

Addressing gender-based violence among children

Organisation(s):	SAMU Foundation	
Country:	Spain	
Contact:	policy@esn-eu.org	
Theme: Choose at least one option	<input type="checkbox"/> Ageing & Care <input type="checkbox"/> Asylum & Migration <input type="checkbox"/> Young People <input checked="" type="checkbox"/> Support for Children & Families <input type="checkbox"/> Community Care <input checked="" type="checkbox"/> Integrated Care & Support <input type="checkbox"/> Co-Production <input checked="" type="checkbox"/> Disability <input type="checkbox"/> Housing & Homelessness <input type="checkbox"/> Artificial Intelligence <input type="checkbox"/> Digitalisation <input type="checkbox"/> Quality Care	<input type="checkbox"/> Labour Market Inclusion <input checked="" type="checkbox"/> Social Inclusion <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Workforce and Leadership <input type="checkbox"/> Social Benefits <input type="checkbox"/> EU Funding <input type="checkbox"/> Social Service's Resilience <input type="checkbox"/> Mental Health <input type="checkbox"/> Person-Centred Care <input type="checkbox"/> Research & Use of Evidence <input type="checkbox"/> Management & Planning <input type="checkbox"/> Other, please specify:
Principles of the European Pillar of Social Rights: Check the 20 principles here .	<input checked="" type="checkbox"/> 1. Education, training, life-long learning <input type="checkbox"/> 2. Gender equality <input type="checkbox"/> 3. Equal opportunities <input type="checkbox"/> 4. Active support to employment <input type="checkbox"/> 5. Secure and adaptable employment <input type="checkbox"/> 6. Fair Wages <input type="checkbox"/> 7. Transparent employment conditions <input type="checkbox"/> 8. Social dialogue <input type="checkbox"/> 9. Work-life balance <input type="checkbox"/> 10. Healthy, safe work environment	<input checked="" type="checkbox"/> 11. Childcare and child support <input type="checkbox"/> 12. Social protection <input type="checkbox"/> 13. Unemployment benefits <input type="checkbox"/> 14. Minimum income <input type="checkbox"/> 15. Old age income and pensions <input type="checkbox"/> 16. Health care <input checked="" type="checkbox"/> 17. Inclusion of people with disabilities <input type="checkbox"/> 18. Long-term care <input type="checkbox"/> 19. Housing and assistance to homeless <input type="checkbox"/> 20. Access to essential services
Current status of the practice:	<input type="checkbox"/> Concept and Design Phase <input type="checkbox"/> Testing or pilot phase <input checked="" type="checkbox"/> Temporary practice that has terminated <input type="checkbox"/> Temporary practice that is ongoing and has a termination date <input type="checkbox"/> Established and ongoing practice <input type="checkbox"/> Scaling Up and Transformation Phase <input type="checkbox"/> Other (please specify)	
Summary: Please summarise the practice in maximum 3 sentences. This	The project consists of interactive digital co-educational guides. It considers educational inclusion a fundamental right and offers the same learning opportunities and access to information to students with hearing or visual disabilities. These guides are subtitled, interpreted using sign language, and narrated using audio.	

<p><i>will be the disclaimer of your project on our website.</i></p>	
<p><u>Context/ Social issues addressed</u> <i>Please explain the problem you attempt to solve with your practice.</i></p>	<p>The basis of this Project is given by the alarming data obtained 1) from the observation by professionals of the SAMU Foundation working in educational centres; 2) through interviews with staff of social entities working in neighbourhoods in need of social transformation; 3) from the analysis of studies and research related to the subject of equality and gender violence.</p> <p>The social problem addressed is the difficulty in recognising situations of gender-based violence, a high percentage of women suffer sexual violence before the age of 15, behaviour based on dominance and submission, the construction of identities around male dominance, the problematic use of new technologies, difficulties of integration and self-esteem, and the scarcity of inclusive material on gender-based violence aimed at the school population. Because a significant part of our users are within the age range addressed in the aforementioned studies, at the SAMU Foundation, we took on the responsibility of carrying out actions aimed at raising awareness and preventing violence by reinforcing the work already carried out by teachers in educational centres.</p>
<p><u>Objectives:</u> <i>Please provide a maximum of three objectives in bullet points.</i></p>	<ol style="list-style-type: none"> 1. To promote inclusive education and accessibility by creating and distributing accessible materials that eliminate communication barriers, empower individuals with sensory disabilities—especially in preventing gender-based violence—and raise awareness and sensitivity toward diversity, fostering a more inclusive and equitable society.
<p><u>Activities:</u> <i>Please describe the activities put in place to achieve the objectives (maximum 300 words).</i></p>	<p>The guides are available on a web platform (open access). Teachers have a digital resource and innovative tools to work in class anytime. It allows for redesign and adaptation to other realities, such as the next edition in digital Braille or with subtitles and audio narrations in another language.</p>
<p><u>Outcomes:</u> <i>Please explain what the results were/are so far and how you evaluated this.</i></p>	<p>The project's impact has been remarkable regarding the number of downloads of this material from the website. Education professionals and other profiles have widely downloaded the guides, reflecting their usefulness and application at various levels and educational contexts. Furthermore, the geographical distribution of downloads highlights the acceptance and demand for these resources nationally and internationally.</p> <p>4 guides were produced: The Clues to Gender-based Violence (Infant and primary education); In Search of Equality (primary and secondary education); Designing a PPP on affective-sexual Education (secondary education); Podcast against gender-based violence (primary and secondary education).</p> <p>A total of 475 downloads of the coeducational guides from the website. Most of those who download the guides are professionals from educational centres (83% of the total). They are followed by other profiles (6%): directors of educational centres, equality and coeducation plan commissions, or professionals from non-formal education centres. In third place are parents (5%), followed by social entities (3%). A small percentage of downloads were made by other family members (2%), siblings or grandparents.</p>

	<p>Most people interested in downloading the guides are particularly interested in applying them in primary schools (48% of the total). This is followed by secondary schools (27%) and infant schools (9%). There is interest on the part of people related to the educational level of baccalaureate (5%) and Vocational Training (4%). An interest of 4.1% is highlighted in the field of continuing education (adult education). Less pronounced interest is identified in Special Education (1%) and Official Language Schools (1%). These figures suggest adapting the material to cater to different contexts and audiences. 96% of downloads were for educational interest, suggesting a high commitment to acquiring knowledge and resources for pedagogical purposes. 4% mentioned personal motives, with no representation of mothers/parents in this group—a minority downloading for leisure purposes (2%).</p> <p>199 municipalities have been counted, and the guides are present (downloads). In Andalusia, downloads are significant: Seville (91), Cadiz (54), Granada (51), Cordoba (47), Huelva (29), Jaen (28) and Almeria (8). They are also present in the Balearic Islands (51).</p> <p>Although they are almost exclusively present in Spain (471 downloads), they have also reached countries such as the United States, Peru and Senegal. There is a demand and perceived usefulness beyond national borders. The accessibility of educational material has been improved by 100% compared to the previous year by including alternative formats for people with hearing or visual impairments.</p>
<p><u>Links to supporting documents:</u> <i>e.g. website or report of the practice</i></p>	<p>https://www.samu.es/educacion/coeducacion/</p>
<p><u>Comments and tips</u> <i>i.e. for people willing to use your Practice</i></p>	