

**Thailand Training Workshop
Connect with Respect: Classroom Program for Prevention of
Gender-based Violence**

**Novotel Phloenchit Hotel, Bangkok
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Overview

Connect with Respect: Preventing Gender-Based Violence in Schools is a classroom program for preventing school-related gender-based violence (SRGBV) in the context of lower secondary schools. It was designed through a collaboration led by the East Asia and Pacific United Nations Girls Education Initiative (UNGEI) SRGBV working group, with participation from Plan International, UN Women, the United Nations Children's FUND (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). This two-day training workshop was arranged in order to introduce the program to educators, academics, policy-makers, researchers, non-governmental organizations (NGOs), and other stakeholders working on bullying and violence prevention in Thailand. The workshop described in this report was arranged on November 11-12, 2016, by UNESCO Bangkok, in collaboration with the Center for Health Policy Studies (CHPS), Mahidol University. The workshop facilitators were affiliated with the Institute of Population and Social Research, also based at Mahidol University, and the Programme on Women's Well-being and Gender Justice, operated by the Sexuality Studies Association. The workshop briefed the participants about the concepts of SRGBV and bullying and how to prevent them, as well as provided an introduction to existing data on bullying in Thailand. An overview of the program was provided, and participants were invited to plan how to use the program in Thai educational contexts. A draft Thai translation of parts of the program was provided to the participants.

The meeting was attended by one representative from the Ministry of Education, 18 academics (mostly representing teacher training programs), four school teachers, seven representatives of Thai non-governmental organizations, two representatives of Plan International, an international non-governmental organization, as well as one independent researcher. Among the organizing team were the one UNESCO representative, two speakers, two facilitators, two note-takers and four additional support staff.

Day One

Opening remarks and introductions

The training workshop began with opening remarks from the convener, Ms. Anjana Suvarnananda, representing UNESCO Bangkok. She noted that the starting point for UNESCO was ensuring education for all, in accordance with human rights principles. Part of this commitment involves ensuring the safety of students but also school staff, within and around schools, including on the way to school. However, school safety is often compromised by the presence of school-related gender-based violence (SRGBV), which includes bullying but also other subtypes of violence, both direct and indirect. Historically the emphasis in studying gender-based violence (GBV) has been on violence against women and girls, but a contemporary understanding is that inequitable gender role expectations put individuals of all genders at risk of violence.

Ms. Suvarnananda also gave a brief introduction to *Connect with Respect*, which was published in 2016, and noted that in a recent regional meeting, there had been significant interest to make the program available to Thai educators. She invited the participants to think about whether there is SRGBV in Thai schools and what it encompasses.

The convener then introduced the facilitators of the workshop, Dr Suchada Thaweessit, an academic at the Institute of Population and Social Research at Mahidol University, and Dr. Varaporn Chamsanit, the manager of the Sexuality Studies Association's Programme on Women's Well-being and Gender Justice. There was also an activity to help the participants get to know each other, which included sharing about their interests related to the workshop topic. These included research on violence and bullying related to education, families and gender, conducting bullying prevention projects, engaging parents in violence prevention, and training pre-service teachers in preventing school bullying.

Bullying in Thailand: Research Brief

In this session, Dr. Thaweessit gave a brief introduction to the available data on bullying in Thailand and how it compares with the international context. This introduction covered studies on bullying in Thai educational institutions in general, conducted by Dr. Jiraporn Arunakul of Ramathibodi Hospital in Bangkok, a nationwide study by Dr. Sombat Tapanya of Chiang Mai University, and a study focusing specifically on bullying motivated by prejudice against lesbian, gay, bisexual and transgender (LGBT) individuals, conducted as a collaboration between Plan International, UNESCO Bangkok and Mahidol University.

Dr Tapanya's pioneering bullying study in Thailand indicated that around 40% of Thai students are targets of bullying at least 2-3 times per month, and 13-20% of students admit having bullied others. When compared to studies conducted in other countries using a similar survey question wording, only Japan has reported a higher prevalence of students being bullied, indicating that Thailand has, in comparative terms, a serious problem with school bullying. This study also showed that although

89% of teachers said they had seen bullying, 41% said they did little or nothing to help, and peers were identified as more likely to intervene than teachers when they see bullying.

Dr Arunakul's research particularly highlighted the mental health impact of bullying, not only on its targets but also on bullies and witnesses. Targets may be unwilling to go to school, become depressed, have low self-worth and attempt suicide. Two participants involved in bullying or violence prevention programs added that in their experience, when victims are not able to end bullying, they may in turn bully others, plan a violent revenge, or drop out of school.

Dr. Thaweessit noted that Thai bullying research so far has had little focus on the gender-based nature of bullying. However, the presentation by Dr. Pimpawun Boonmongkon from the Center for Health Policy Studies (CHPS) at Mahidol University on the study carried out by Plan International, UNESCO and Mahidol University indicated that around one in three LGBT students had been physically bullied in the month prior to being surveyed specifically because they were LGBT, and that a similar number had faced verbal and social bullying. Workshop participants added that besides the target being LGBT, characteristics that may be mocked include having darker skin or curly hair (or other markers of ethnic differences), speaking Thai with an accent, and the characteristics of the student's parents.

The LGBT-focused study highlighted the scarcity of systematic bullying prevention policies in Thai schools and low awareness of bullying among teachers. Workshop participants reflected that students also often have low awareness of what constitutes bullying. Behaviours like calling a peer fat, asking a younger student to carry one's belongings or even hitting a friend's head lightly as a form of greeting may not be considered bullying by students, whereas in some other contexts, these behaviours would be thought to constitute bullying. Dr. Thaweessit responded that generally it is the target's perception that should count in what gets counted as violence or bullying.

A survey conducted by the Office of the Basic Education Commission (OBEC) was also mentioned. The surveyed school directors indicated they perceived fights, smoking, alcohol and other drugs, and gaming addiction as more important problems than bullying. A participant involved in a bullying prevention program noted that addictions may be consequences of bullying, as bullying targets attempt to alleviate their suffering through substance use or gaming.

Participants noted that Thai society has a culture of considering many violent behaviours normal, not just between students but also between a parent and a child, or a teacher and a student. Some participants expanded that cultural differences in what is thought to constitute bullying, together with differences in study methodologies, may also make cross-national comparisons difficult or meaningless, because what is measured differs from country to country.

Gender and Equality

In this section, the structure of *Connect with Respect* was described: The first part comprises key concepts, the rationale and instructions to users of the program, and the second contains seven learning modules, each with four to seven different activities that emphasize positive skill building.

The first module, relating to gender and equality was introduced by Dr. Chamsanit. The first activity (Topic 1, Activity 1 on p. 43 in *Connect with Respect*) demonstrated to the participants involved brainstorming on a whiteboard about societal understandings of men and women, and discussing which of them relate to sex (natal anatomy) and which are societal expectations based on gender roles. As would be done with students in a classroom setting, the participants discussed how such expectations are disseminated in society, how they are useful or limiting, how children can challenge such expectations, and how they lead to violence against individuals of each gender.

Examples included cultural beliefs about rape (the belief that a man could make a woman love him by raping her), a real-life case of a Thai policewoman not being appointed police station chief based on the notion that she could not “run after crooks”, the elevated risk of injury and illness among men resulting from their engagement in risky behaviours that is expected of them by virtue of being men, and the violence LGBT individuals face from their parents. When individuals do not follow societal expectations for gender roles, they may be shunned, bullied, or become victims of violence. Transgender individuals were mentioned as a particular case in point.

However, negative gender role expectations can be changed. The second activity (Topic 1, Activity 4, p. 48) featured four scenarios of children being mistreated on the basis of behaviour contradicting gender role expectations. The examples had been modified to better fit the Thai context. The participants were invited to brainstorm and role-play constructive responses to these scenarios in small groups.

Some participants commented that any assertive behaviour or appeals to reason by someone of lower status or younger age is often perceived as aggressive in Thai society. Children in particular may be seen as obstinate if they do not accept an adult’s opinion without a question. This makes constructive responses to negative gender role expectations more difficult. The following discussion identified that it is important to choose an appropriate time for a challenging discussion, speak while calm rather than while angry, and that sarcasm should be avoided. Participants noted that when training on gender roles is given, parents should be invited to join in, so that the understanding gained by students is not undermined by their parents’ insistence on traditional gender roles.

Types and Uses of Power

In the first afternoon session, participants were invited to play two games: “Mirror” and “Robot and Controller” (Topic 2, Activities 3 and 4, p. 57-59). In the first game, participants had to try mirroring each other’s body movements, whereas in the second, one participant took the lead and the second had to follow.

These activities set the scene for a slide presentation and discussion about types of power: power over other people, shared power and inner power, and how each can be used positively or negatively. When power is used negatively, it is used on the basis of authority, greater physical strength or a similar characteristic, without regard for the feelings or needs of others. When used positively, power can be used to guide others (in the case of power over others), reach shared goals (in the case of shared power) or enhance self-confidence, creative thinking, knowledge and self-directed motivation (in the case of inner power). Similarly, types of power can be discussed in a

classroom setting together with sources of power, such as education, age, status, wealth, physical strength or gender. A key aim of this activity is to bring about more empathy for those with less power and a more considerate way of using one's own power.



Mirror Game: Learning about equality and power.

Discrimination

The second afternoon session demonstrated an activity to increase understanding of discrimination. First, a brief slide presentation was given to cover possible grounds of discrimination, such as sex, gender, sexuality, religion, ethnicity, nationality, skin colour, disability, health status (especially living with HIV or mental health issues), or low economic and social status.

In the activity (Topic 2, Activity 5, p. 60-61), participants were asked to think of further examples of groups that may be discriminated against (e.g., current and former prisoners, quiet people, orphans, widows and divorcees, unemployed people, single mothers, sex workers, ethnic and religious minorities, or drug users) and to discuss which groups face the most discrimination and why. Following small-group work, participants were invited to rank the level of discrimination faced by each group by placing cards on a line ranging from mild to severe forms of discrimination.

After the ranking activity, participants were asked about the atmosphere while ranking the identities. There was general agreement that sorting the cards was difficult, as there are differences in perceptions about the level and types of discrimination faced by each group. Participants felt that some groups clearly face specific types of discrimination while others were more challenging to judge. There was also discussion about individual and societal mitigating factors: For example, although all children may face discrimination by virtue of being children, children of rich parents may be less likely to be discriminated than poor children. Society also has mitigating measures to reduce the discrimination faced by some groups, such as women or people with disabilities. The activity

tangibly demonstrated that when multiple minority statuses co-occur, discrimination is more likely. For example, although gender is a common source of discrimination, women refugees living with HIV are more likely to be discriminated against than women in general. This illustrates the importance of using the concept of intersectionality of oppression in the effort to understand incidents of discrimination or bullying.



Discrimination: Which groups are most affected?

Types of Violence and Bullying

Before discussing the characteristics of GBV, the facilitators gave a brief slide presentation about terminology related to violence and bullying. It was noted that the term “target” was preferable to the word “victim” as the latter tends to compound the powerlessness of the affected individual. The terms “perpetrator”, “witness” and “accomplice” were also introduced.

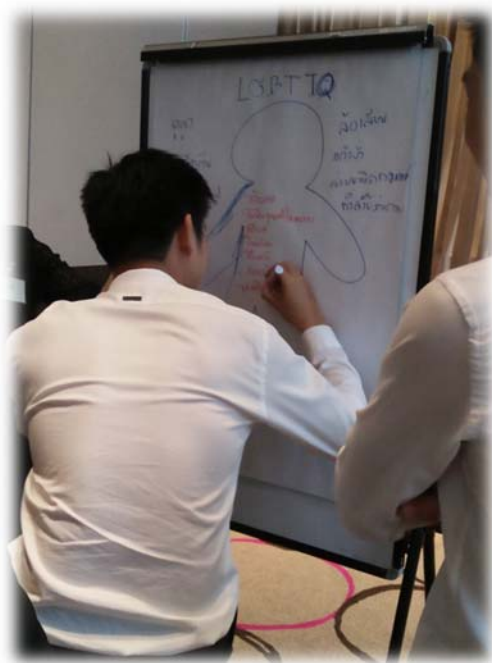
This was followed by a group discussion about types of bullying and violence (Topic 3, Activity 1, p. 70-71). Participants were asked to define and give examples of clear-cut cases of a specific type of violence, as well as incidents or behaviours covering more than one type of violence (physical, verbal, psychological, or sexual). There was debate over whether destruction or theft of property (e.g., tearing someone’s clothes, killing their pet, destroying or stealing other possessions) or threatening with violence should be considered physical violence. Some felt that verbal threats of physical violence should be considered verbal violence. Facilitators noted that the word “physical” in the training materials may refer to “material” rather than “bodily” aspects of violence, which may explain why destruction of belongings is generally considered physical violence though it does not affect the target’s body. It was also debated whether using mildly offensive terminology constitutes verbal violence if the target does not feel offended by it. Examples of combined types included sexual gossip and female genital mutilation (covering verbal, psychological and sexual aspects).

Facilitators concluded the session by noting that some actions may be difficult to categorise as being or not being violence, or as being violence of a specific type. However, key criteria to look for generally include the context, the presence of a victim, and the perpetrator’s intention to harm.

Gender-Based Violence and its Effects

Following the general discussion about violence, the final session of the first day focused on defining GBV and how it can be discussed with students (Topic 3, Activity 2, p. 72-73). GBV was defined as violence based on expectations linked to stereotypical gender roles and power inequalities. It was noted that while it affects men, women and transgender individuals alike, women are generally targeted more than men, because men have a more privileged status in society. Two case examples were presented and it was noted that in addition to teacher-provided examples, students can be invited to talk about ways of responding to incidents they have seen or heard, but students should not be asked to share incidents where they themselves were the target, because this could compound the trauma they had experienced.

Following case examples, participants were invited to try an activity identifying the effects of GBV (Topic 3, Activity 3, p. 74-75). In this activity, participants were asked to draw, in small groups, a picture of a child of a stated gender and sexuality (boy, girl, or LGBTIQ¹) and identify typical forms of gender-based violence affecting a person of that gender (outside the image) as well as its consequences (inside the image).



Identifying effects of gender-based violence

The groups focusing on girls listed that typical kinds of GBV include being ridiculed; being verbally, physically or sexually abused; being blackmailed; being gossiped about; being humiliated in online and offline contexts; or being threatened. Members from other groups added that in Thai schools, teachers also sometimes humiliate girls by forcibly cutting their hair, and boys sometimes pretend to

¹ In Thailand, LGBTIQ identities are usually thought to constitute distinct “genders” alongside gender-normative, heterosexual “men” and “women.”

be romantically interested in a girl and then abandon her, with the sole intention to humiliate her. Consequences identified by the participants included feeling stressed, humiliated, having low self-confidence, getting pregnant or being infected with HIV, and engaging in self-harm behaviours including suicide attempts.

Typical forms of GBV affecting boys in the Thai context according to the small groups focusing on them included being inappropriately touched in a sexual way, being forcibly undressed, being verbally humiliated both online and offline, and being pressured to prove their masculinity, for example by having unsafe sex or by engaging in other risky behaviours. Identified consequences included mental health problems, sexual risks, viewing the world in a negative way, resorting to violence, feeling unsafe, not wanting to go to school, and suicidality. There was some debate over whether being sexually abused could be a cause of “sexual deviation” in boys. Some participants thought this was the case, while others cautioned against use of the term “sexual deviation” given its stigmatizing nature, and added that if the question was about sexual orientation, it would not be changed by being sexually victimised.

The group focusing specifically on lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ) children identified the following forms of GBV: being ridiculed, being excluded, being thrown things at, being forcibly undressed, being cyberbullied, being trapped on the way to school, or having a note slapped on their back inviting others to use violence against them. While many consequences of GBV identified by this group resembled those noted by other groups, some additional, group-specific consequences were also noted: having sex at an early age, overcompensation by studying or doing sports extra hard, coming out as LGBTIQ and joining rights groups. Participants debated whether being sexually abused could cause “sex addiction” among LGBTIQ individuals. A participant cautioned that some victims of sexual abuse sometimes confuse the sexual attention they get with acceptance and allow themselves to be abused because they cannot think of other ways of gaining acceptance. Labelling this as “sex addiction” overlooks the power dynamics of the situation and misleads the attention away from social stigmatisation of LGBTIQ people.

The first day of the workshop was concluded by the convener introducing activities that would follow in the second day.

Day Two

Safe and Unsafe Spaces

The second day of the workshop began with a school mapping activity (Topic 4, Activity 1, p. 81-82). Participants were invited to work in small groups to draw a map of a school and its immediate surroundings. They were also asked to identify specific areas and types of violence that can occur in each area, drawing safe areas in blue and risky areas in red. A diverse range of schools (urban and rural, small and large) were mapped according to the participants' personal experiences.

All groups reflected that while violence can occur anywhere, at least anywhere where teachers are not present, some areas are riskier than others. Examples of risky spaces within school premises included, in particular, areas where teachers rarely go, such as the topmost floor of a multi-story school building without elevators; behind or beside the school building; sports, dance and music practice spaces; locker rooms and storage spaces. However, participants noted that verbal abuse is common even in classrooms. A teacher remarked that having observed the problem of feminine boys feeling unsafe in many spaces within her school, the school staff had made a conscious effort to ensure that the school's volleyball court would serve as a safe space for them.

Toilets were mentioned as hotspots where bullying, extortion, as well as physical and sexual abuse take place. In particular, gender-nonconforming students are sometimes afraid to use toilets assigned for their birth sex. However, one participant had conducted a qualitative study and noted that the reverse can also happen – in one school, gender-normative boys were afraid to go to the boys' toilets because a group of feminine boys would often hang around them and sexually harass gender-normative boys. It was also noted that while gender non-conforming students sometimes choose to use the toilet intended for students with disabilities as a safer option, they may be blamed for using a resource not specifically provided for them. There was discussion about whether providing specific third-gender toilets, as some Thai schools have done, is the way forward, or whether gender-neutral toilets might provide a better solution. The concepts of universal design and least restrictive environments were mentioned as examples of how to ensure access to toilets to both students with disabilities and students of different genders and identities.

Spaces that were perceived as risky around the school were likewise diverse, including shops selling alcohol and cigarettes (also to youth due to lax law enforcement), internet and game shops (where both cyberbullying and offline violence might take place), motorbike repair shops and parking lots where male youth tend to gather, a boat pier and a banana grove that were both noted as being hot spots for fights. A group describing a rural Southern Thai school described the banana grove as a place "where manliness is measured," reflecting the role of masculine gender norms in the occurrence of fights. One group noted a temple as being a space where sexual abuse might occur, given news reports about the sexual abuse of boys in temples by monks. Alcohol, *krathom* juice (an extract of *krathom* leaves consumed for stimulant effects despite being illegal, in the context of Southern Thailand where the plant is common) and other illegal substances were noted by many groups as playing a role in behavioural disinhibition that makes fights more likely.

There was also a lively discussion about places near schools where students might go to have sex, such as a love motel, a resort, or little farmers' huts in rice fields that are usually unoccupied. The

discussion identified that sex involving students might be consensual, commercial or forced, and this should be taken into account in how to manage it. A participant from Northeastern Thailand emphasized that consensual sex does not constitute violence and as it is difficult to prevent underage youth from having sex, they need sexual health awareness and equipment, such as condoms. In her community, these were being provided at the local market. However, school regulations expect sexual abstinence from students. The facilitators noted that a school expelling a student for having had sex, or a school not teaching about sexuality, could also be considered to be perpetrating gender-based violence. At a bare minimum, schools should teach about what constitutes forced sex and that it is a form of violence.

The participants identified that any place in or around the school can be risky and can be made safer, but this requires collaboration from not only all school staff but also from surrounding communities. Not just students but teachers may also feel unsafe in certain places surrounding the school. The facilitator noted that cyberbullying was not much addressed during the activity but should also be covered when conducting the activity with students.



Mapping safe and unsafe spaces in and around the school

Impact of Witnessing Violence

This session focused on how witnessing violence affects the witnesses. In the related activity (Topic 6, Activity 1, p. 96-97), small groups of participants were asked to read case studies of violence and identify possible thoughts and feelings of the child witnessing the incident. Participants also volunteered ideas on how students might constructively intervene in each situation. When conducted with students, the activity is aimed at increasing students' understanding about how targets of violence feel, but it also demonstrates that witnessing violence impacts the witnesses, too.

The possible feelings of a witness identified by participants ranged from feeling afraid or feeling sorry for the target, as well as feeling indifferent. Witnesses would often think about who could be brought in to help. Possible behavioural reactions included consoling the target afterwards, bringing

in friends to help, or video recording the incident with a mobile phone for evidence. Participants noted that the safety of the witness should always be the first priority, so intervening should not bring further harm to the witness.

There was some debate about whether a boy being bullied for acting in a feminine manner should be told not to “act sissy.” Some participants felt that it could help to prevent the boy from being victimised, while others thought it would undermine the self-confidence of the boy, as the boy would feel there is something inherently wrong with his gender identity. Some thought there was a difference between secondary schools and universities, with open self-expression being acceptable in the latter, and a greater emphasis on school regulations being the norm in the former.

Another discussion point, raised by the facilitators, was that some of the reactions envisioned by the participants might be more typical of adults than of children. Children might sometimes not have the capacity to view incidents of violence in such a mature way and might consequently be more at loss about how to react in a constructive way.

Reactions to Witnessing Violence

A further activity (Topic 6, Activity 2, p. 98-99) focused on behavioural reactions among witnesses to incidents of violence. Using case studies, participants brainstormed positive and negative reactions.

Positive reactions included trying to get the perpetrator to stop; trying to help in a way that would not put oneself at risk; calling the police and waiting for them to come; escorting the target out of the situation; telling a teacher or the target’s parents; taking the target to get medical attention in case of physical injury; and making notes about the incident in case formally serving as a witness would be required. Negative reactions included laughing, encouraging the perpetrator, blaming the victim or simply fleeing. Ambivalent reactions included crying, blaming the perpetrator or spraying them with a water hose, expressing dissatisfaction, or trying to ensure that others do not get involved. While some of these ambivalent reactions might dissuade the perpetrator, they might inadvertently lead to escalation of the situation and put the witness at risk.

The participants were also invited to analyse the case studies in terms of power (comparing the perpetrator’s power with the power of the target and the power of the witness), things that could be done safely to interfere, and who the witness could reach out to for further support (Topic 6, Activity 3, p. 100). In some case examples, the participants identified that the perpetrator’s superior power when compared to the target was based on being physically stronger, whereas in others, it was based on acting as a group against an individual. In some cases, the perpetrator and target had roughly equal power. In some cases (e.g., a group of girls actively excluding a new student from their group), participants felt that supporting the target would be safe enough. In others, participants thought that for safety reasons, the witness might need to support the target after the incident and seek help from adults later on.

The facilitators concluded the activity with a cautionary note that the case studies chosen to be analysed with students should not be very serious incidents of violence, as these could be too difficult and challenging for young students to analyse, and that the facilitator of the activity needs to monitor students’ reactions in case the examples re-enact trauma experienced by the students.

Help-seeking

In the first afternoon session of the second day, Dr. Boonmongkon presented evidence from the study conducted by Mahidol University, Plan International, and UNESCO Bangkok that among students who were bullied, only 1 out of 3 students reacted in any way. Most of these students (63% of students who reacted in some way, and 23% of all bullied students) fought back by themselves and only 8% (or around 3% of all bullied students) sought help from their teachers. This reflects that very few students believe they could get help from the schools or their teachers. After a brief discussion, the activity (Topic 7, Activity 1, p. 104) on help-seeking was demonstrated to the participants. Case studies were presented and the participants were asked to discuss in small groups about whether each case represented a serious situation, if help should be requested and if yes, when and where it could be accessed, and how students could overcome their hesitation to seek help. Common barriers to help-seeking were first noted (e.g., it could result in gossip, or those asked might not be willing to help).

The examples included a case of a friend of a boy divulging his secret (given in confidence) of being attracted to boys to everyone in school, a teacher sexually exploiting a girl he was pretending to be helping with her studies, a boy in a football team being physically abused and ridiculed (being called “a girl”) for not being able to prevent the other team from scoring a goal, and a girl being repeatedly sexually harassed on her way to school. The participants thought that all of these cases constituted serious incidents of violence.

Some case examples evoked more discussion than others. The case involving physical abuse was of particular interest to participants. They noted that what happened was not just violent but also illegal. Yet, the student witnessing the incident should be careful not to interfere directly, which could result in him being victimised as well, but rather find a trusted adult such as the physical education teacher. The teacher could explain to the other boys that football is a team sport and that teams should accept responsibility for both losses and wins collectively, and that it is offensive toward girls to ridicule a boy by calling him “a girl”. However, the participants noted that some teachers might not understand the severity of the situation and might think of it simply being a case of “children playing” so securing their help would not be guaranteed.

Friends, parents and teachers were commonly identified as possible sources of support. In some cases (such as with the girl being sexually harassed on her way to school), the participants noted that the police could also be called to help. Regarding the same-sex attracted boy whose mental health might be negatively affected by gossip and ridicule at school, participants felt that he could call the youth helpline 1339 to garner support.

The facilitators concluded that additional activities (Topic 7, Activities 2 and 3, p. 106-107) could be used to enhance students’ feelings of empathy for targets of violence and bullying (using short plays), or to identify sources of support (drawing two hands and associating one potential source of support with each finger).

Building Safe Schools

In the second-last activity of the second day, the participants were invited to discuss what would characterize a school as safe in the Thai context. The facilitators first introduced the concept of whole-school approaches, meaning that everyone in the school should be on board to ensure the safety of all from violence and bullying. This was followed by a brainstorming session in which the participants first worked on identifying best practices in specific areas. These were then discussed with the entire group.

In terms of *providing prevention information*, participants noted that information boards and posters should be shown in the school. Experts could be invited to talk about child development, parental involvement, types of bullying and student welfare. Cartoons and slogans could be used to simplify complex messages and ensure that students keep them in mind. A participant noted that it was crucial to ensure the constant visibility of anti-violence messages, so they could even be printed on rulers, pencils, or glasses at the cafeteria. Song-writing or play-writing competitions as well as anti-bullying weeks could also be arranged to engage students.

The participants identified that the first natural point of contact for students in Thai schools when incidents take place is generally the homeroom teacher, a guidance counsellor or a peer counsellor. If these are unable to deal with the problem, *referrals* to a teacher in charge of the administrative division, a psychologist, or external agencies such as the police, primary care units, or NGOs working on related issues can be made. A role was also pointed out for religious institutions that can provide moral guidance, although some participants were sceptical if these might sometimes compound the problem of SRGBV by espousing traditional gender roles and putting the blame on the victim, especially in cases involving LGBTIQ students. Participants further noted that teachers need to receive training to fulfil their role in violence prevention and responding to incidents. Information needs to be provided for everyone so that the referrals system is clear for all.

Further *reporting mechanisms* identified by the participants included a website for receiving anonymous reports and visits by teachers to students' homes (to monitor the safety of students at home and to understand the roots of students' behaviour at school better). The use of CCTV to monitor school spaces was also mentioned.

Parental and community involvement was seen as crucial. Workshops could be arranged with parents and community members on a regular basis to inform them of the school's anti-violence policies, raise awareness and to facilitate communication between parents and students. Local wisdom could be tapped by inviting respected community members to get involved. Ensuring two-way communication between the school and parents or communities was also noted as important, whether through home visits, group SMS messages, LINE groups, Facebook groups or a physical letter box at the school.

In terms of teachers' *code of conduct*, participants identified that there should be a written agreement on organizational ethics, and that teachers should be open-minded and non-judgmental, respect diversity; maintain students' confidentiality and privacy; uphold human rights principles; practise their deep listening skills; and use shared power in positive ways.

In ensuring *good governance*, participants noted that schools must have policies outlining their violence prevention and student welfare mechanisms, and that these need to be communicated to all in the school. More generally, schools should strive for the principles of transparency, fairness, responsibility, following the law and human rights principles, and making the best use of scarce resources. Planned activities need to be included in the budget to ensure that they can be implemented. The facilitators observed that to ensure attention to SRGBV prevention, quality assurance or performance indicators related to it need to be introduced for schools on the national level. Participants were aware that failure to do this might make schools perceive SRGBV or bullying prevention campaigns as yet another additional burden that schools are expected to deal with, but with many competing interests, might consider them a low priority. Model SRGBV prevention policies can be introduced on the national level, but successful policies piloted in some schools can also be later expanded as nationwide policies.

To ensure that what schools do is in line with policy, *monitoring and evaluation* is also needed. Participants noted that statistics need to be collated and analysed to inform action; this should include monitoring referrals and resolution rate for individual incidents. Some thought that students could be profiled as being normal, at-risk, or as having already identified problems, in order to provide targeted assistance to those students who most need it. In terms of monitoring school-level responses, the presence of related policies, teacher training, mapping of the physical environment, and presence of referral networks were noted as facets to consider.



Brainstorming characteristics of schools safe from SRGBV

Using *Connect with Respect*

The final session of the workshop was a group discussion on how *Connect with Respect* could be put to use in the Thai context. The participants indicated a number of ways in which they were planning to make the most of the program. There was general agreement that the best way to use the contents would be to integrate them to existing programs and mechanisms, so that educational institutions and other agencies will be able to cover them.

Academics from various universities identified a range of entry points for integrating *Connect with Respect* contents and activities in existing programs. Representatives of Health Education programs at Prince of Songkla University and Srinakharinwirot University had plans for improving the training they provide to pre-service health education teachers using the contents. The Srinakharinwirot University representatives raised a concern that school safety has long been considered the responsibility of the school, and should not be considered a new issue in education policy. It is more important to strengthen mechanisms schools can use to carry out their existing responsibilities. They noted that graduates of health education departments should be hired as health education teachers, rather than expecting graduates from physical education programs to be able to teach both physical and health education, which often happens. In this way, the health, well-being and violence prevention contents of the national health education curriculum can best be covered.

Rajabhat Udon Thani University offers a sexuality education course, and a participant from the university noted that activities and contents from *Connect with Respect* might be added to it to improve the coverage of violence prevention. An academic from the Faculty of Education at the Prince of Songkla University (Pattani campus) added that some contents could also be integrated in social psychology classes, and in classes covering children's rights that were earlier provided as a separate subject and could be reintroduced now.

Academics from Chiang Mai University indicated that their Multicultural Studies subject, which is mandatory for pre-service teachers, might be an entry point for SRGBV prevention, but they also raised a concern that school directors' approval is critical for getting related contents and activities introduced at the school level. They said they would be happy to arrange related activities at schools, especially in Northern Thailand.

A cyberbullying researcher from the Department of Information Management, Faculty of Humanities and Social Sciences, Prince of Songkla University, suggested that *Connect with Respect* activities could be reformulated into mobile applications or web-based learning to better engage lower secondary school students.

A guidance counsellor from the Secondary Educational Service Area Office 1 said that the office oversees 17 schools, which could be invited to try out some activities. A representative of the Faculty of Learning Sciences and Education at Thammasat University indicated that the faculty was opening a new demonstration school and *Connect with Respect* activities would be studied for possible inclusion in the curriculum of the school. A teacher from Mechaipattana School in Buriram commended the way LGBT issues are introduced in the program, and viewed that the activities would be useful for teaching about these topics. A representative from the College of Islamic Studies at Prince of Songkla University said the college has a training package for gender non-conforming male students in Islamic schools, and *Connect with Respect* activities could be introduced as an additional module to cover violence prevention better.

Discussing further facilitating factors, participants noted that the Adolescent Pregnancy Prevention and Alleviation Act of 2015 provides a rationale and additional opportunities for introducing *Connect with Respect* contents. In addition, some noted that subdistrict and municipality administrative offices have funding that can be accessed for arranging these kinds of activities. The concept of inclusive education may provide another framework that can be used to justify coverage of the

contents. In schools, homeroom and guidance counselling hours as well as the life safety strand of physical and health education are current entry points for SRGBV prevention contents.

NGO-based participants saw opportunities for introducing the contents in the extracurricular or out-of-school activities they arrange. Plan International has been managing an LGBT-focused bullying prevention program in several Thai schools for two years now, and is working with UNESCO to introduce additional activities from *Connect with Respect*. Two participants from Raks Thai Foundation indicated that the foundation has done extensive bullying and violence prevention work, such as producing a manual for teachers, producing songs on the theme of rejecting bullying, and arranged a nationwide poster competition on the topic. The foundation has collaborated with CRC Coalition Thailand (focusing on children's rights as espoused in the Convention on the Rights of the Child) and the Department of Children and Youth at the Ministry of Social Development and Human Security. The foundation's existing activities in schools are similar to those outlined in *Connect with Respect*, but have so far had little coverage of LGBT topics. In their experience, LGBT students are often victimised, so they might add activities from the program to cover these issues better. Participants from Raks Thai Foundation also felt that getting teachers involved in such training sessions with students would be beneficial for building a shared understanding within a school, but in their experience, teachers often view an extracurricular session by an outside agency as a time when they can attend to other work, so getting them involved may be challenging.

Women and Men Progressive Movement Foundation has village monitoring volunteers to report on family violence, but in the past this mechanism has had a limited focus on children. The activities in *Connect with Respect* were thought to be suitable for training village volunteers on how to intervene in cases involving children.

In addition, participants noted that any materials, teaching methods, textbooks, and accompanying research need to be adjusted to specific groups of students. Some envisioned that parents and preferably grandparents, with whom students often live especially in the Northeast, should also be invited to join related training.

In sum, the participants saw a number of ways that *Connect with Respect* contents could be used to facilitate their work. At universities, contents might be introduced in teacher training programs and other subjects such as social psychology. NGO participants were planning to use the contents in both school and out-of-school contexts. Participants working directly in or with schools saw a number of entry points for introducing selected contents in the schools they are involved with.

Closing remarks

In concluding the workshop, the convener said she felt the workshop had been even more successful than expected in terms of how engaged all participants were in working for children's safety. She expressed her wish that the workshop participants can continue collaboration after the workshop, so UNESCO will share the participant list including the contact information with everyone in the workshop, as well as establish a LINE group as an additional communication channel. The convener also reminded the participants that UNESCO also has additional materials that can be used for preventing SRGBV and for building understanding about gender and sexuality issues in schools.

Annex 1

List of participants
Thailand Training Workshop
Connect with Respect:
Classroom Program for Prevention of Gender-based Violence
Novotel Phloenchit Hotel, Bangkok
11 – 12 November, 2016

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Annex 2

Agenda
Thailand Training Workshop
Connect with Respect:
Classroom Program for Prevention of Gender-based Violence
Novotel Phloenchit Hotel, Bangkok
Day 1: 11 November, 2016

Time	Topic / objective	Activity / process
08.30 - 09.00	<i>Registration</i>	
09.00 - 10.00	Opening remarks, presentation of the objectives of the meeting, introductions	- Opening remarks - Presentation of the objectives, introducing facilitators - Introductions among participants
10.00-10.40	<u>Introduction:</u> The importance of preventing school-related gender-based violence (SRGBV) and the <i>Connect with Respect</i> programme Objectives: - Familiarising participants with relevant data and raising their awareness about the consequences of SRGBV and the importance of preventing it - Presenting an overview of the contents and use of <i>Connect with Respect</i>	<u>Activity 1</u> Presenting data from studies on school bullying in Thailand (in general and bullying targeting LGBT students) <u>Activity 2</u> Consequences of SRGBV and the importance of preventing it <u>Activity 3</u> Overview of the contents and use of <i>Connect with Respect</i>
10.40–11.30	<u>Part 1: Understanding gender and equality</u> <u>Topic 1: Gender and equality</u>	
	Objectives: - Increasing participants' understanding about the concepts of gender and equality - Raising participants' awareness and knowledge of gender norms that might lead to discrimination, exclusion, bullying and violence	<u>Activity 1:</u> What is gender? (p. 43-44) <u>Activity 2:</u> Unpacking gender norms (p. 45-46) <u>Activity 4 :</u> Challenging negative gender norms <u>Activity 5:</u> Challenging myths
11.30- 11.15	<i>Coffee break</i>	
Time	Topic / objective	Activity / process
11.15- 12.30	<u>Topic 2: Gender equality and positive role models</u>	
	Objective: - Creating a deeper understanding and appreciation of equality, dignity and respect for human rights	<u>Activity 1+ 2:</u> Fairness, equality and human rights (p. 53-56)

12.30-13.30	<i>Lunch</i>	
13.30-14.30	<p style="text-align: center;">Objective:</p> <ul style="list-style-type: none"> - Enabling participants to understand various types of power and categorise their uses to positive and negative forms in contexts of friendships and gender 	<p style="text-align: center;">Activity 3+4: Positive and negative uses of power (p. 58-59)</p>
	<p style="text-align: center;">Objective:</p> <ul style="list-style-type: none"> - Raising awareness and understanding about discrimination as negative use of power; enabling participants to list groups of people vulnerable to discrimination 	<p style="text-align: center;">Activity 5: Difference and discrimination (p. 60): Mirror Game and Robot and Controller Game</p>
	<p style="text-align: center;">Objective:</p> <ul style="list-style-type: none"> - Enabling participants to understand that GBV has severe consequences, especially for same-sex attracted individuals 	<p style="text-align: center;">Activity 6: Sexuality and stigma (p. 61)</p>
	<p style="text-align: center;">Objective:</p> <ul style="list-style-type: none"> - Enabling participants to specify positive behavioural reactions and developing their skills in reacting to violence against their peers 	<p style="text-align: center;">Activity 7: Local leaders (p. 62-63)</p>
15.00-17.00	Topic 3: Awareness of gender-based violence	
	<p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> - Familiarising participants with types of violence - Raising awareness about individuals' roles in violence as victim/target, perpetrator, an involved party/witness or as an accomplice, and about the consequences that each party may suffer - Enabling participants to understand linkages between discrimination and violence and their similar negative consequences 	<p style="text-align: center;">Activity 1: What is violence? (p. 70-71)</p>
	<p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> - Enabling participants to specify incidents / types of actions that constitute GBV - Raising awareness about the fact that individuals of all genders and ages may become victims of GBV, and that some groups are more vulnerable to it than others 	<p style="text-align: center;">Activity 2: What is gender-based violence? (p. 72-73)</p>
	<p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> - Enabling participants to describe types of SRGBV inside and outside schools, including types where the perpetrator/victim/accomplice is a man/woman - Enabling participants to describe the physical and psychological consequences of SRGBV to victims, perpetrators, accomplices and witnesses 	<p style="text-align: center;">Activity 3: Effects of gender-based violence (p. 74-75)</p>

Agenda
Thailand Training Workshop
Connect with Respect:
Classroom Program for Prevention of Gender-based Violence
Novotel Phloenchit Hotel, Bangkok
Day 2: 12 November, 2016

Time	Topic / objective	Activity / process
9.00-10.00	<u>Topic 4: A focus on school-related gender-based violence</u>	
	<p style="text-align: center;">Objective:</p> <ul style="list-style-type: none"> - Enabling participants to describe spaces and timings of a school day where/when incidents of GBV might take places, as well as places/times of the day where/when GBV does not occur 	<p>Activity 1: School mapping of gender-based violence (mapping “risky areas” and “risky times” where/when students may face GBV inside and outside the school, p. 81-82)</p>
10.01-10.30	<u>Topic 5: Skills for witnesses/bystanders in incidents of SRGBV</u>	
	<p style="text-align: center;">Objective:</p> <ul style="list-style-type: none"> - Inviting participants to explore consequences to those involved in GBV incidents or those who hear about them 	<p>Activity 1: Effects on the witness (p. 96-97)</p>
10.30-11.15	<p style="text-align: center;">Objective:</p> <ul style="list-style-type: none"> - Inviting participants to explore what kinds of witness reactions help/do not help to prevent GBV - Enabling participants to learn positive ways of reacting when they witness GBV, to prevent it from happening or to mitigate its consequences - Inviting participants to practise their skills in reacting to GBV in appropriate, safe and responsible ways 	<p>Activity 2: Building support strategies (p. 98-101)</p>
11.15-11.30	<i>Coffee break</i>	
11.30-12.30	<u>Topic 6: Building safe schools free of SRGBV</u>	
	<p style="text-align: center;">Objective:</p> <ul style="list-style-type: none"> - Inviting participants to brainstorm how educational institutions can deal with gender-based violence or bullying 	<p>Brainstorming Building safe schools</p>
Time	Topic / objective	Activity / process
12.30-13.30	<i>Lunch break</i>	
13.30-14.45	<u>Topic 7: Help-seeking and peer support skills</u>	
	<p style="text-align: center;">Objective:</p> <ul style="list-style-type: none"> - Enhancing participants' ability to make decisions about when to report incidents of violence, and when to ask for help and from whom 	<p>Presenting findings from a study implemented by Center for Health Policy Studies about help-seeking behaviours of students who face violence</p> <p>Activity 1+2: When and if to seek help</p>

		(p. 104-106)
	<p>Objective:</p> <p>- To analyse obstacles to reporting violence and help-seeking, and ways of overcoming them</p>	<p>Activity 3: Overcoming resistance to help-seeking (p. 107)</p>
14.45-16.00	Topic 8: Planning the use of <i>Connect with Respect</i>	
	<p>Objective:</p> <p>- To enable participants to specify the strategy, specific contents, types of learning and activities that they will use in their work or develop into a new curriculum in their institution, as well as provide recommendations for curriculum development</p>	<p>Activity: Collating points of view</p> <p>Breaking into small groups based on affiliation and institution type, e.g., school teachers, teacher trainers, school directors, NGO staff, etc.</p>
16.00-16.15	Evaluation and closing remarks	Completing evaluation forms