and boys.** Talk also about the following questions:

- What would you do if your friend was violent?
- What would you do if you knew your friend was exposed to violence?

At the end of the first lesson in this unit, hand out Worksheet 9. Ask the students to write one word that would reflect the behaviour or feeling which could stop the Wheel.

At the end of the lesson, hand out Worksheet 9 and ask students to fill it out and to use it as a tool in crisis situations if there is violence in the period of dating in their relationship.

Our experience

Be ready:

1. to hear personal, lived-through experiences of violence in relationships in the life of students
2. for prejudice that might anger you
3. for “sabotage” attempts through laughter and joking about violence.

Highlight that the issue of violence against women in relationships is a serious problem in the society. Illustrate this with the data for the Republic of Serbia, e.g. with the latest number of abused women murdered by violent partners. Highlight that you are just talking about this phenomenon to adolescents that may be the bringers of change in your opinion.

You will notice that there is already a lot of knowledge about violence and forms of violence in relationships. Talk about tactics of emotional abuse more openly, with plenty of examples. Girls already have personal experiences, they felt threatening jealousy (you can hear examples: how she was dressed or looked at another boy or her boyfriend calls her on her cell phone and she doesn't pick up, followed by questioning why she hadn't picked up). They usually state that violent boys they are talking about are not from their class. Some students know about these situations from their environment and talk about that.

In line with their age and rebelliousness, they show no understanding or empathy for a person stuck in a situation of violence and have a clear opinion about offenders that they do not have the right and that they should not abuse others, that they should be reported, and that the girl should immediately leave them. As the lesson goes on, with your active participation in the discussion and as you explain the dynamic of violence, the level of anger towards persons exposed to violence and staying in a violent relationship drops. For example, students say "she can leave at any time", while your task is to remind them "what will we do if she loves him or if he threatens her?"

When we are talking about sexual violence, all girls report fear of being raped. "Every woman has a fear of rape. Every man is afraid of being mugged, beaten or killed in a dark alley." Let us talk about how these fears are gender-defined.

They exhibit contradiction: prejudice about girls with an experience of rape as opposed to a clear judging attitude about a rapist who should immediately be reported and tried.

They do not independently open the topic of physical and sexual violence as their own experience in a relationship. With encouragement, they speak about these experiences in the third person (they know that another girl had such an experience with an obligatory question about what she should do) or in the Support Group or they just stop you alone after the lesson "to tell you something".

Lessons learned

Make sure to not get carried away by the atmosphere that is typical for the age of your students, in which "everything is black and white". When they readily say that they would report the offender to be tried and punished, prepare an additional challenge to the discussion by facing them with the current data that shows that very few citizens report violence, unless a physical violence incident occurs or unless it happens to them personally. Try to "challenge" them to think if their parents or other family members have a similar "black and white" way of thinking and acting as they do now.

With this, prepare them for the reality that in adults there often exist so-called "double standards" which mean that the first thought of what they would do about a situation of violence significantly deviates from real actions. At the same time, by recognising this social pattern, encourage students to stop it and react in line with the words they shared today.

Final activity (5 min)

I was upset by...

I liked...

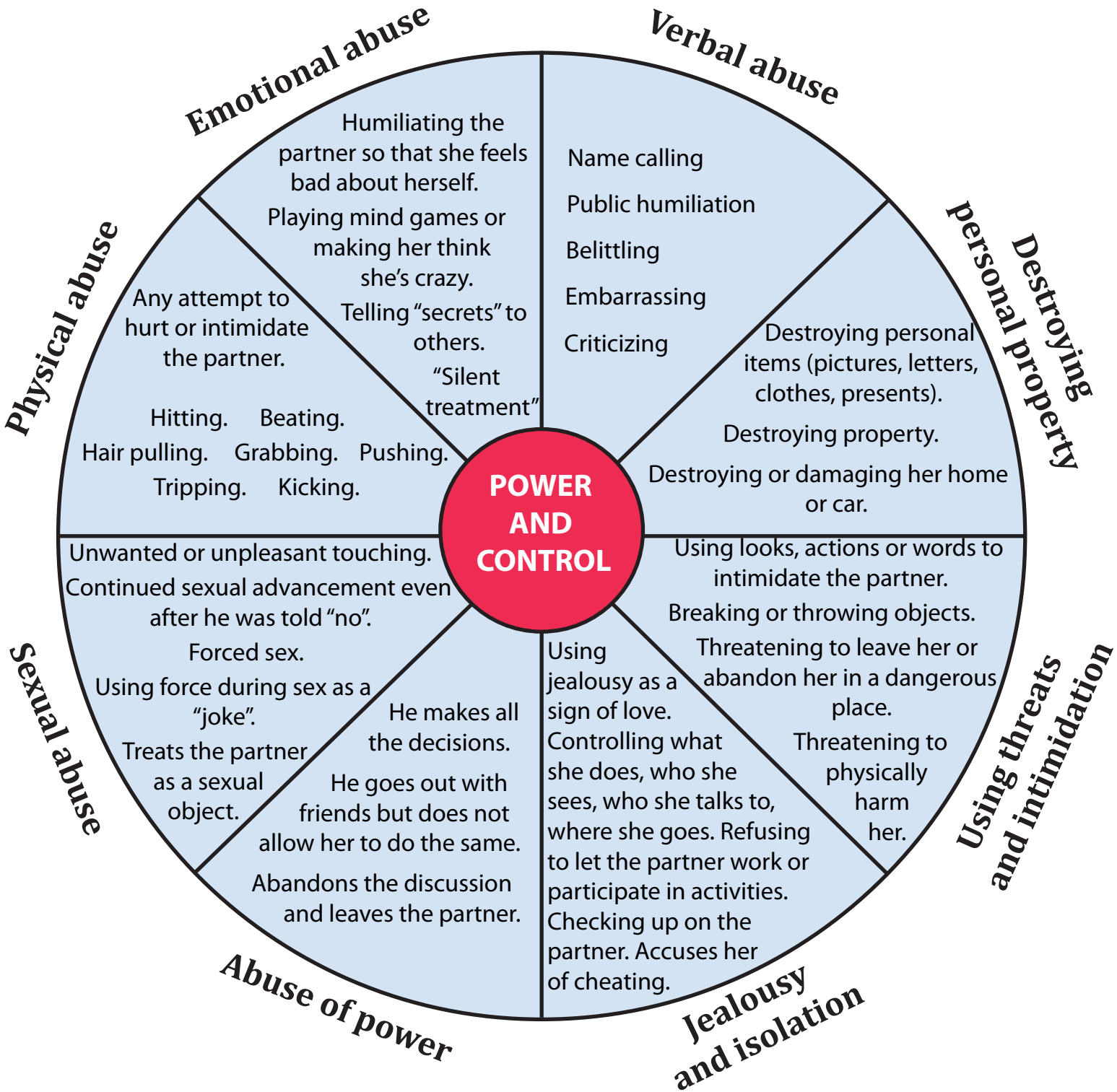
Our experience

This mostly flows quietly; they liked the open discussion and the atmosphere in which they can share their personal experiences. They say that they faced prejudice that was untrue and unsustainable, and that prejudice damage any loving relationship.

Invitation to the Support Group (say that two more sessions remain).

Announce when the next lesson is and the topic: Domestic violence (Do I want to live the prejudice "Those who beat each other actually love each other"?)

POWER AND CONTROL IN DATING

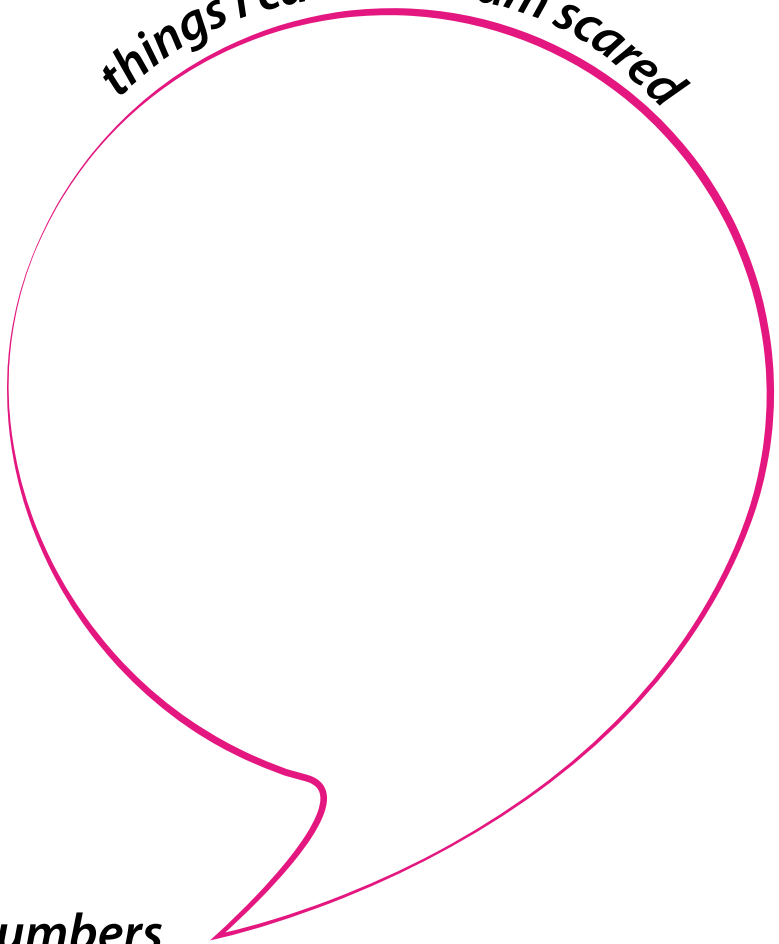


PERSONAL SAFETY PLAN FOR GIRLS

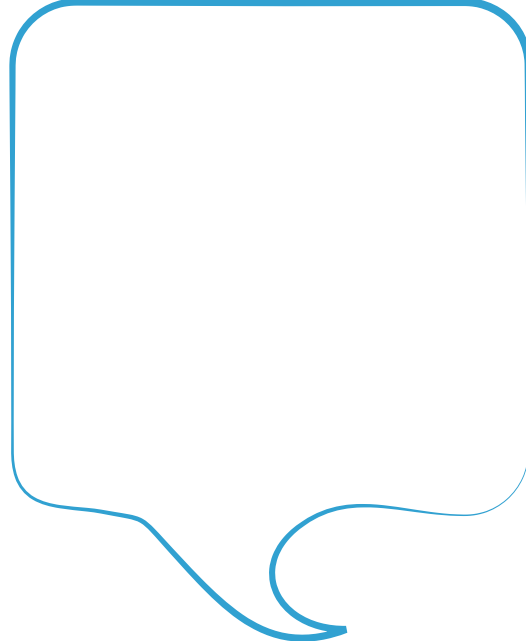
people I can call



things I can do if I am scared



telephone numbers



I know I have the right



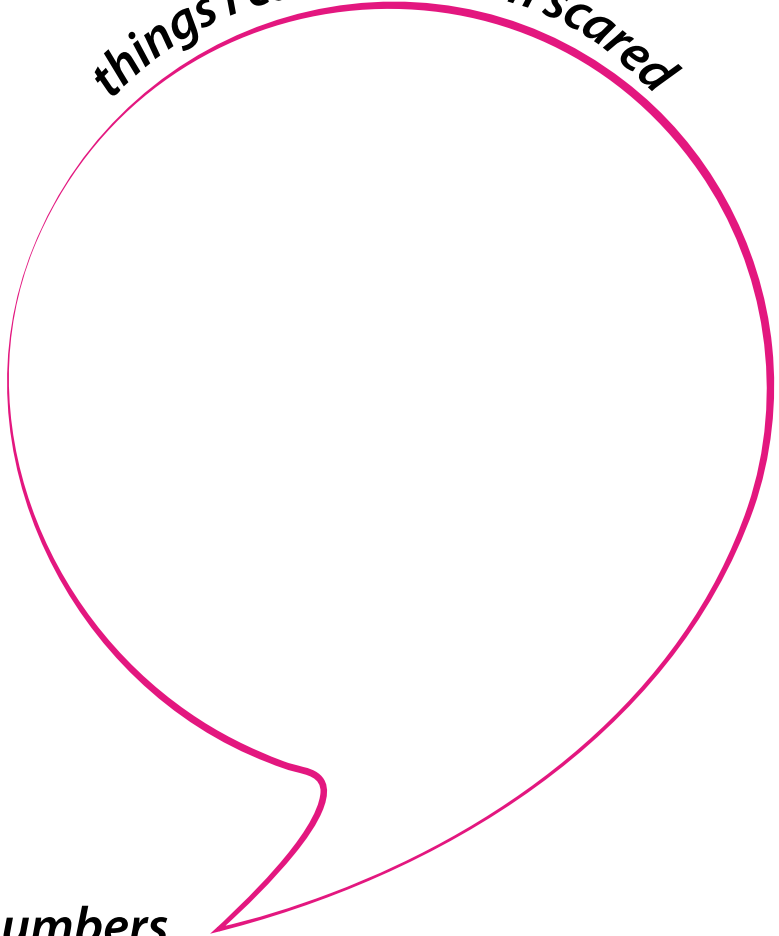
to be safe.

PERSONAL SAFETY PLAN FOR BOYS

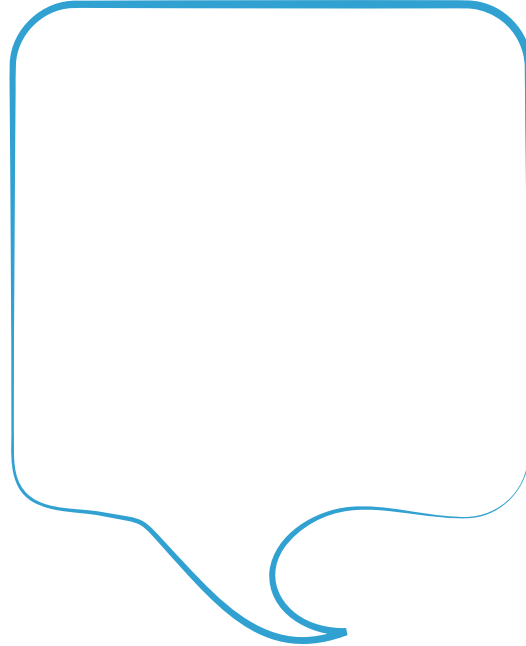
people I can call



things I can do if I am scared



telephone numbers



I know I have the right to be safe.

Boundaries: emotional, psychological, physical.

Emotional boundaries: do you feel capable of saying how you feel and to feel accepted afterwards?

Psychological boundaries: do you know what your needs and needs of others are?

Physical boundaries mark your personal space where you feel safe.



What can I do?

1. Resist peer pressure to participate in sexist behaviour
2. Interrupt someone telling a joke about rape
3. Judge violent pictures of girls and women in newspapers, ads, pornography
4. To oppose and stop violence if my friend is violent.
He doesn't have to be my friend!

UNIT FIVE: Domestic violence

(Do I want to live the prejudice that “Those who beat each other actually love each other”?)

The teacher actively endeavours for the students to understand:

- what is domestic violence
- different forms of abuse, dynamics of violence and consequences

At the end of this unit, students will be able to:

- learn how abuse affects all family members
- learn about options to solve family problems in which they are included as children
- make their personal safety plan

Necessary material

- Wheel of Violence against women worksheet
- Wheel of Violence against children worksheet
- Personal safety plan worksheet
- List of phone numbers of services I can turn to for help (see unit five)
- List of names of teachers engaged in the school team for the protection of children from violence (see unit five)
- Video by Melissa Etheridge “Fearless Love”.
- 2 large sheets of paper, felt tip pens, pens
- LCD

Duration: 2 school lessons

Introductory activity (5 min)

How many of you:

- had breakfast this morning?
- know anyone who is experiencing violence?
- were looking forward to coming to school?
- would like to live differently than now?
- read articles on domestic violence?

Our experience

When you invite students to propose themselves with which question you can start the lesson to learn more about each other, they are very active and immediately “jump in”.

Main activity - I have my own plan how to resist or stop violence (35 min.)

Start the lesson by playing Melissa Etheridge’s video.

Remind the students about statistical data for the Republic of Serbia that show that offenders are usually men, whereas women are usually those who are exposed to violence and that the most common domestic violence situation is husband’s/father’s violence against women and children.

The work takes place in two groups, with **mixed sexes**. Hand out violence against women and violence against children worksheets to the students. Explain the basics for understanding, i.e. how the Wheels are read vis-à-vis the cause, tactics and special function of the outer circle on the Wheel.

Ask one group to write down their answers to the question “What does a violent person do” - what are the methods, techniques, strategies used by a husband/father who abuses the mother and child. When using Wheel of Violence against children and Wheel of Violence against women worksheets, they should list the specific violent acts that happen in certain tactics, the way they heard that violence take place before.

Ask the second group to write down their answers to the question, “Why does the person exposed to domestic violence not leave that situation?”. When they identify the reasons for staying in the exchange, the answers should be given as proposals on how to stop violence. While they are doing the task, encourage them to consult worksheets like the first group.

Once they are finished, leave the finished assignments at a safe place and say that the topic will continue in the next lesson.

In the next lesson, continue working so that students stay sitting together in a group where they were before and ask them for additional attention because the discussion continues in plenary.

When using the Wheel of Violence against children Worksheet, students should talk about the following questions:

- What do you think, why do parents abuse their children?
- How do children in such cases feel, act and think about themselves? Discuss thoroughly about the effects of violence on all levels: thoughts, feelings, behaviour.
- Do you think that children can turn to anyone for help? If so, who would that be? If not, why?

Finally, hand out the Worksheet so that the students make their own personal safety plans for situations of violence in the family they will use if they sometimes find themselves in such a crisis situation.

Homework: By the next lesson, the students should see the film “Violence against children through history”.

Our experience

Just like in unit four, now even more frequently, you can hear personal experiences of domestic violence of students. Mostly, it is father’s violence towards their mother, father towards children and mother, father or mother towards children, older brother towards younger. As they are already familiar with the Wheel of Violence in adolescent relationships in the period of dating, now they quickly, precisely and clearly recognise, verbalise and classify violence according to type.

They show empathy to the women (mothers) that stay in situations of violence and understand why it is not easy to leave this situation. They see their mothers with different eyes than in the previous teaching unit, when they accused the person who stayed. They explain this difference by saying that they themselves are part of family dynamics and that they “know better”.

With plenty of enthusiasm and full of action they give very diverse proposals on how to stop violence and stop the Wheel of Violence. One of the proposals everyone gives is to “Report the offender!” There is anger towards the parents who abuse their children.

They learn a lot about the feelings of the child that is exposed to violence. The students who have an experience of violence know how to describe their feelings and how those feelings impacted them and are impacting them now. Be prepared to hear that there is no place where they have not asked for help (services, persons), but did not get it. They tend to mention school psychologist, center for social work, police. A consequence of the important fact that they reported violence was that they were sent to the psychologist or psychiatrist.

Example: An adolescent whose mother is violent and an adolescent whose father is violent - both cases were reported to the center for social work. In both cases, this institution informed the school psychologist without inviting parents to a conversation or without performing a supervision of the

Why SOMEONE is violent

- to stand out in the group of friends
- the violent person has experienced violence itself
- usually member of an ultras group
- criminals, drug addicts, alcoholics
- short fuse
- psychologically disturbed
- for money, their own will
- for revenge
- Nazis, for jealousy

Why do people experience violence

CHILDREN	ADULTS
<ul style="list-style-type: none">- because of bad grades- behaviour- bad mood- because they are weaker- because parents are getting a divorce- because of the music they listen to or club they support- helpless	<ul style="list-style-type: none">- usually it happens that they are in the wrong place at the wrong time- because they are different and this provokes their surroundings- because of their sexual orientation- different skin colour- different religion

family. If you feel angry at those who did not help, show through your attitude against violence that the only person responsible for violence is the offender, that you are sorry they did not get help and tell them to not give up. Tell them that from now on you are the person they can turn to, together with the School Team for the protection of children from violence together with other services listed in the Directory of help sources.

Lessons learned

See the same section in Unit 4

Final activity (5 min)

When I hear that someone is exposed to violence, I feel...
I can resist violence by...

Our experience

Students exhibit a whirlwind of emotions regarding the injustice of violence against children and actions how children can be protected. This is the time when you can get them interested in taking part in your school's official Campaign for the prevention of violence against children and in the peer team. Also, encourage them to join by volunteering in the NGOs dealing with issues of violence you listed in the Directory of sources of help. Explain to them how much volunteering is appreciated, especially later when seeking employment.

Invitation to the Support Group (say that one more session remains).

Announce when the next lesson is and the topic: I am here for you, too!

UNIT SIX - I AM HERE FOR YOU, TOO!

The teacher actively endeavours for the students to:

- learn how they can ask help for themselves in cases of violence and from whom
- learn the procedure to report to relevant institutions for crimes against children and women

At the end of this unit, students will be able to:

- identify potential sources of help and articulate their feelings in the reporting procedure
- use help sources in cases of violence
- recognise if the helper is the right one for them
- use their right to choose their helpers

Necessary material

- Camera
- Short educational films by Incest Trauma Center - Belgrade "I am here for you, too!" (2011) and "Let's talk about sexual violence" (2015)
- Videos of German director Wim Wenders from the Campaign against sexual violence against children in which only the survivors of childhood sexual abuse participated (www.incestrauacentar.org.rs/Production).
- Three graphs from the Special protocol
- LCD
- List of phone numbers of services I can turn to for help (see unit five)
- List of names of teachers engaged in the school team for the protection of children from violence (see unit five).

Duration: 1 school lesson

Introductory activity (5 min)

- If I had a magic wand, I would...
- If I were thirty, I would...
- If I were the president of our country, I would...

Main activity – I am here for you, too! (35 min.)

Your role is to be prepared well to give explanations and reply to the students' questions.

Show and present:

- The given films
- Graphs from the Special Protocol of the Ministry of Education, Science and Technological Development (pp. 15, 16 and 17)
- Sources of help in the community
- The mechanism of reporting crimes against children and women (3 instances to which they are reported simultaneously: 1. police 2. prosecutor's office 3. center for social work)

Our experience

Be careful about which services you recommend, in addition to the basic ones, which are standard procedure.

Lessons learned

Prepare thoroughly to be very operational in this activity. Since its structure is different from other main activities, it may seem simpler than it actually is.

Final activity (5 min)

Take one joint photo which should be ready for the next lesson. At the same time, ask each student to bring one of their photos that they love the most, in which they are alone.

Invitation to the Support Group (this is the last session).

Announce when the next (last) lesson is and the topic: Celebration of achievement.

UNIT SEVEN - CELEBRATION OF ACHIEVEMENT

Necessary material:

- 1 Largest sheet of paper
- colouring pens, felt tip pens, glue
- lots of colour magazines as material for collages
- as many scissors as possible

During the lesson, the students will make two boards.

First vision board

All students participate in the making of the board using drawing and collage as techniques. The board represents the fight against violence in partner relationships while dating, fight against domestic violence against children and women and the fight against discrimination. They also use symbols while doing this.

Once the board is finished, place it at a visible location: in the classroom, on the wall in the hall in front of the classroom or in the teachers' room. All of them take a walk to the front of the board which they are supposed to treat as a work of art and share an impression and commend this joint effort.

Second vision board

Make a board with a family picture of the whole class and individual photos brought by the students. Ask them to sign their names under their photos with their favourite pen or felt tip pen.

Encourage them to write the title for the board:

**THIS CLASS IS A VIOLENCE-FREE ZONE
WE STRIVE FOR HEALTHY CHOICES FOR TEENAGERS**

Thank all students for participating in "Violence-free - Healthy Choices for Teenagers".

Our experience

"We would love to see you again", "Let's exchange phone numbers", "Call us!", "Call us to take part in your activities", "We would love to continue working with you.", "Can we call you if we have a problem?"

Lessons learned

Even though you may feel euphoric because of all the positive effects of the Program, it is extremely important to finally write in your Diary what you learned at the very end, clearly and precisely, and consider that now you should use that knowledge to teach others. Reflect specifically on the direct messages the students gave you at the end on the course of the Program and on what they see as results.

This is your moment. It is self-evaluation. It is necessary to update all notes you wrote in your Diary since the beginning of the program. Pay special attention to lessons learned and thinking how this experience will help you in the next cycle and in transferring knowledge to all three target groups of the Program.

WAS THIS KIND OF A PROGRAM MISSING IN YOUR CHILDHOOD?

ANNEX 1

JOINT MANAGEMENT MODEL WITHIN THE DECISION-MAKING STRUCTURES OF INCEST TRAUMA CENTER - BELGRADE WHICH INCLUDES STAFF AND THE YOUNG INCLUDED IN OUR ACTIVITIES

Belgrade, 2015

The Strategic Plan of Incest Trauma Center - Belgrade for 2015-2020 puts focus on the prevention of sexual abuse as our permanent strategic direction as evident also by the latest perspective that we initiated in 2014, **which is the transformation of ITC's organisational structure into a model of joint management in the decision-making process, which includes professional staff and the youth included in our activities.** This role of our peer team for the prevention of sexual violence is now developing gradually, with the aim of covering activities related to research, planning, design, implementation and implementation of activities. In the coming years, we are intending to present the model of child and youth activism and participation to all stakeholders in education, so that the authentic activism of children and youth in the prevention of sexual abuse becomes common property of the educational institutions (kindergartens, primary and secondary schools in Serbia). *In the cooperative schools in towns across Serbia, it is necessary for the young to become role models to implement the prevention of sexual abuse in line with the results and recommendations of the First National Study on the child sexual abuse issue in Serbia (2015)© Incest Trauma Center - Belgrade; the National Study was implemented in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia (Group for the Prevention from Violence and Discrimination) and Women's Health Promotion Centre.*

Develop a **model of joint decision making**, which includes staff and the youth encompassed with the activities. The role of the youth is to initiate and lead activities. The main principles are respect, openness, friendly approach to sincere cooperation and dialogue. The staff in educational institutions have a task to ensure the teaching process for the youth in the form of training and reflection, in order to build the capacities of the youth to take an activist role and later a role in peer education. ITC's assistance, considering the specificity of our mission, may be in the learning on the topic of sexual abuse, on the roots of widely distributed traditional conceptions and ways to influence the change of such conceptions. For example, the role of our Peer Team for the prevention of sexual abuse includes activities regarding the research, planning, implementation and evaluation.

Youth structures in the process of decision-making in everyday practice: Specific activities of the children and youth in local communities gathered in our peer teams for the prevention of sexual abuse (age 11 to 22) with ITC's support are the following: a) mini-surveys b) street activities c) public lessons d) Peer Club for the prevention of sexual abuse e) annual competition and handing out of awards to primary and secondary schools for the best results f) self-defence lessons for girls in primary and secondary schools g) video and audio production (short educational films shown on national TV) h) 2 exhibitions organised on their own i) media appearances j) fairs in local communities as highly profiled events k) Living Library l) evaluation.

The cycle of youth participation and individual levels on which the decision-making process takes place: This is a simultaneous process of learning about what a participative basis means (it often happens that at the end of the first level a person acquires knowledge they later use at the second level):

- Recognising problems, defining problems, exploring alternative opportunities to act, recognising potential risks and unexpected outcomes and strategies to manage deviations from what was planned, considering expected outcomes and effect, selection of criteria for decision making, evaluation and alternative action, decision making (what actions to apply), their implementation, effect evaluation, messages acquired and their introduction in a new cycle.

The methodology of the learning process: The young learn by participating in the learning process, by the same methodology, so that they acquire enough experience to share that with their peers through workshops, open space, cafe-classroom. They are trained for each of the methods during this process, starting by adopting basic rules, managing group work, etc.

Additional value OR what they learn about: A) About the extremely original and innovative **Community mobilisation model** which aims to reduce the sexual abuse of children B) About issues connected to diversity C) About promoting meaningful and structured **activism and participation of children and the youth** in influencing national politics in

the context of intellectual processes and their learning and consolidation to efficiently play the role of independent development factors D) About promoting rights of the child, minorities and gender equality E) About the fact that including peer groups, educational institutions, media and parliamentarians strengthens the partnership between CSOs, the public and private sectors.

During the learning process, the young recognise the needs and limitations of each individual target group and end users in the field of prevention and protection from sexual abuse. This action supports the civil society organisations in which the youth take the central role in the provision of services to community members.

Note: in Serbia, youth participation is defined by the National Youth Strategy (Chapter 3.9 Issues of security/violence).

Youth participation in evaluation

The educational institution is obliged to constantly review its mission and organisational culture. We believe that priorities should include advocating for youth development and measuring the impact of our programs. These priorities intersect through evaluation done by the young. However, we as adults question, evaluate and transmit these priorities to the adult and young members in order to ensure the success of our actions.

Youth participation in evaluation is our approach that presupposes the young as active participants in the defining of problems, collecting information and using evaluation results. We learned that initiatives such as youth-led evaluation are new roles for the youth in a peer group or any organised group, which allows them to question traditional roles ascribed to them. This is a complex process but also a development path of the institution/organisation.

Organisational readiness

Concerning the youth-led evaluation, we are aware that most institutions/organisations face issues such as quality, protocol and deadlines, when it comes to the introduction of youth. On the contrary, youth development organisations, which can act as schools' associates, see youth-led evaluation as a path to their mission, i.e. youth development. In order to be attractive to the youth-led evaluation, consider the culture inside your institution/organisation, to be better prepared to accept and evaluate youth viewpoints.

Training for young and adult persons

We learned from experience that training is crucial for the success of youth inclusion in evaluation activities. This type of training differs depending on the roles given to the students, evaluation methodology used and the culture in the institutions/organisations included in the activity. Bearing this in mind, within the activities of ITC Training Center, we learned from experience how important it is to divide the evaluation process into specific steps which are more feasible, which helps participants get the knowledge and skills needed to understand and implement the evaluation process. Above all, building team spirit and training on generational differences builds the success of evaluation.

Support to young and adult persons

We believe that the key element in youth-led evaluation projects is the support shown to the young by adults who care for them and who appreciate talents and skills invested by the youth in such processes. We believe that adults should be open to the youth and allow them to take new roles, to allow them to make decisions and to treat them with respect, equality and as partners. And while adult support to the youth is crucial, adults working with the youth (e.g. in the evaluation) also need support. That is why ITC strives for the training for teachers and educators, and also parents. We learned from experience that adults need clarification and training to better understand and appreciate the youth contribution.

Joint work of the youth and experts results in a higher knowledge of evaluation and higher credibility of the evaluation. The young and adult persons meet regularly to exchange feedback, instructions and have the opportunity to reflect. These support methods contribute to the clarity and meaningfulness of the experience of all participants.

Composing the team

Invest significant effort in composing the team. We know from experience that composing a diverse team is not easy, but we insist on bringing together young and adult persons from different ethnic, gender, material and educational structures. Local actions require team members with different points of view, who play a whole range of roles, from leadership to creating evaluation processes and informing about the results. In the selection, we are trying to choose adults who strive for youth strengthening, whose life philosophy is the respect of differences. Such adults share the same ideals with the young and can be expected to be more successful with less effort, since the personal principles of all team members are aligned.

Clear roles

In 23 years of professional experience, we learned that clear roles are of key importance to achieve goals. Traditionally, the adults' role is to initiate projects, recruit or choose the youth who will participate and train them. Adults are an important link to the necessary resources for action and advocate youth inclusion.

We learned that the youth should choose team roles which are aligned with their level of development and competence. We pay attention to their age, maturity and independence level. For some, the gradual approach that gives precisely defined tasks to the young in the beginning, such as data collection, leading to more responsible tasks, such as defining questions for evaluation, is the best. The young can also take more complex tasks, depending on personal motivation, available time and abilities. Since the youth express their abilities throughout the process and the action implemented, the traditional power that adults have shifts and the difference in power decreases between the young, main stakeholders of the program and (traditional) decision makers.

Sustainability of youth participation

Sustaining the youth participation may be a challenge because of busyness; however, several factors helped us maintain youth participation. Firstly, we believe that it is important to understand what motivates the participants and what benefit they have from it. Then, using evaluation as a means of change is a motivational factor for the young since they perceive the results of their work as palpable and meaningful. These results can be seen in program changes or readiness of adults to listen to them and consider their opinions to learn to give up on the idea to have everything under control and act as allies when they are needed from the position of supporters.

The development of close relations between the members of the peer team and adults is an important factor in building sustainability. Since recognition is a motivation factor for the youth to stay involved in the action, regularly try to attract also other teachers, educators and parents/guardians, to win them over in time. This type of recognition may come as an award, such as public recognition, presenting results to different audiences, trip to present or collect data, working with others, etc. Our experience has shown that offering opportunities to the young to get certain skills, practical and personal, encourages the sustainability of youth engagement. During the entire cycle of youth engagement, we find that it is crucial to nurture a joint atmosphere and timely demonstrate working on issues concerning group dynamics to learn and practice constructive ways to solve situations that may arise.

KARAKTERISTIKE I POSLEDICE NASILJA

16. TIP NASILJA (izvor: TOČAK: MOĆ I KONTROLA - NASILJE NAD ŽENAMA – u prilogu): (MOGUĆE JE ZAOKRUŽITI VIŠE ODGOVORA)	1) EMOCIONALNO	predstavlja obrazac ponašanja nasilnika koji uključuje ponižavajuće komentare, grube šale, zastrašivanje, kontrolisanje ponašanja i kretanja, pretnje ...
	2) FIZIČKO	predstavlja obrazac ponašanja nasilnika koji uključuje guranje, udaranje, šutiranje, premlaćivanje, davljenje, sakaćenje ...
	3)SEKSUALNO	
	4) EGZISTENCIJALNA UGROŽENOST	predstavlja obrazac ponašanja nasilnika koji uključuje uskraćivanje materijalnih sredstava, izbacivanje iz kuće, pretnje ubistvom i ubistvo
17. VID SEKSUALNOG NASILJA: (MOGUĆE JE ZAOKRUŽITI VIŠE ODGOVORA)	1) silovanje (primoravanje na vaginalni odnos fizičkom prisilom)	
	2) pokušaj silovanja (pokušaj primoravanja na vaginalni odnos fizičkom prisilom)	
	3) silovanje od strane više nasilnika – grupno silovanje	
	4) pokušaj silovanja od strane više nasilnika - pokušaj grupnog silovanja	
	5) primoravanje na analni, oralni seks, upotrebu seksualnih “pomagala”, prisilnu masturbaciju ili primoravanje na bilo koju drugu seksualnu radnju koju žrtva odbija	
	6) navođenje na prostituciju – zahtev, ucena ili primoravanje na stupanje u seksualne odnose sa drugim osobama, bez obzira na to da li se radi o agencijama za «poslovnu pratnju» ili uličnoj prostituciji	
	7) trafficking – trgovina ženama/devojkama ili muškarcima/dečacima u svrhu seksualne eksploatacije (čak iako je osoba prvobitno pristala da radi kao prostitutka, taj pristanak nema značaja ukoliko je korišćen bilo kakav oblik prinude – ucena, pretnja, lažno obećanje, fizička sila, opijanje, drogiranje, iznuda, dovođenje u «dužničko ropstvo»,ograničavanje kretanja i sl.)	
	8) incest – seksualno iskorištavanje od strane krvnih srodnika ili staratelja i to:	a) članova uže porodice (deda/baba, otac/majka, brat/sestra)
		b) rođaka (ujak/ujna, stric/strina, kao i članovi šire porodice – npr. brat/sestra od strica itd.
		c) staratelja (očuh/maćeha, usvojitelj/ka, hranitelj/ka)
	9) silovanje putem manipulacije – pedofilija (seksualno iskorištavanje polno nezrele osobe tj. koja još nije u pubertetu, tj. ima do 14 godina, nezavisno od toga da li je ta osoba dala pristanak ili ne)	
	10) silovanje putem manipulacije – obmana (lažno predstavljanje, zavaravanje, lažno obećanje) u cilju seksualnog iskorištavanja	
	11) silovanje putem manipulacije – ucena , pretnja i/ili verbalno zastrašivanje u cilju seksualnog iskorištavanja (kada se nekoj osobi zapreti da će joj biti naneta neka šteta ili zlo ako ne pristane na seks)	
	12) silovanje putem manipulacije - zloupotreba položaja/autoriteta u cilju seksualnog iskorištavanja - npr. kada šef, poslodavac, profesor, vaspitač u domu ili bilo koja nadrđ ena osoba seksualno ucenjuje osobu koja je u podređenom položaju tako što:	a) preti da će doći do loših posledica po nju ukoliko ne pristane na seks (npr. gubitak posla, loša ocena,zabrana izlaska itd.) i/ili
		b) obećava pozitivne posledice (npr. predlaže/zahteva seks kao uslov za napredak na poslu, bolju ocenu, “povlastice”, “privilegije”)
	13) silovanje putem manipulacije - seksualno iskorištavanje osobe koja se nalazi u izmenjenom stanju svesti (pod uticajem droga, alkohola, raznih stimulativnih sredstava, psihijatrijskih lekova, hipnoze, nekog obreda u okviru sekte,rituala itd.) ili namerno dovo enje osobe u takvo stanje (opijanje, drogiranje itd.) radi seksualnog iskorištavanja	
	14) silovanje putem manipulacije - seksualno iskorištavanje osobe koja ima ograničene mogućnosti da pruži otpor, npr., zbog duševnog poremećaja, autizma, mentalnog oštećenja, telesne invalidnosti ili pripadnosti nekoj diskriminisanoj grupi	
	15) iskorištavanje seksualnosti osobe u pornografske svrhe - kada se osoba fotografiše ili tonski snima, da bi se taj materijal kasnije koristio u komercijalne pornografske svrhe ili za “ličnu upotrebu”, prikazivanje u “užem društvu”	
	16) seksualno uznemiravanje na poslu, fakultetu/školi, javnom mestu - dodirivanje osobe bez njenog pristanka, učestale ili vulgarne seksualne ponude, uprkos odbijanju osobe kojoj su te ponude upućene (počinilac može biti šef, poslodavac, kolega, poznanik, itd. ali i nepoznata osoba – npr. u autobusu/vozu)	
17) seksualno uznemiravanje koje ne uključuje fizički dodir: opsceni telefonski pozivi, izlaganje pornografiji, opsceni razgovori ili ponašanja – “šale”, primedbe, dobacivanje, gestovi, pogledi, seksualne insinucije, ponude koje dovode žrtvu u situaciju da se oseća neprijatno ili poniženo		
18) egzibicionizam		
19) voajerizam		
18. MESTO IZVRŠENJA SEKSUALNOG NASILJA: (MOGUĆE	1. porodica	
	2. ulica	
	3. neki otvoreni prostor (park, šuma i slično)	
	4. haustor/lift	

JE ZAOKRUŽITI VIŠE ODGOVORA – npr. ako se nasilje dešavalo više puta)	5. žurka	
	6. diskoteka	
	7. kafić	
	8. auto	
	9. škola	
	10. radno mesto žrtve	
	11. radno mesto nasilnika	
	12. stan žrtve	
	13. stan nasilnika	
	14. stan rodjaka/ prijatelja	
	15. neki magijski ritual	
	16. u okviru neke sekte	
	17. javni prevoz (GSP, taksi, voz)	
	18. neko drugo mesto – navesti : _____	
	19. SEKSUALNO NASILJE JE IZVRŠENO:	1) uz primenu fizičke sile
		2) uz ucene i pretnje
		3) _____
	20. DA LI SU, DOK SE SEKSUALNO NASILJE DEŠAVALO, BILE PRISUTNE I DRUGE OSOBE:	1. nisu bile prisutne druge osobe
2. nisu bili svesni šta se zbiva		
3. pokušali su da događaj spreče		
4. pravili su se da ne vide		
5. podržavali su nasilnika		
6. učestvovali su zajedno		
21. DA LI JE PRISUTNO SLEDEĆE PONAŠANJE OD STRANE NASILNIKA: (MOGUĆE JE ZAOKRUŽITI VIŠE ODGOVORA)	1) zaključava je, zabranjuje/ograničava da izlazi	
	2) prati je kada je izvan kuće da bi proverio gde je bila	
	3) čita njenu poštu ili – pretura po njenim stvarima	
	4) ima izlive patološke ljubomore	
	5) odgovara mu isključivo da je drži ekonomski zavisnu od njega	
	6) nežnim gestovima, “povremenim milostima” ili obećanjima podgreva njenu nadu u promenu	
22. POSLEDICE NASILJA U VIDU FIZIČKIH POVREDA: (MOGUĆE JE ZAOKRUŽITI VIŠE ODGOVORA)	1) povrede glave	
	2) slomljen nos, vilica	
	3) slomljena ruka/noga	
	4) opekotine	
	5) povrede grudi	
	6) modrice, posekotine	
	7) povrede polnog organa	
	8) povrede anusa (čmara)	
	9) povrede udova	
	10) neke druge povrede (navesti): _____	
23. POSLEDICE NASILJA PO OPŠTE/ FIZIČKO ZDRAVLJE:	1) ne	
	2) da, _____	

24. POSLEDICE NASILJA PO MENTALNO ZDRAVLJE/ EMOCIONALNE TEGOBE/ PROBLEMI: (MOGUĆE JE ZAOKRUŽITI VIŠE ODGOVORA)	1) depresija, neraspoloženje ili nagle promene u raspoloženju, bezvoljnost, nedostatak motivacije za uobičajene aktivnosti
	2) nesanica, problemi sa spavanjem
	3) košmari, noćne more, flešbekovi
	4) izbegavanje ljudi, mesta situacija koje podsećaju na traumatsko iskustvo
	5) napetost, strahovi, napadi panike (npr. veruje da se nigde ne može sakriti od njega)
	6) gubitak samopouzdanja, samopoštovanja (veruje da je "bezzvredna")
	7) nedostatak koncentracije za učenje, posao
	8) nelagodnost u kontaktu sa drugima, problemi u uspostavljanju bliskih emotivnih odnosa, povlačenje, izolacija
	9) doživljaj usamljenosti, otuđenosti od okoline
	10) česti konflikti sa drugima - prijateljima, porodicom, kolegama
	11) tuče decu, često više na decu
	12) razdražljivost, napadi besa, agresije, impulsivni "ispadi" u kontaktu sa drugim ljudima
	13) česti problemi u partnerskim vezama (npr. strah od vezivanja)
	14) seksualni problemi – npr. sklonost ka "rizičnim" seksualnim kontaktima, preterano čestom menjanju partnera ili seksu sa neznancima
	15) erotizovano/seksualizovano ponašanje (ponaša se kao da "zavodi" sve oko sebe)
	16) problemi sa ishranom (prekomerna težina, prekomerna mršavost)
	17) problemi u sferi seksualnosti - npr. nezainteresovanost za seks, izbegavanje seksa, nedostatak uživanja u seksu
	18) gušenje, glavobolje, pojačano znojenje, drhtavica, stomachne ili druge telesne tegobe, npr. alergije, astmatični napadi
	19) sklonost ka drogi ili preteranoj upotrebi lekova za smirenje
	20) sklonost ka opijanju
	21) pokušaj samoubistva
	22) razmišljanje o samoubistvu
	23) autodestruktivno ponašanje (npr. čupanje kose, samopovređivanje)
	24) nešto drugo _____
25. DIJAGNOZA:	1. akutna reakcija na stres
	2. PTSP
	3. depresivna reakcija/epizoda
	4. mešoviti anksiozno-depresivni poremećaj
	5. somatoformni poremećaj
	6. panični poremećaj
	7. fobija: _____
	8. bulimija
	9. anoreksija
	10. emocionalno nestabilni PL (borderline)
	11. disocijativni poremećaj
	12. seksualna disfunkcija koja nije izazvana organskim poremećajem ili boleću
	13. psihoza: _____
	14. nešto drugo: _____

NEKI OD FAKTORA KOJI INTENZIVIRAJU RIZIK PO ŽRTVU I OTEŽAVAJU NJEN OPORAVAK

26. DA LI ŽRTVA ŽIVI U ISTOM PROSTORU SA NASILNIKOM:	1) da
	2) ne, živi _____ (navesti gde)
	3) ne, trenutno koristi nužni smeštaj _____ (navesti koji)
27. DA LI NASILNIK ZNA GDE ŽRTVA ŽIVI: 1) da 2) ne	
28. MESTO IZVRŠENJA NASILJA:	1) u iznajmljenom stanu
	2) u stanu koji se vodi na njeno ime ili na ime njenih roditelja
	3) u stanu koji se vodi na ime muža/bivšeg muža/partnera ili njihove porodice
	4) u stanu koji se vodi na zajedničko ime
	5) kod rođaka/prijatelja
	6) u romskom naselju
	7) u studentskom domu
	8) u ustanovi za trajni smeštaj invalida
	9) u izbegličkom kampu
	10) negde drugde _____

29. DA LI ŽRTVA I NASILNIK IMAJU ZAJEDNIČKE PRIJATELJE / POZNANIKE:	1) da 2) ne
30. DA LI JE ŽRTVA NA BILO KOJI NAČIN IZLOŽENA UZNEMIRAVANJU NAKON INCIDENTA SEKSUALNOG NASILJA (npr. prenošenje uznemiravajućih poruka preko zajedničkih prijatelja /poznanika, incidenti fizičkog nasilja, uznemiravajuće telefonske poruke i sl.)	1) da 2) ne
31. DA LI ŽRTVA IMA ISKUSTVO NASILJA OD STRANE NEKOG DRUGOG POČINIIOCA (odnosi se na različite vidove nasilja koji su se dogodili u prošlosti od strane neke druge osobe)	1) da 2) ne

32. AKO ŽRTVA IMA ISKUSTVO NASILJA OD DRUGOG POČINIIOCA – KO JE POČINILAC/KO SU POČINIIOCI I O KOM TIPU NASILJA SE RADILO: (OZNAČITI ODGOVARAJUĆA POLJA)				
	TIP NASILJA	EMOCIONALNO	FIZIČKO	SEKSUALNO
POČINILAC				
nepoznata osoba (N.N.)				
osoba iz uže/šire porodice, KO _____				
žrtvi poznata osoba; KO _____				

REAKCIJE BLISKIH OSOBA

33. DA LI SE ŽRTVA POVERILA NEKOJ BLISKOJ OSOBI NAKON (PRVOG) NASILNOG INCIDENTA:	1) ne 2) da, _____ (navesti kome se žrtva poverila)
34. AKO SE ŽRTVA POVERILA NEKOJ BLISKOJ OSOBI – KOLIKO VREMENA JE PROTEKLO OD (PRVOG) NASILNOG INCIDENTA DO POVERAVANJA:	_____
35. AKO SE ŽRTVA POVERILA NEKOJ BLISKOJ OSOBI – KAKO JE TA OSOBA REAGOVALA: (npr. da li joj je verovala, da li je ponudila emocionalnu i/ili materijalnu podršku, i sl.)	_____ _____

REAKCIJE INSTITUCIJA

36. DA LI JE ŽRTVA NASILJE PRIJAVILA:	1) policiji 2) tužilaštvu 3) niti jednoj od navedenih institucija
37. AKO JE ŽRTVA NASILJE PRIJAVILA POLICIJI - KAKO JE NASILJE KLASIFIKOVANO: (MOGUĆE JE ZAOBKRUŽITI VIŠE ODGOVORA)	1) ne zna 2) silovanje – član 103. KZ RS 3) prinuda na obljubu ili protivprirodni blud – član 104. KZ RS 4) obljuba i protivprirodni blud nad nemoćnim licem – član 105. KZ RS 5) obljuba i protivprirodni blud nad licem koje nije navršilo četrnaest godina – član 106. KZ RS 6) obljuba i protivprirodni blud zloupotrebom položaja – član 107. KZ RS 7) bludne radnje – član 108. KZ RS 8) protivprirodni blud – član 110. KZ RS 9) privođenje ili omogućavanje vršenja bluda – član 111. KZ RS 10) drugačije _____
38. AKO JE ŽRTVA NASILJE PRIJAVILA TUŽILAŠTVU - KAKO JE NASILJE KLASIFIKOVANO: (MOGUĆE JE ZAOBKRUŽITI VIŠE ODGOVORA)	1) ne zna 2) silovanje – član 103. KZ RS 3) prinuda na obljubu ili protivprirodni blud – član 104. KZ RS 4) obljuba i protivprirodni blud nad nemoćnim licem – član 105. KZ RS 5) obljuba i protivprirodni blud nad licem koje nije navršilo četrnaest godina – član 106. KZ RS 6) obljuba i protivprirodni blud zloupotrebom položaja – član 107. KZ RS 7) bludne radnje – član 108. KZ RS 8) protivprirodni blud – član 110. KZ RS 9) privođenje ili omogućavanje vršenja bluda – član 111. KZ RS 10) drugačije _____
39. PREMA IZJAVI ŽRTVE, U ČEMU SE SASTOJALA INTERVENCIJA	a) policije _____ b) tužilaštva _____
I NA KAKAV JE TRETMAN NAIŠLA U	a) policiji _____ b) tužilaštvu _____
40. AKO JE ŽRTVA NASILJE PRIJAVILA POLICIJI/TUŽILAŠTVU - KAKAV JE ISHOD	1) nasilnik je proglašen krivim i osuđen – navesti presudu _____ 2) nasilniku je izrečena oslobadajuća presuda (navesti kako je obrazložena) _____

SUDSKOG POSTUPKA:	3) nasilnik je osuđen, ali presuda još nije pravosnažna	
	4) nasilnik je osuđen, presuda je pravosnažna, ali još nije upućen na izdržavanje zatvorske kazne	
	5) žrtva je povukla tužbu	
	6) javni tužilac je povukao tužbu, žrtva je nastavila proces po privatnoj tužbi	
	7) javni tužilac je povukao tubu, žrtva nije nastavila proces po privatnoj tužbi	
	8) sudski postupak je upravo u toku	
	9) sudski postupak još nije pokrenut	
	10) nešto drugo _____	
	41. DA LI SE ŽRTVA OBRAĆALA LEKARU/MEDICINSKOJ USTANOVI ZBOG POVREDA ZADOBIJENIH TOKOM INCIDENTA SEKSUALNOG NASILJA:	
		1) da 2) ne
42. AKO SE ŽRTVA OBRAĆALA LEKARU/MEDICINSKOJ USTANOVI - DA LI IMA POTVRDE O POVREDAMA KOJE SU UPOTREBLJIVE KAO DOKAZNI MATERIJAL NA SUDU:		
	1) da _____	
	2) ne, zato što _____	
43. DA LI SE ŽRTVA OBRAĆALA ZA POMOĆ PREDSTAVNICI/KU NEKE DRUGE USTANOVE I KAKO SU TE OSOBE REAGOVALE: (NPR. SOCIJALNOJ RADNICI U CENTRU ZA SOCIJALNI RAD U SVOJOJ OPŠTINI PSIHOLOGU/PEDAGOGU/UČITELJICI ŠKOLE U KOJU IDU DECA)		

44. DA LI JE PRI OBRAĆANJU NEKOJ INSTITUCIJI ŽRTVA DOŽIVELA DISKRIMINACIJU PO NEKOJ OD SLEDEĆIH STAVKI: (MOGUĆE JE ZAOKRUŽITI VIŠE ODGOVORA)	1) izbeglica iz Bosne/Hrvatske	
	2) raseljeno lice sa Kosova	
	3) samohrana majka	
	4) invalidkinja	
	5) druge vere	
	6) strana državljanka	
	7) psihijatrijski lečena	
	8) pripada nacionalnoj manjini (KOJOJ: _____)	
	9) homoseksualno opredeljena	
	10) ima težu bolest (npr. srčana bolest, epilepsija, itd.)	
	11) ima dete sa invaliditetom ili mentalnim oštećenjem	
	12) bila u zatvoru ili - u sukobu sa zakonom	
	13) _____	
45. AKO SE ŽRTVA NIJE OBRATILA NEKOJ OD USTANOVA _____ (ubeležiti kojoj/kojim ustanovama se nije obratila) IZ KOJIH RAZLOGA: (MOGUĆE JE ZAOKRUŽITI VIŠE ODGOVORA)	1) plašila se da joj se neće verovati	
	2) paralisana/iscrpljena dugotrajnim nasiljem i strahom	
	3) plašila se osude okoline, bilo je sramota	
	4) nasilnik je izolovao od prijatelja/rođaka /sprečava je da kontaktira sa bilo kim	
	5) ranije je pokušavala da ode _____ (navesti koliko puta), a on je prinudno vraćao	
	6) nasilnik je pretio osvetom (da će je ubiti –pretio oružjem, pokazivao oružje) ako ga prijavi	
	7) nasilnik je pokušao da je ubije	
	8) nasilnik je pretio osvetom (da će se seksualno zlostavljanje ponoviti) ako ga prijavi	
	9) plašila se da će nasilnik povrediti nekog njoj bliskog (decu, prijatelje, rođake...)	
	10) nasilnik ima visoku funkciju/položaj	
	11) nasilnik ima “veze” u policiji, sudu, itd.	
	12) nije znala kome može da se obrati, nije znala proceduru	
	13) plašila se da će pravna procedura dugo trajati, a da će se nasilje u međuvremenu pogoršati	
	14) smatra da nadležne ustanove ne mogu da joj pomognu	
	15) nema dokumenta, zdravstveno osiguranje	
	16) plašila se diskriminacije od strane institucija po nacionalnoj/verskoj ili nekoj drugoj osnovi (Romkinja, izbeglica, strana državljanka, invalidkinja, lezbejka)	
	17) ima prethodno iskustvo diskriminacije od strane institucija po bilo kom obeležju	
	18) zbog fizičkog invaliditeta su joj institucije nedostupne	
19) nešto drugo _____		
46. ŠTA ŽRTVA VIDI KAO REŠENJE:	1) pozitivan ishod krivičnog gonjenja (zadovoljavajuću pravosnažnu – izvršnu sudsku presudu)	
	2) _____	

PODACI O NASILNIKU :

47. POL NASILNIKA:	1) ženski 2) muški
48. GODINE NASILNIKA:	_____
49. OBRAZOVNI STATUS NASILNIKA:	1) nezavršena osnovna škola
	2) osnovna škola
	3) srednja škola
	4) viša škola
	5) fakultet
50. PROFESIJA NASILNIKA :	_____
51. RADNI STATUS NASILNIKA:	1) učenik / student
	2) nezaposlen
	3) zaposlen
	4) penzioner

52. Molimo Vas da posebno obratite pažnju na sledeće opšte karakteristike i specifičnosti i zapišete ih na ovom mestu ukoliko ste nešto od toga saznali kroz razgovor sa ženom (često je do ovih podataka teško doći, ali ukoliko ih znate veoma je važno da se beleže radi utvrđivanja eventualnog transgeneracijskog modela prenošenja nasilja):

1. KARAKTERISTIKE PRIMARNE PORODICE ŽRTVE – da li žrtva ima porodicu, sa kim je živela ...
2. SPECIFIČNOSTI PRIMARNE PORODICE ŽRTVE – da li je otac žrtve zlostavljao majku žrtve ili žrtvu i na koji način, ili je majka žrtve zlostavljala žrtvu i na koji način, da li je otac/majka žrtve alkoholičar, psihijatrijski pacijent...
3. SPECIFIČNOSTI NASILNIKA – da li nasilnik potiče iz porodice u kojoj je bilo nasilja, da li je alkoholičar, učesnik u ratu, da li je ranije na bilo koji način zlostavljao druge osobe ...
4. SPECIFIČNOSTI PRIMARNE PORODICE NASILNIKA – da li je otac nasilnika zlostavljao majku nasilnika ili nasilnika i na koji način, ili je majka nasilnika zlostavljala nasilnika i na koji način, da li je otac nasilnika alkoholičar, psihijatrijski pacijent...

ŽENINA PRIČA

Na ovoj strani je prostor za Vaše komentare, utiske, doživljaje i sve ono o čemu nije bilo reči u upitniku.

Ovde možete navesti i priču žene – sve one detalje njene priče koji su “preskočeni”, njene rečenice koje su posebno ostavile utisak na Vas, nešto što je za tu ženu specifično i po čemu je pamtite, moguće opis kako je izgledala, kako je govorila, šta je rekla... Pri evidentiranju fenomena nasilja, dešava se da neke važne stvari ostanu zaboravljene (ili – poništene), zbog pokušaja svrstavanja u psihološke kategorije.

OVO JE POKUŠAJ DA ŽENINA STVARNA PRIČA NE BUDE ZABORAVLJENA.

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