

NORMSTORM EDUCATIONAL TOOLBOX

Lessons from the Stellenbosch
and Jönköping Municipal Partnership



Background

This is a practical toolbox designed to guide the implementation of Normstorm in classrooms and communities across South Africa and beyond.

Normstorm is a method **designed to break the silence**. It is a value-driven educational approach that engages young people through dialogue and activism, fostering critical reflection on norms while promoting equality, inclusion, and active youth participation. It illustrates the power of youth empowerment, norms examination, democratic learning, local leadership and international solidarity.

Originating in Jönköping Municipality, Sweden, Normstorm was transported to South Africa through a municipal partnership to create a global impact on a global problem. The response from teachers, politicians and students alike was overwhelmingly positive. Learners, from one side of the equator to the other, face the same challenges – so why not apply the same method to make a positive difference?

The application of the method shows how municipalities can serve as incubators of change by listening to their youth, investing in education and creating safe spaces for youth to share their perspectives. This toolbox condenses the experience into a blueprint for adapting the Normstorm method in South Africa and other contexts outside of Sweden.

“Education is not the learning of facts, but the training of the mind to think.”

Albert Einstein

“Prejudice is an emotional commitment to ignorance.”

Nathan Rutstein

“The highest result of education is tolerance.”

Helen Keller

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What is Normstorm?

Normstorm is a participatory method that helps young people identify and question the unspoken rules and expectations in society, the **norms**, and then question some of these, thereby making a **‘storm’**.

It was initially developed by Jönköping Municipality in 2012 as a youth inclusion method, practised in educational settings with young people to establish their collective norms. It is designed to facilitate the inclusion of youth perspectives in governance, political decision-making, public spaces and school corridors.

Normstorm is carried out in a workshop format beginning with training teachers to become Normstorm facilitators. Thereafter, the workshops have an interactive and empowering design to help learners identify and critically examine the norms that shape society. Facilitated discussions and creative activities, often involving photography and collages, encourage learners to think critically, share their experiences and question practices that may fuel inequality or discrimination. The final step is a co-created photo exhibition, which brings out discussions with power holders.

The Jönköping-Stellenbosch Municipal Partnership

This toolbox builds on a long-standing collaboration between Stellenbosch and Jönköping Municipality in Sweden, with the guidance of ICLD (Swedish International Centre for Local Democracy), which facilitates knowledge exchanges between Swedish and partner countries’ local authorities, and aims to strengthen democracy and local governance globally.

Through the municipal partnership, the challenge of gender-based violence was addressed in South Africa, with curiosity around Normstorm as an intervention method. Normstorm was piloted in three schools in the Cape Winelands District of South Africa: Franschhoek High School, Stellenbosch High School and Kayamandi High School. With plans to expand into eight additional schools. This collaboration facilitated vital peer exchange and learning, significantly raising organisational awareness about gender-based violence and social norms within Stellenbosch. It provided a structured framework and methodology to address these critical issues among youth within the local context, leveraging a proven educational tool and strengthening regional relationships with the Cape Winelands District.



Participants in the partnership Stellenbosh-Jönköping. Photo: Jönköpings kommun

Why and when to use the Normstorm method?

Many problems and social issues in society can be connected to the existing norms, unspoken rules. The Normstorm method will empower learners with skills to express themselves, engage their peers in meaningful conversations, and contribute their perspectives to community dialogue on key social issues. For change to be effective, it must start from the ground up by changing the norms.

The Normstorm method is especially valuable in schools where persistent issues of violence, exclusion, or inequality are present among learners. It also proves effective when students show interest in discussing social issues but lack a safe and structured space to do so. Teachers may notice norms that negatively influence behaviour and relationships, highlighting the need for open dialogue. Finally, when a school is ready to embrace youth-led initiatives and creative solutions, Normstorm offers a constructive way to channel these energies into positive change.

The Normstorm method is particularly helpful when:

There are unexamined or harmful norms.

There is a need for safe dialogue.

There is desire to empower students and take social responsibility.

How to get started?

Understand the four key principles:

1: DISCOVER AND CREATE. Videos and images are first shown to participants as a way of eliciting discussion and helping them discover underlying norms. In response to the visual prompts, learners are asked: “What is causing harm?”. Afterwards, they are invited to create their own piece of art, reflecting what they have learned from this process.

In the Jönköping-Stellenbosch exchange, these conversations primarily took place in the classroom, with a teacher facilitating learner-centred dialogues around critical topics impacting young people. For the process of discovery and creation to be effective, it requires time. It is therefore a highly iterative and gradual process.

2: WORK WITH VALUES. Basic values like respect, tolerance, understanding and empathy become part of the conversation and young people gain the possibility to understand and practise them. The teacher or facilitator offers a safe and respectful space as a non-negotiable for this transformative learning experience.

In the South African context, the guiding values are applied to the Grade 10 Life Orientation curriculum to address social challenges such as violence, toxic masculinity and social exclusion. Within the Normstorm method, equality serves as the leading value, presenting a shared humanity as a shared responsibility. It emphasises equality as a journey that begins with empathy, grows into understanding and tolerance and ultimately fosters inclusion, belonging, respect and dignity.

3: BE HEARD. Learners are invited to share their perspectives in workshops. They are encouraged not only to share but to speak openly and responsibly. In uncovering norms, learners also recognise the layered ways in which multiple norms can coexist within a single social ecosystem, introducing an understanding of intersectionality. Through the act of exhibiting their art in public places, this takes learners’ voices even further into the public domain.

While identifying norms is a process of seeing the collective unseen social rules, being heard creates an opportunity for individual expression.

4: INFLUENCE: Because the Normstorm method addresses topical and sometimes controversial norms rooted in lived experience, sessions often spark debate within and beyond the classroom.

The artworks and ideas expressed can influence thinking not only at the school level, but even in government and policy discussions. At times, they have contributed to shifts in political positions. Yet at the most immediate level among peers, the simple forces of empathy, friendship, hope and unity can encourage tolerance for opposing views within the same space. Such tolerance is itself a powerful catalyst for shifting perspectives and strengthening equality.

EXAMPLE: How Kayamandi High School's Normstorm workshop led to a community-wide campaign against gender-based violence

At Kayamandi High School, a Life Orientation and Drama teacher trained in the Normstorm method created a safe space for learners to confront the silence surrounding mental health and gender-based violence in their community. During the session, learners questioned why society often only responds after the fact, for example wearing black or marching once someone has already been harmed. Through the Normstorm approach, they identified violence against women and children as the manifestation of harmful norms that had become normalised. Together, the group introduced the idea of “Memesa” (isiXhosa for “shout out”) as a way of encouraging peers to speak up when they witness bullying or abuse.

What began with a small group of Grade 10 learners, soon gained momentum across many classes. Inspired by their energy, the school principal gave permission for the initiative to grow into a school-wide march. The campaign's name came directly from the learners themselves, who also designed creative posters to carry their message. In this way, the workshop empowered young people to take ownership of a movement for safety and justice, using their creativity to challenge harmful norms.

Activism

Normstorm builds on activism, which refers to the use of art as a tool for activism. It is meant to encourage critical thinking and creative dialogue. In South Africa, art has a long history as a form of resistance, from protest songs during apartheid to street murals addressing inequality. Today, activism resonates with youth around the world through digital creativity, including social media campaigns, memes and TikTok storytelling.



Poster from the Normstorm exhibition in Jönköping

Normstorm learners express their insights through photography, collage or other visual media, allowing them to explore sensitive topics such as gender, violence, or inequality without relying solely on words. Exhibiting artworks publicly then turn private reflections into visible messages that reach peers, parents and politicians, and can spark collective action. In the above Kay-amandi High School example, Normstorm artworks inspired a school-wide campaign against gender-based violence and mental health support.

The Municipality's Role in Normstorm

Practical workshop support

Municipalities can help schools and facilitators run Normstorm workshops by offering practical support such as co-planning, venues, equipment, material (printing) or even catering where possible. Municipalities can also connect schools with local youth offices, libraries and community centres that can host sessions beyond the classroom. Officials could join the opening or closing workshop sessions to show that young people's perspectives matter in local decision-making, they can also help with permissions, printing, framing, promotion and expansions of exhibitions.

Advocacy and opportunities

Normstorm encourages young people to identify issues that matter to them. When young people raise concerns, officials can help direct these to the correct department or committee, ensuring their input reaches the right place. Municipalities can link youth campaigns to existing local programmes: safety plans, gender-based violence prevention, climate work, or social cohesion initiatives. They can invite Normstorm participants to relevant meetings, youth dialogues, cultural events and thematic days (e.g., Human Rights Day, Youth Month, 16 Days of Activism).

Supporting curriculum integration

Normstorm aligns naturally with parts of the Life Orientation ATP and with several CAPS themes in South Africa. Through working with the District and National Education Department, municipalities can help schools by advocating for Normstorm being used with the curriculum and facilitating collaboration between LO teachers, district advisors and youth-focused staff in the municipality. Their support can make it easier to integrate Normstorm into annual school plans and ensure that the work continues from year to year. Normstorm is most powerful when it becomes rooted in local structures: schools, youth councils, municipal programmes, community groups. Over time, the projects resulting from the Normstorm method should feel like it "belongs" to the community using it.

Junior Councils and Youth Forums

Many municipalities have Junior Councils or Youth Forums. These structures are incubation spaces where young minds are informed, nurtured and empowered to be active citizens. They are also natural bridges between young people and decision-makers. Normstorm learners can present their findings, images, or proposals through these councils, allowing their voices to be strengthened and fed into municipal agendas. Junior Councils can also help as peer leaders or organise events or exhibitions in the community.

Communication

Local officials can help schools with communications, linking them to local NGOs, coordinating inter-school collaborations, or providing small grants for materials. Even gestures such as attending exhibitions or sharing youth work on municipal social media strengthen trust and encourage schools to continue. Municipalities can also help gather feedback from communities to inform future Normstorm planning.

Who to involve?

Stakeholder	Description
Municipal Officials	Municipal officials are representatives from local or district governments who support the implementation of Normstorm by providing guidance, resources and platforms for youth engagement, helping align the workshops with broader municipal and district programmes. In the Jönköping-Stellenbosch Municipal Partnership, the Life Orientation Subject Advisor for the Cape Winelands District played a critical and central role, functioning as a driving force and project champion.
Schools	With a local government partnership established, teachers and school management are key actors. School teachers can function as facilitators, who are responsible for familiarising themselves with the Normstorm content and conducting workshops. Life Orientation teachers are well positioned to be in the role of a Normstorm facilitator.
Students	The target group of Normstorm is secondary school students aged 13 to 18. Class sizes range from 20 to 50 learners. Learners can be brought together in a classroom setting during school time, or in a community-based group after school hours.
Youth Leaders	Students who are highly engaged in the Normstorm process are strong candidates as youth leaders, who may run additional campaigns or be available to discuss and reflect on Normstorm with fellow students outside of class time.
Parents or Guardians	It is encouraged that parents (or guardians) are engaged to get their buy-in regarding having conversations about sometimes controversial or difficult conversation.
Provincial Education Department	In South Africa, the Provincial and District Education Department has authority over the school curriculum and what happens during school. Working with the Provincial Education Department enables the Normstorm programme to be more effective when delivered during instructional class time.
Community organisations	Broader societal platforms like local NGOs, municipal programmes and public spaces are helpful for the permeation of the Normstorm method outputs (especially exhibit material and photographs).

How to Implement Normstorm Workshops

Normstorm adapts well across settings, if done with care. Every community has its own set of norms, histories, languages and sensitivities.

1. Take Time to Understand the Local Context

Before running workshops, meeting should be held with teachers, youth workers, parents or community leaders to learn which norms shape young people's lives. What is considered "normal" in one place may look very different in another. The goal is not to import norms (e.g. Swedish or South African), but to help young people explore the norms that influence their own daily reality.

2. Make it Language-accessible

A multilingual reality, with local dialects, requires sensitivity to learners' language needs. Where possible, workshops should be conducted in a way that allows all learners to engage in their home language, whether Afrikaans, isiXhosa, English or a mix of languages. This could be achieved with the use of AI tools, or by providing bilingual prompts and examples. Local educators or translators must find wording that carry the right meaning, prioritising clarity over technical vocabulary when in doubt.

Code-switching and the use of informal language or jargon should be welcomed as a tool for authentic expression, including for participants with a migrant background. Code-switching is when someone changes the way they speak depending on who they are talking to or where they are. It can be about fitting in, being understood, or showing respect.

3. Facilitate Safe Dialogue

For Normstorm workshops to be effective, learners must experience the classroom as a safe, open and respectful space. ‘Safe spaces’ are regarded as places where difficult or sensitive topics are allowed and entertained in a careful, inclusive and respectful way that acknowledges all present. This is essential where increasingly critical conversations become relevant as adolescents become conscious of identity and orient themselves in their own world, and the world at large.

Examples of Safe Dialogue Tools

- *Think-Pair-Share: In the Think-Pair-Share method learners have a few moments to think individually about the norms, values, or behaviours they observe in a video or image prompt. They then pair up with a partner to listen to another perspective before discussing with the whole class.*
- *UNESCO Storytelling Circles: These story circles are a participatory, dialogue-based method designed to promote inclusive conversations, especially around sensitive social issues.*
- *Who like me? Warm-up exercise to develop empathy and understanding by highlighting shared experiences, challenging assumptions, and encouraging respect for diverging perspectives and opinions.*
 - *See Appendix 1: Facilitator guidelines for using Think-Pair-Share, UNESCO Storytelling Circles and “Who like me?” in a Normstorm Workshop.*

4. Be Prepared to Navigate Sensitive Topics

Conversations about gender, sexuality, race and inequality can be transformative and challenging, both for learners and teachers. To manage these safely, facilitators (or teachers) should begin by establishing agreements, or ground rules, with learners, such as respect, confidentiality, and active listening (to understand rather than interrupt). **Confidentiality is especially important and should be thoroughly explained and guaranteed to learners.**

An expectation of discomfort should be established as part of the learning and growth process. However, individual choice and consent to participate is also important. Resistance, whether laughter, withdrawal or disagreement, should be acknowledged without judgment and redirected towards shared values of equality, empathy and respect.

Instead of avoiding difficult topics, create a safe structure for discussing them:

- Remind learners that the goal is not to agree on everything.
- Encourage curiosity rather than judgement.
- Pause discussions when emotions run high and return when the group feels ready.

Consider bringing in an external representative or expert to support the facilitation of the conversation.

If a learner discloses something serious, the facilitator acknowledges the difficulty of the situation, reassure the learner and remind the class of general strategies for seeking support, before privately connecting the learner with the school counsellor. This approach allows the session to continue safely while the learner received the help they needed.¹

¹ See Appendix 1: 'Trauma-informed Practice'

5. Adapt Examples, Images and Film Clips

Not all examples will resonate globally. When adapting the toolkit:

- Choose images that reflect local cultures and everyday life for the learners.
- Add new examples of norms that are visible in that specific community.
- Use local film clips, public campaigns or adverts if the original ones feel too foreign or unfamiliar.

Cultural Relevance

Norms are embedded in culture and religion, and dialogue must feel relevant to learners lived realities. Facilitators should adapt examples and discussion points to resonate with local experiences. They can ensure that the content is co-created, rather than imposed, by soliciting learners' own stories, references, and cultural knowledge.

Social Issues	Harmful Norm References
Bullying	Exclusion because of an accent or a particular dialect. "People should sound the same when they speak in order to be respect."
Toxic Masculinity	Gender roles in traditional marriages. "Certain roles in the house are for one gender only."
Violence	Community gangs or local violent attacks. "It is okay to dominate through force to exert power over others."
Gender pay gap	Local sports teams, e.g. Springboks rugby men versus women. Bafana Bafana vs Banyana Banyana soccer teams. "Paid work is compensated on the basis of the gender of the employee, not the duties of the role being fulfilled."

¹ See Appendix 1: 'Trauma-informed Practice'

South Africa's diverse cultural practises

South Africa's cultural practices reflect diverse community values, social norms, and rites of passage. Among the Zulu, Umemulo marks a young woman's transition into adulthood through singing, dancing, river cleansing, blessings, and a central dance where the father presents a spear, followed by communal celebration. In Venda culture, girls' initiation includes Vhusha, Tshikanda, and Domba, which teach adulthood, social responsibility, and preparation for marriage, while boys undergo Mula or Hogo, focusing on social roles, respect, and life skills, sometimes including circumcision; birth traditions include naming ceremonies and early-life rituals that support wellbeing and social belonging. Among Zulu and Xhosa communities, Ukuhlolwa kwezintombi (virginity testing) is traditionally linked to marriage readiness and events such as the Reed Dance, and across many African cultures, including Venda, Lobola formalises marriage through family negotiations and symbolic gift-giving. In Afrikaans communities, the braai remains a central social practice, historically reflecting gendered roles in food preparation and serving as a communal gathering that reinforces social bonds.

Remember to Keep Young People at the Centre

Across all cultures, young people have experiences, observations and stories worth sharing. Normstorm should always begin with their perspectives.

- Ask youth what norms they notice.
- Invite them to choose themes they want to explore.
- Let them lead in creating images that speak to their lives.

This ensures that the output remains authentic and not shaped by adult assumptions.

Example Norms: Exploring Gender Expectations

In the classroom, learners can explore commonly held social norms to understand how they shape behaviour and expectations. The following examples of norms, often associated with girls and boys, are likely to come up in some form:

GIRLS	BOYS
Girls are gentle	Boys are rough
Girls like pink	Boys like blue
Girls like shopping	Boys don't like shopping
Girls have long hair	Boys have short hair
Girls are polite	Boys are honest and direct
Girls wear dresses and skirts	Boys wear pants and shorts
Girls play with dolls	Boys play with cars
Girls cry	Boys don't cry

For each norm, the facilitator should be prepared and equipped to not only recognise the norm, but also to question it and make a 'storm' regarding which unspoken rules are not harmful, versus those that may be harmful or limiting.



Certain emotions are often stereotyped as specifically male or female and exhibiting emotions from the opposite sex viewed as unfavorable. This image challenges this view that emotions are gender related, opting to place the focus on the healthy expression of emotions, regardless of gender.

6: Share Lessons Learned

If several countries or municipalities are using Normstorm, create simple ways to exchange experiences: photo galleries, picture exchanges, short reports, webinars or youth-to-youth exchanges. These comparisons help show which parts of the method travel well and which require adaptation.

7: Conclude the Workshops

At the conclusion of the Normstorm workshop series, facilitators should guide learners through a reflective discussion, encouraging them to consider what they have discovered about social norms, equality, and inclusion. This reflective closure helps learners connect their insights to everyday life, promoting the ongoing practice of challenging harmful norms and supporting a safe, inclusive community both inside and outside the classroom.

Practical considerations

South Africa's practical realities, including overcrowded classrooms, limited technology and resource constraints, can at times impact lesson plans. Low-tech alternatives should be prepared, such as printed images, hand-drawn prompts or storytelling circles.

Ideally, seating arrangements gather learners in circles, and facilitators participate not as distant authority figures, but as co-learners who support safety and equality.

Training per Stakeholder Group

Stakeholder & Role	Training Focus
Students	• Introduction to Normstorm: Naming the norm and creating the storm. What norms are, how they influence society and why we question them. (This can also happen in collaboration with other schools) • Workshop Skills: Various activities including Participating in safe dialogue, mass media analysis (i.e.. magazines, YouTube videos), Think–Pair–Share and Story Circles. • Values Framework: Understanding equality, respect, empathy and inclusion. • Creative Expression: Basic photography, collage and reflective storytelling skills. • Campaign Participation: How to contribute to school-level initiatives (e.g., exhibitions, marches, awareness days).
Youth Leaders	• Deepened Normstorm Understanding: More advanced exploration of norms, power, gender, equity. • Leadership & Peer Facilitation: Guiding small groups, supporting safe conversations and managing peer questions. • Campaign Development: Designing posters, organising activities, speaking at exhibitions. • Responsible Influence: Ethical leadership, role-modelling respectful and culturally sensitive dialogue, with social consciousness.
Facilitators <i>(Teachers, youth workers, municipal or district officials)</i> <i>Lead the Normstorm workshops, ensure safe dialogue, support learners, and coordinate creative outputs.</i>	• Core Normstorm Methodology: Workshop's principles, activity facilitation, guiding norm discovery and creative work. • Cultural Adaptation Skills: Ensuring examples and prompts reflecting South African realities. • Safe & Inclusive Dialogue: Trauma-informed practice, managing sensitive topics, balancing participation across gender & personality types. • Language Inclusion: Code-switching, bilingual prompts, using translation tools. • Photography & Exhibition Preparation: Basic photography briefing, ethical image use, curating the exhibition. • Logistical and exhibition planning: Practical training on organizing the workshops, managing materials, and coordinating the public exhibition events.
School Staff <i>Provide institutional backing, enable timetable integration, support exhibitions and campaigns, and reinforce values school-wide.</i>	• Orientation to Normstorm: Understanding purpose, expected outcomes, and alignment with CAPS/ATP. • Supportive Ecosystem Building: How to advocate for safe spaces, integrating Normstorm themes across relevant subjects (For example, English, Art, Life Orientation, Physical Education). • Stakeholder Coordination: Working with district advisors, facilitators, parents, and youth leaders. • Logistics & Sustainability: Timetable planning, approval of exhibitions, ongoing monitoring and encouragement.

continued

Stakeholder & Role	Training Focus
Parents / Guardians	• Introduction to Normstorm: What their children will be learning and why it matters. • Understanding Norms & Equality: Basic concepts, real examples, and how they show up in home environments. • Supporting Dialogue at Home: How to talk about sensitive or controversial topics, how to respond if a child becomes emotional or confused. • Cultural & Community Relevance: Encouraging open conversation while respecting diverse values and traditions.
Municipal Officials	• Understanding Normstorm's Youth Inclusion Value: Why norms matter in local governance, how youth voices strengthen municipal decision-making. • Supporting Implementation: Providing venues for exhibitions (libraries, civic centres, public spaces), helping schools secure equipment or resources, encouraging youth-led presentations to councils. • Community Engagement: Linking Normstorm outputs to municipal campaigns (e.g., GBV, safety, inclusion).

Monitoring & Evaluation

Monitoring and evaluation (M&E) is a systematic process of tracking progress (monitoring) and assessing effectiveness (evaluation) to inform decision-making, improve projects and demonstrate accountability. The overall purpose is to use data and evidence to learn, make adjustments and ensure a program achieves its intended results efficiently and effectively.

Through surveys, creative evidence, observations and community feedback, practitioners can capture how learners, teachers and families experience norm change in real time. This also embeds ongoing reflection into the programme, allowing each school, district and country to adapt the method to local realities while staying aligned with its core principles.²

² See Appendix 1: Impact Tracking Matrix; M&E Guidelines and Feedback Templates

Looking Ahead

The Normstorm project demonstrates the positive impact of giving young people structured spaces to question and reshape the norms influencing their lives. By creating room for dialogue, creativity and reflection, Normstorm provides municipalities with a practical way to advance priorities such as gender equality, reduced inequalities and stronger social cohesion, all aligned with the Sustainable Development Goals.

Normstorm's success relies on shared responsibility. Teachers, advisors, municipal teams, learners, parents and international partners together create the ecosystem that makes sustained norm change possible. Through workshops, exhibitions and community dialogues, young people build confidence, educators enhance their practice and communities start to observe meaningful shifts.

As the project evolves, the focus is not only on expanding its reach but on deepening its long-term impact. This includes engaging more municipal officials, supporting additional schools, refining tools and ensuring that youth voices continue to shape public spaces.

Normstorm is more than a methodology, it is a growing movement for empathy, equality and dignity. Continued investment will help create schools and communities where democratic values are strengthened, and young people are empowered to contribute to lasting change.

The three-year partnership between Stellenbosch Municipality and Jönköping Municipality shows how local governments can anchor norm-change work within public systems. Municipalities offer stability, coordination and access to communities, ensuring that Normstorm becomes part of a wider ecosystem of youth development, social cohesion and well-being rather than a standalone school initiative.

The cross-country exchange has been mutually valuable: Jönköping's experience strengthened the South African implementation, while the South African context provided important insights for adaptation in Sweden. These shared lessons show strong potential for adapting and scaling Normstorm in other international settings facing similar challenges around discrimination, exclusion and harmful norms

Equality, Youth Inclusion and Normstorm's Contribution to Sustainable Development Goals (SDGs)

A key takeaway for Normstorm facilitators is that equality and youth inclusion are fundamental to sustainable development. Equality is central to SDG10: Reduce Inequalities, which is linked to almost every other goal, from Education (SDG4) to Gender Equality (SDG 5) to Peace, Justice and Strong Institutions (SDG 16).

With young people making up about half of the world's population, and nearly 37% of South Africa's population being between the ages of 15 and 34, they are not only the beneficiaries of these goals, but also key drivers of development. Their creativity, digital connectedness and activism (or artivism, in this instance) make them powerful agents in pushing for social justice and innovation.

By equipping youth with the tools to question and transform harmful norms, the Normstorm's methodology aligns closely with the Sustainable Development Goals. Many schools and municipalities already use the SDGs as a guiding framework, so linking Normstorm to these goals helps show how the work fits into a broader picture of social and democratic development.



3. Good Health and Wellbeing:

Normstorm improves psychosocial school environments by reducing exclusion, harmful stereotypes, discrimination and bullying.



4. Quality Education:

Normstorm strengthens Life Orientation themes such as human rights, diversity, self-awareness, critical thinking, creative expression, and reflective learning.



5. Gender Equality:

The Normstorm process focuses on understanding gender norms, power relations and respect. This makes it a strong contributor to end discrimination and violence against women and girls (Targets 5.1 and 5.2), recognise unpaid care work (Target 5.4), use technology to advance women's empowerment (Target 5.b), and strengthen policies that promote gender equality (Target 5.c).



10. Reduced Inequalities:

Normstorm makes hidden social norms visible, helping young people recognise discrimination, exclusion and unequal access to opportunities.



16. Peace, Justice and Strong Institutions:

Normstorm builds democratic competencies: participation, dialogue, empathy and the right to be heard. Exhibitions, debates and presentations to local councils allow young people to take part in civic processes.



17. Partnerships for the Goals:

Normstorm is built on strong partnerships between municipalities, schools, NGOs and international collaborators in Sweden, South Africa, Uganda and other countries, this strengthens cooperation and expands the reach of good practice models.

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