

# Gender Equality Awareness Raising against Intimate Partner Violence II

## GEAR against IPV II

### Report

#### ***Awareness Raising Workshops with Adolescents in Cyprus: Implementation and Evaluation Report***



***Mediterranean Institute of Gender Studies***

*September, 2016*

With financial support  
from the DAPHNE III Programme  
of the European Union





## Credits

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# Project Identity

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**Project No:** JUST/2013/DAP/AG/5408

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- Mediterranean Institute of Gender Studies (MIGS), Cyprus
- Center for Education, Counselling and Research (CESI), Croatia
- Association for Gender Equality and Liberty (ALEG), Romania
- Plataforma Unitària contra les Violències de Gènere, Spain
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## Preface

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This Report was developed in the context and for the purposes of the Project “**Gender Equality Awareness Raising against Intimate Partner Violence II**” (**GEAR against IPV II**).

### The GEAR against IPV Approach

The GEAR against IPV Approach started being developed since 2009 and implemented since 2010; more specifically, during 2009 – 2011 the GEAR against IPV National Packages were initially developed for use in 4 countries (Greece, Germany, Austria and Croatia) and implemented in three of them in the context of the Project “**Gender Equality Awareness Raising against Intimate Partner Violence**” (**GEAR against IPV**). During 2014-2016, 3 more National Packages were developed and the implementation made in 5 countries (Greece, Croatia, Cyprus, Romania and Spain) in the context of the GEAR against IPV II Project; both Projects were carried out with financial support from the DAPHNE III Programme of the European Union.

The **GEAR against IPV approach** is a coordinated action of **primary and secondary prevention of Intimate Partner Violence in adolescents’ relationships** through interventions in the school or in other settings, guided by specially designed educational material and aimed at secondary school students’ awareness raising and empowerment by specially trained teachers.

The main aim is to promote the development of **healthy and equal relationships** between the sexes and the development of **zero tolerance towards violence** by raising teens’ awareness on:

- a) the characteristics of healthy and unhealthy relationships
- b) the influence that gender stereotypical attitudes and socially imposed gender roles have on their relationships
- c) how power inequality between the sexes is related to psychological, physical and/or sexual abuse against women/girls and
- d) how adolescents can contribute to the prevention of all forms of gender-based violence.

Given the fact that almost all children and adolescents attend school, the **educational system**, at all levels, is the ideal setting for such an effort, where properly trained teachers can play a key role in the implementation of such interventions targeting the general population. The need for implementing in schools interventions related to gender stereotypes and equality, as a means of primary prevention of gender-based violence it is, therefore, imperative.

The **GEAR against IPV approach** is a proposal for systematic intervention in the school (or other) setting, where girls and boys are motivated, through a series of experiential activities, to assess but also challenge their culturally “inherited” gender stereotypes and to approach differences between sexes as individual differences rather than as characteristics of superiority of one sex over the other.

The GEAR against IPV Approach addresses:

- **students** (12+ years old) of secondary education
- **adolescents** but also **young people** belonging to **high-risk groups** (e.g. have been exposed to intimate partner violence between their parents or experienced abuse and/or neglect during childhood)
- **secondary school teachers** and other **professionals** working in the school setting (e.g. psychologists, social workers)

- **professionals** and **organizations** that are active in the fields of health promotion and education, gender equality and prevention of gender-based violence, as well as to **professionals** who are providing services to adolescents belonging to high-risk groups
- **decision-making centers**, such as departments of Ministries of Education, and policy makers interested in promoting the integration of the GEAR against IPV intervention in secondary education's curricula.

This approach has some unique characteristics, which need to be emphasized; more specifically, the GEAR against IPV Approach:

- uses exclusively experiential activities through which, adolescents are not taught, but guided to explore their personal gender stereotypical attitudes and their impact to their own lives, to “discover” and to exercise life skills that will help them to develop healthy relationships, free from any form of violence
- allows access to the general population of children/adolescents, even in remote areas
- has already been implemented and evaluated, on a pilot basis, and appears to be effective in increasing adolescents' knowledge and modifying their tolerant attitudes towards gender-based violence
- introduces gender equality in education as a violence prevention strategy, motivates and qualifies teachers with the necessary skills and the “know how” in order to implement such primary prevention interventions
- when integrated into the school curriculum, it enhances a) the preventive character of the intervention, as it conveys the message that schools and teachers do care about and take action towards gender equality and elimination of violence from adolescents' relationships, and b) the sustainability of such interventions, as teachers comprise a permanent “task force” at schools and, therefore, they can implement such interventions on a permanent basis
- consists a precise fulfilment of Article 14 of the Council of Europe (2011) *Convention on preventing and combating violence against women and domestic violence*. In this article, that concerns education, it is clearly stated that such type of “teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners” should be included not only “in formal curricula and at all levels of education”, but also “in informal educational facilities, as well as in sports, cultural and leisure facilities and the media”.

Main Activities of the GEAR against IPV Approach are:

A. **Teachers' Training Seminars** aiming to:

- theoretical and experiential training of teachers on issues related to gender stereotypical attitudes, gender equality and gender-based violence in adolescents' relationships
- capacity building and skills development for the implementation and evaluation of the adolescents' awareness raising workshops in school or other settings
- development of skills related to identifying, handling and appropriate referring of cases of abuse of children and teens they may face.

## **B. Adolescents' Awareness Raising Workshops "Building Healthy Intimate Relationships"**

Adolescents are offered, via experiential activities, the opportunity a) to assess and challenge – within a safe environment- their culturally “inherited” gender stereotypes and b) to explore the influence that gender stereotypical attitudes and socially imposed gender roles have on their relationships, as well as how power inequality between the sexes is related to violence against women and girls. Moreover, adolescents are provided with the necessary skills that will enable them to recognize –at an early stage- the unhealthy or even abusive characteristics of a relationship, and also empowered in ways that will enable them to create healthy relationships.

Therefore, the ultimate goal of the workshops is young people less tolerant towards IPV, more knowledgeable of the characteristics and consequences of gender-based violence and equipped with “protection skills” against intimate partner violence and other forms of gender-based violence, for both themselves and the people they know.

The long-term objective of the workshops is adolescents' relationships to be healthy and based on equality and mutual respect as, in such a relationship, the phenomenon of gender-based violence is impossible to occur.

For the achievement of the objectives of the GEAR against IPV approach, a complete educational material has been developed in order to support the organization, preparation, implementation and evaluation of teachers' training seminars and adolescents' awareness raising Workshops (in school or other settings), aiming to primary prevention of Intimate Partner Violence.

A **Master GEAR against IPV Package** -comprised of **a series of 4 booklets**- has been developed in such a way that it can be used by relevant organizations and professionals **as a model for the development of appropriately tailored and culturally validated National Packages** for any country.

During the period from 2010 to 2015, **National Packages** have been developed and evaluated **for 7 EU Member States** (Austria, Croatia, Cyprus, Germany, Greece, Romania and Spain) after translation, completion and cultural adaptation of the **Master Package**.

This Report describes the implementation and evaluation of the “GEAR against IPV” Awareness Raising Workshops with adolescents that were conducted by specially trained<sup>1</sup> teachers in Cyprus in the context of the “GEAR against IPV II” Project.

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<sup>1</sup> The Training Seminars' results are described in a separate Report entitled: Teachers' Training Seminars in Cyprus: Implementation and Evaluation (available at <http://gear-ipv.eu/training-awareness-raising/teachers-training-seminars>)

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## Summary

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The GEAR against IPV approach is a coordinated action of primary and secondary prevention of Intimate Partner Violence in adolescents' relationships through interventions in the school or in other settings, guided by specially designed educational material and aimed at secondary school students' awareness raising and empowerment by specially trained teachers. The programme primarily aims to promote the development of healthy and equal relationships between the sexes and the development of zero tolerance towards violence.

In Cyprus, 8 workshops were implemented with students in 6 public secondary schools: 3 Gymnasiums/junior high schools and 3 Lyceums/senior high schools. In total, 178 students participated in the workshops, 76 boys and 102 girls. The students who participated attended the 1st and 2nd grade of gymnasium and the 1st and 2nd grade of lyceum, the majority of them (70%) being between 12-15 years of age.

The workshops employed the non-formal education approach, using experiential learning methodologies such as role playing, case study analysis, drawing, debate and other interactive approaches. Activities were implemented from four different Modules, namely 'Introduction', 'Gender Stereotypes', 'Adolescent Relationships' and 'Intimate Partner Violence'. Teachers were prompted to use a minimum duration of 13 teaching hours for the workshops so as to provide adequate time for activities to be equally introduced from all 4 modules and to allow sufficient room for facilitation and discussion with the students. Implementation of the workshops took place from the end of January/ beginning of February until April /May 2016, with an average of 17 activities being implemented per school.

To test the impact of the workshops on students' knowledge, perceptions, self-reported behaviours and attitudes, an evaluation was conducted before and after the GEAR intervention (measured on the basis of the comparison of students' answers on pre- and post-workshop self-completed questionnaires). The results of this evaluation were calculated on the basis of 159 pre-, 137 post and 135 matched pre and post questionnaires. A summary of the results is presented below and besides revealing the great relevance of the GEAR against IPV Workshop, it also provides a clear picture of the real situation in Cyprus with regard to the extent of gender inequality and IPV in adolescents' relationships.

### Relevance of GEAR against IPV

#### *Prevalence of gender inequalities and unequal distribution of power*

Overall, adolescents clearly recognize the prevalence of gender inequalities in the Cypriot society and the uneven distribution of power between the sexes. In their majority, (Chart 2b) adolescents acknowledge a distinct division of responsibilities within the household with the mothers being burdened with the overwhelming majority of household chores (such as cleaning, washing the dishes, doing the laundry, ironing the clothes etc.) and the care of the family (children, ill-family members). Adolescents also identified the mothers as the ones who most often quit their job to become carers of their families (see Table 10 and Chart 3). On the other hand, socially imposed roles for men constitute them the ones *expected* to earn more money than their spouses/partners and are also considered to be the providers of the family (in the event that only one person is the provider). Treatment of boys and girls in most families also seems to be related to their gender, with boys being perceived to enjoy more freedom than the girls and girls being compelled to do more household tasks than boys (Table 11).

According to the adolescents' answers (Table 12 and Chart 4), teachers at school also treat boys and girls differently, according to stereotypical perceptions about gender. Boys for instance are the ones to be assigned the task to carry something, are suspected more if something has been broken or stolen, are punished more strictly if they cause trouble and are often assigned the most boring tasks. Conversely, girls are often assigned the easiest tasks and are expected to be quieter in the classroom.

### *Gender Stereotypes*

At a total level, adolescents do not appear to hold strong stereotypical attitudes about gender, taking into account that the majority of them (over 60%) answered in a non-stereotypical way for most statements tested. However, a more critical outlook from a gender perspective indicates that stereotypical attitudes are considerably more prominent among boys rather than girls. Specifically, boys held considerably more stereotypical perceptions in relation to (i) the need for boys to seem strong and tough (ii) the need for girls to appear sweet and sensitive (iii) the boy being expected to pay all expenses on a date (iv) the man being the head of the family (v) girls being better than boys in language and art (vi) electrical repairs in house being solely the man's job, and (vii) ballet being solely a female activity. This difference is important to consider, on account of the fact that the higher the extent boys embrace stereotypical perceptions about both genders, the more likely they could be to condone control or abuse, especially since they believe that a different distribution of power needs to exist between the two genders.

### *Adolescent relationships*

Independently of their sex, 49.7% of adolescents (N=78) mention to have (or had in the past) a romantic/intimate relationship. However, taking into account the 14% of respondents who did not want to answer to this question, it could safely be assumed that this percentage may be higher. In general, boys seem to start romantic relationships at a younger age, on average at 11.94 years, while girls start relationships a bit older, at an average age of 12.89 years (see Tables 16 and 17)

### *Attitudes on intimate partner violence*

Even though adolescents exhibited very low tolerance of physical violence (hitting a boyfriend or a girlfriend) it was evident that boys exhibited more negative attitudes about physical abuse than girls (see Tables 23 and 24). The difference in the attitudes of boys and girls was even more distinct in the case of sexual abuse, with boys appearing significantly more tolerant and keener to justify sexual pressure (See Chart 10b and Table 25). Behaviours that seemed to justify sexual pressure (more than others) focused on the '*girl wearing sexy clothes*', '*having had sex in the past*' (either with her boyfriend or another boy), '*having allowed her boyfriend to kiss/caress her*' and '*saying no when the boyfriend knows she means yes*'.

Moreover, what is worthy of note are the victim-blaming attitudes which were equally shared among both genders. More specifically, adolescents seemed to agree that flirting is a provocation (and justification) for the partner to exercise violence and shared the perception that if violence happens it is probably the victim's fault. Notably, the perception that jealousy (whether exhibited by a boy or a girl) is a sign of love (see Table 26) was the most prominent perception prior to the GEAR intervention, both among girls and boys alike.

The combination of the higher tolerance/justification of sexual pressure and victim blaming attitudes could potentially hide significant risks for adolescents. Since boys seem to be keener on justifying sexual pressure, it is possible that they may condone it in their own relationships, exposing their partners in unhealthy sexual behaviours. Moreover, victim blaming attitudes not only perpetuate violence but also tend to 'blind' adolescents from protecting a person who may be victimized.

### *Identification of incidences of Intimate Partner Violence*

Identification of incidences of intimate partner violence was generally low amongst both boys and girls, indicating some prominent gaps in their awareness and knowledge. Quite importantly, adolescents also seemed to have difficulty to distinguish myths and realities about IPV, frequently accepting certain myths as true, as for instance the fact that (i) *violent people are people who cannot control their anger*, (ii) *love can change a person's violent behaviour*, (iii) *jealousy is a sign of love*, (iv) *most girls believe that they should play hard to get before consenting to have sex* and (v) *when a boy caresses a girl and she says "no", often it means "yes"*.

While, threats of physical violence, insults and humiliation were easily and most prominently recognized as abusive, boys and girls equally seemed to be unaware of how certain controlling behaviours could constitute violence. More specifically, behaviours that had to do with '*accompanying the partner wherever s/he goes*', '*controlling what s/he can wear*' and '*telling the partner which people s/he can see*' received very low to low recognition as abusive behaviours (irrespective of whether exercised by a boy or a girl). This lack of awareness however could potentially render them at risk of exposing themselves to abuse because certain unhealthy patterns in their relationships may go unnoticed.

#### *Self-reported IPV victimization and perpetration*

Four percent (4%) of the students who participated in the workshops, report that their girlfriend/boyfriend has been violent against them (insulted or swore, hit, forced them to sexual acts against their will), while 6% report that they have been violent against their partner. However, it is worth noticing the percentage of students who "don't want to answer" in either question, which stands at 17.8% and 15% for victimization and perpetration respectively (see Table 20). Combining the two scores suggests that the percentages of adolescents that may have been victimized from IPV may well reach 21.8% at total level (22.7% vs 21% for boys and girls respectively) while the equivalent percentage for perpetrators could potentially stand at 21% (25% vs 17.8% for boys and girls respectively).

#### **Effectiveness of the GEAR against IPV Workshop**

Evidently, the GEAR against IPV had an unequivocal impact not only in terms of increasing adolescent's knowledge on healthy and unhealthy relationships, but also, and quite importantly, in challenging existing perceptions, belief systems and attitudes about gender equality, gender stereotypes and intimate partner violence.

##### *Modification of adolescents' attitudes on gender stereotypes*

A comparison of the pre and post scores suggests that the GEAR programme had significant impact in challenging stereotypical perceptions and attitudes about gender and gender roles. As indicated in Charts 7a, 7b and 7c a significant shift towards non stereotypical attitudes was evident in post scores, with the most prominent changes being observed with regards to stereotypes that concerned boys and men, i.e. the ones which used to be the most prominent. More specifically, after the GEAR intervention, a higher share of adolescents rejected that fact that (i) boys should seem strong and tough (ii) the boy is expected to pay all expenses on a date (iii) the man is the head of the family (iv) electrical repair in house is solely a man's job, and (v) ballet is a female activity.

##### *Modification of adolescents' knowledge of IPV*

Remarkably, the GEAR programme also had a very positive effect in enhancing adolescents' awareness of intimate partner violence. After the intervention, recognition of important controlling behaviours that seemed to have gone unnoticed in the past (such as '*accompanying the partner wherever s/he goes*', '*controlling what s/he can wear*', '*telling the partner which people s/he can see*' and '*threatening to die in the event that s/he left the relationship*'), increased substantially. This could entail adolescents who participated in the programme to be in a better position to identify the early warning signs of abuse and thus enable them to build healthier intimate relationships. Furthermore, as gaps in knowledge decreased,

adolescents were also more equipped to identify common myths and realities of IPV again putting them in a better position to protect themselves and others from violence.

#### *Attitudes on intimate partner violence*

Regarding attitudes about IPV, some slight (but non-statistically significant) shifts in the post scores were observed with regards to physical violence, probably because attitudes about physical violence exhibited low tolerance to begin with. Conversely, when it came to sexual abuse, the GEAR programme seemed to have had great impact in challenging adolescents' perceptions. Notably, after the GEAR intervention, boys and girls attitudes shifted towards less tolerance of sexual abuse (see Table 25 and Chart 10b) with a significantly higher share rejecting behaviours such as the '*girl wearing sexy clothes*', '*having had sex in the past*', '*having allowed her boyfriend to kiss/caress her*' and '*saying no when the boyfriend knows she means yes*' as justifications of pressuring a girl to have sex. Moreover, adolescents' perceptions about victim blaming also changed considerably with a shifting towards healthier attitudes. Even though boys still exhibited less healthy attitudes than girls after the intervention, the shift in their perceptions (towards non tolerant and non-victim blaming attitudes) was still notable.

#### **Adolescents' personal satisfaction with the Workshop**

Overall, adolescents seemed to highly enjoy the GEAR programme and be very satisfied with it. Average satisfaction ratings (see Table 30), were very high across all dimensions tested and specifically with regards to the organization of the workshop (mean score=8.94 out of 10), the adequacy of their teacher (mean score=8.93) and the methodology that was followed (mean score=8.86). Indirect measures of satisfaction were also reflected in the fact that a very high share of students (88%) mentioned that they would like to participate in another similar workshop in the future while 92.5% of them stated that they would recommend it to a friend of theirs.

Boys and girls recognized that they gained substantial knowledge both in terms of gender inequality and relationship violence (95.2% and 91% of adolescents respectively recognizing that they have learned at least something new). Moreover they considered the GEAR workshop to be very useful for them in their personal relationships, their everyday life and most importantly in terms of protecting themselves and others from being abused. More than 80% of the students who participated in the programme acknowledged that it helped them to recognize if their relationship is healthy or not, recognize if a relationship is violent or not and know what they should do if they themselves or someone they love is being abused.

#### **Teachers' evaluation**

As correctly anticipated, teachers did face time pressure and difficulties in finding the adequate amount of teaching time in their curriculum for the implementation of the programme. Moreover, other barriers to implementation included missed meetings due to unforeseen school activities and end-of-school-year responsibilities of students. On the other hand, MIGS' willingness to provide the necessary support both during the planning and implementation phase of the workshops and the well-structured material of Booklets III and IV appeared to constitute important facilitating factors for the programme implementation.

Teachers acknowledged that the GEAR programme carried multiple benefits not only for students, but also for teachers and their schools. In terms of the benefits for teachers, the implementers mentioned to have enhanced their knowledge on issues related to gender stereotypes, gender equality, and gender-based violence in teenage relationships while they developed capacities and skills in implementation and evaluation of adolescents' awareness raising workshops. Last, but most importantly, teachers recognized that the GEAR workshops significantly increased their capacity and confidence in identifying, handling



and effectively referring cases of abuse of children and teens.

With regards to the benefits for the schools, implementers recognized that the GEAR programme directly addressed schools' objectives of promoting respect for human rights and enabled their school to fulfil its fundamental role in fostering an inclusive environment which introduces democratic citizenship, embraces universal values, equal opportunities, respect for diversity and non-discrimination and promotes the full development of the human personality and appreciation of human dignity.

## Background

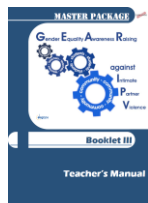
### Material

The adolescents' Awareness Raising Workshops' organization, implementation and evaluation was based in the Cypriot "GEAR against IPV" **Booklet III: Teacher's Manual** and Cypriot "GEAR against IPV" **Booklet IV: Students' Activities Book**.<sup>2</sup>

On the basis of the Revised edition of Master "GEAR against IPV" Booklet III and IV in the English language, the Mediterranean Institute of Gender Studies translated Booklet III and IV into Greek and completed and culturally adapted (wherever necessary) specific sections by following the instructions that were included in Master Booklet III and IV (appearing in orange font). Therefore, the culturally adapted Cypriot<sup>3</sup> edition of Booklets III and IV was developed and used for the organization, implementation and evaluation of the Workshops.

**Booklet III** (Teacher's Manual) provides all of the information and material teachers need for the organization, step-by-step implementation, documentation and evaluation of the workshops in the classroom. The largest part of the Manual consists of a series of 45 experiential activities that are structured in three modules plus the introductory module:

- Module 1. Introduction & Setting Goals (3 activities)
- Module 2. Gender Stereotypes and Gender Equality (27 activities plus a description of five proposed working group activities to be conducted either inside or outside of school)
- Module 3. Healthy and Unhealthy Relationships (6 activities)
- Module 4. Intimate Partner Violence (12 activities)



In order to facilitate the teacher, the activities are presented with the same structure: short introduction, learning objectives, duration, material and preparation, suggested step-by-step process, expected outcome and teacher's tips. The "Material and Preparation" section refers to the material included in Booklet IV that is necessary for each activity's implementation.

In Annexes, the workshops' evaluation tools are included, as well as useful theoretical and practical information concerning the specific issues addressed in each module of the Manual, in order for the teacher –before proceeding with the implementation- to have the opportunity to be properly informed on issues that probably s/he is not sufficiently aware of [e.g. Gender (In)Equality, What is Intimate Partner Violence, How to React in Suspected/Disclosed Child Abuse and Neglect & IPV].

**Booklet IV** (Students' Activities Book) includes, in a ready-to-use format, all of the material (Worksheets and Handouts) necessary for the implementation of each activity described in Booklet III.

This Booklet has been structured in such a way that facilitates the implementer in locating and reproducing the respective material for each activity. Parts of the material can be used in the classroom, while there is also available material that can be given as homework to the students who participate in the workshops. Lastly, it includes informational and self-assessment material that can be distributed to adolescents for their own use, either at present or in the future.



<sup>2</sup> The material is available for downloading from here: [www.gear-ipv.eu/download](http://www.gear-ipv.eu/download)

<sup>3</sup> Available at: [www.gear-ipv.eu/educational-material/national-packages](http://www.gear-ipv.eu/educational-material/national-packages)

### ***Training Seminars with Teachers***

Two training seminars were conducted with teachers, school counsellors and psychologists: the first in January 2016 and the second in June 2016. In total, 28 participants attended the training seminars, 17 in January and 11 in June. The aim of the seminars was to provide teachers with theoretical and experiential training and to build their capacities and skills on gender equality, gender-based violence including intimate partner violence, and gender roles and stereotypes. The training seminars were an essential part of the teachers' preparation to implement the GEAR Approach and workshops in school and other settings.

The training seminars with teachers were implemented over three training days with a total duration of 21 hours. Two of the three training days were dedicated to group and interactive work through simulation. On the third day, there was a specific focus on gender equality and gender-based violence in Cyprus and development of skills related to identifying, handling and appropriate referral of cases of abuse. Participants exhibited high levels of commitment in attending the training, despite the fact that it was primarily conducted on non-working days.

The training seminars were structured based on the culturally adapted Cypriot edition of GEAR Booklets III and IV.

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## **A. GEAR *against* IPV Workshops' Implementation**

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### **A.1. Preparation of workshops**

#### ***Obtainment of permission(s)***

An invitation to collaborate on the GEAR against IPV programme was sent through official channels to the Ministry of Education; both to the Head of Secondary Education and the Head of the Cyprus Pedagogical Institute. This invitation letter also included a request for permission to implement the GEAR against IPV programme in secondary schools. Following the invitation letter, the Ministry of Education issued permission both to train teachers, as well as to implement awareness raising workshops with students in schools. Notably, the permission procedure took longer than envisaged due to internal procedures of the Ministry of Education. This caused a slight delay in the implementation of the training seminars for teachers and the students' workshops. However, with the support of the project's coordinators the activities were carried out as planned as soon as the permission was obtained.

#### ***Identification of implementers***

Five implementers were selected following their participation in the teacher training seminar in January 2016.<sup>4</sup> On the 3<sup>rd</sup> day of the teacher training seminar, a specific session was conducted describing the procedures of implementing the GEAR programme in the classroom. This gave the teachers the opportunity to discuss with the trainers and the project coordinator any questions or concerns they had regarding their role as implementers. Criteria for selection of implementers were based on the guidelines indicated by the project with priority given to teachers who teach in B' Grade of Gymnasium.

The invitation to participate was open to all secondary school educators. A period of one week was given to provide 'some room for thought' for those teachers who were indecisive. The implementation of the awareness raising workshops in schools was voluntary by those teachers who expressed a willingness to conduct the programme.

#### ***Preparation and organization of workshops by the implementers***

The implementers were advised to follow the steps below for organizing their workshops:

- investigation of possibilities to implement the workshops within or outside the regular school curriculum or a combination of both options
- recruitment of students
- teachers' self-preparation
- selection of activities to be implemented
- development of the workshops' programme

Regarding the implementation of the workshops **within or outside of the regular school curriculum** it was recommended, whenever feasible, to be conducted mainly within the school curriculum. This way all students are provided with the opportunity to participate, but it also communicates a strong preventive message, namely that teachers and schools do care about preventing gender-based violence and promoting healthy adolescent relationships. The combination of the Workshop within the school curriculum with some activities to be conducted outside of it, or even outside of school, are also

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<sup>4</sup> The Training Seminars' results are described in a separate Report entitled: Teachers' Training Seminars in Cyprus: Implementation and Evaluation (available at <http://gear-ipv.eu/training-awareness-raising/teachers-training-seminars>).

encouraged because such activities not only increase the workshops' duration but also offer students the opportunity to broaden their learning via activities that go beyond the school setting (e.g. educational visits to related organizations), to organize and/or participate in events aiming to spread information about the workshop and their experience from their participation in it or to get involved in activities, such as artwork (e.g. collages, posters, drawings, photographs, music/video development, theatrical productions).

**Teachers' self-preparation** included becoming familiarized with the entire content of Booklets III and IV that were given to them during their training (in order to be able to select the activities to be implemented), reading the background theoretical information (Annex A in Booklet III) especially if they did not feel experienced in gender equality and intimate partner violence issues and to get prepared to appropriately react in case abuse is disclosed by a student during the implementation of the workshop.

The number of the **activities** selected for the "GEAR against IPV" Workshop depended on the duration each teacher set for her Workshop; which, in turn, depended upon the permission of the relative Authority (e.g. the school's Principal, the Ministry) but also upon the teachers' own availability. Sometimes, the initial duration had to be modified due to unanticipated barriers and other external factors that occurred during the course of the implementation and which affected time availability of both teachers and students.

For the selection of the activities, teachers were instructed to choose among activities that had the same aim and among activities that they felt more comfortable with. Other criteria that were set for the activities' selection were: a) to select activities from all four Modules of Booklet III [with Module's 1 activities No 1.2 and 1.3. (*Expectations & objectives* and *Ground Rules*), being mandatory] and b) to select some "back-up activities", that could be used in case other activities selected did not work well in the classroom (e.g. it may happen that students do not like an activity). Teachers were also instructed to encourage their students to develop and organize activities outside the school curriculum or outside the school setting and to develop materials to be used for the realization of a campaign for the sensitization of their peers.

### ***Monitoring and reporting***

The methods used for monitoring the workshops by the Mediterranean Institute of Gender Studies included, apart from constant communication with the implementers (via e-mail, telephone, and meetings), the completion of a series of brief Reporting Forms by the implementers, at the beginning, during and at the end of the workshops' implementation. The Reporting Forms that had to be completed in different times by each teacher-implementer were the following:

**C1. Reporting Form: Design of the Workshop's Implementation.** On this Form, each implementer had to provide (before the onset of the workshop) some general information (e.g. her/his name, specialty and contact details, the name and address of the school) and information about the characteristics of the workshop s/he plans to implement, such as: the grade that the workshop would be implemented in (e.g. 1st grade of Lower Secondary Education), the estimated number of participants (boys and girls), start and end date of the workshop, if the workshop would be implemented inside or outside the school curriculum or both, estimated number of sessions and duration of the workshop, which activities s/he intended to implement (including "back-up activities"). The aim of this Form was each implementer to provide some preliminary information to the Mediterranean Institute of Gender Studies about the characteristics of the workshop that s/he planned to implement and therefore, to enable the Mediterranean Institute of Gender Studies to provide assistance to the teachers, suggestions for improvements or corrective actions in case of any misunderstanding (e.g. if the design is imbalanced by omitting or including few activities from a Module). Additionally, on the basis of the C1 Form, the Mediterranean Institute of Gender Studies prepared the material needed for the selected activities as well as for the Workshop's evaluation and sent it to the implementer.

**C2. Reporting Form for Sessions: Description of the Implementation of the Activities of the Workshop.** The aim of C2 Reporting Form was each teacher to provide specific information about the content of each session that s/he conducted with the students. More specifically, s/he was asked to provide information about the number of participants in each session, the activities conducted, modifications made (if any) to the material or to the procedure followed, any difficulties that the teacher or the students faced, benefits gained, comments etc. C2 Reporting Form had to be completed at the end of each session with students (one form per session). For the sessions where the teacher administered questionnaires (pre-measurement, post-measurement) then s/he had also complete the 2nd part of C2 Reporting Form -entitled "C2EV. Reporting Form for Evaluation" (along with this Form, implementers had to also send to the Mediterranean Institute of Gender Studies students' completed pre-questionnaires).

**C3. Reporting Form: Overall Results of the Implementation of the Workshop.** The aim of C3 Reporting Form was each teacher to report the overall results of the entire workshop that s/he conducted and to evaluate the workshop as a whole. For example, implementers had to provide information about facilitators and barriers faced during the entire implementation of the workshop, on the basis of the experience that they gained from the workshop, to provide "useful advices" to their colleagues that plan to implement such a workshop, etc. C3 Reporting Form had to be completed once, the soonest possible right after the end of the workshop's implementation.

At the end of each workshop, along with this completed Form, each implementer had sent to the Mediterranean Institute of Gender Studies the following:

- students' completed post-questionnaires
- flipchart papers and worksheets completed during the workshop
- photos and/or videos
- list of participants' absences
- material developed from adolescents for the peer-awareness raising campaign

## **A.2. Implementation of workshops**

### **A.2.1. Participants**

#### ***Implementers***

The workshops were implemented by **5 female teachers**, who conducted 8 workshops. The specialties of teachers that implemented the workshops were:

- Greek Language and Literature (philologists) (2 teachers)
- Music
- Home Economics (2 teachers)

All implementers had been previously trained<sup>5</sup>; in a training seminar for teachers in January 2016.

The implementation of the Workshops was undertaken by each teacher on a voluntary basis after obtaining the necessary permission from the school's management.

#### ***Adolescents***

In total, 178 students were recruited to participate in the workshops. The students attended 1st and 2nd grade of gymnasium and 1st and 2nd grade of lyceum. Of the 178 participants, 161 completed the pre and post questionnaires, and thus all results data presented in chapter B 'GEAR against IPV Workshops' Evaluation' were calculated on the basis of the responses of 161 students. Notably, there were no drop-outs from the workshops and all 178 students attended the workshops from commencement to completion.

Students' demographic characteristics are illustrated on Table 1. The group consisted of 76 boys and 102 girls. However, in view of the fact that teachers did not provide very detailed information on ages and nationalities in their reporting forms, data for these demographics has been calculated from the pre and post questionnaires. As illustrated in Table 1, the students were aged 12 to 19 years ( $SD = 1.47$ ) [boys:  $M = 14.38$ ,  $SD = 1.43$ ; girls:  $M = 14.6$ ,  $SD = 1.52$ ] and the overwhelming majority of them were Cypriot.

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<sup>5</sup> The Training Seminars' results are described in a separate Report entitled: Teachers' Training Seminars in Cyprus: Implementation and Evaluation (available at <http://gear-ipv.eu/training-awareness-raising/teachers-training-seminars>).

**Table 1.** Demographic characteristics of workshops' participants

Demographic Characteristics		Participants	
		N	%
<b>Sex</b>	Male	76	42.7
	Female	102	57.3
<b>Age</b>	12	2	1.2
	13	55	34.2
	14	35	21.7
	15	18	11.2
	16	33	20.5
	17	17	10.6
	17+	1	0.6
	Missing	-	-
<b>Nationality</b>	Cypriot	129	81.6
	Greek	12	7.6
	Bulgarian	4	2.5
	Romanian	3	1.9
	Syrian	2	1.3
	British	1	0.6
	French-Cypriot	1	0.6
	Jordanian	1	0.6
	Iraqi	1	0.6
	Ukrainian	1	0.6
	Polish	1	0.6
	Polish-Cypriot	1	0.6
	Russian -Cypriot	1	0.6
	Missing	3	

### A.2.2. Steps of Workshops' design, implementation, reporting & monitoring

During the teachers' seminar, all trainees were provided with a hardcopy and an electronic copy of the Cypriot "GEAR against IPV" Booklets III and IV, on the basis of which implementers designed and conducted the workshops. The process followed for the implementation, monitoring and reporting of the students' workshops, as well as for supporting teachers during the implementation, was organized in 6-stages.

**Stage 1:** right after the end of the first Teachers' Seminar, the Mediterranean Institute of Gender Studies, sent each implementer an electronic version of the C1 Reporting Form (via e-mail) in order to complete the preliminary information that was necessary for the preparation of the intervention's materials and evaluation questionnaires. More specifically, each teacher, as soon as she had assembled the group of students, provided the Mediterranean Institute of Gender Studies with information about the:

- expected number of participants by sex, grade, classroom
- anticipated start and end date of the workshop
- activities planned to be implemented (including "back-up activities")
- number of workshop's planned meetings/sessions, inside/outside the school regular curriculum or both, (teaching) hours

The Mediterranean Institute of Gender Studies provided feedback and recommendations to them concerning the planning that teachers had made (e.g. to select more or less activities, to include or exclude specific activities, comments on group size and the sex-ratio of the group etc.)



**Stage 2:** the above information was used by the Mediterranean Institute of Gender Studies in order to prepare and send to each implementer:

- a. copies of the pre- and post- questionnaires for the students (as per the number needed for each workshop); together with instructions.
- b. copies of students' worksheets and handouts that were necessary for the implementation of all the activities that teachers had selected to implement. All preparations that were necessary –e.g. whenever the material had to be cut or to be printed on self-adhesive labels or on colored paper- had been made and all of the material needed per activity was sent to the teachers in an organized and easy-to-use way.
- c. copies of an invitation letter to students for the realization of the campaign's material (see chapter A.2.5.)
- d. envelopes for the collection of the pre- and post-questionnaires
- e. leaflet of the project for teachers who requested extra copies to disseminate in their schools

Regarding other materials that were necessary for the activities' implementation in the classroom (e.g. flipcharts, coloured markers, scotch tape), the Mediterranean Institute of Gender Studies purchased the material and distributed it to the teachers together with the workshops material mentioned above. The Mediterranean Institute of Gender Studies ensured implementers that if additional material was necessary for the activities' implementation they would be provided with.

**Stage 3:** teachers distributed the pre-questionnaire [W(pre)] to students either before the onset of the workshops or at the beginning of the 1<sup>st</sup> session

**Stage 4:** teachers sent the Mediterranean Institute of Gender Studies the pre-questionnaires immediately after completion by the students.

**Stage 5:** C2 Reporting Forms were send electronically to the implementers for monitoring the implementation with the aim of identifying at an early stage any problems or flaws in order for corrective actions to be undertaken. The monitoring process also included communication with implementers through e-mail or telephone and visits at schools.

**Stage 6:** as soon as the Workshop was finished in each school (January-May 2016) implementers sent the Mediterranean Institute of Gender Studies:

- a. the completed post-questionnaires by the students
- b. the completed flipcharts and worksheets from the activities' implementation<sup>6</sup>
- c. the material prepared by the students for the realization of the campaign
- d. other material or results of the workshops such as songs, posters, videos
- e. a record of participants' names, presences or absences
- f. photos<sup>7</sup> and videos (if available) from the implementation
- g. C3 Reporting Form, completed by the implementer.

Additional initiatives taken:

- At the end of the workshops MIGS organized 3 discussion groups with students that had participated in the workshops (in 3 different schools in Nicosia) within the framework of the preparation of a video show-casing the implementation of the project in Cyprus. Both teachers and students were very enthusiastic and expressed how grateful they feel about given the opportunity to participate in this project.

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<sup>6</sup> Examples of the completed flipcharts are available in Annex 1.

<sup>7</sup> Samples of photos (with blurred faces of minors) are also available in Annex 1.

### **A.2.3. Schools and Workshops implemented**

In Cyprus, 8 students' workshops were implemented in **6 public schools** of secondary education (type of schools: 3 Gymnasiums/junior high schools, 3 Lyceums/senior high schools). Four (4) schools were located in Nicosia and 2 in Larnaca (see Table 2)

In Ayios Ioannis Chrysostomos Gymnasium in Nicosia (Class B3 and B4) there was a selection of two classrooms and the workshops were conducted with students of the entire classroom, within the school curriculum—during the regular hours of the school. The workshops were conducted within the framework of the Home Economics curriculum.

In the regional Gymnasium in Akaki (rural Nicosia), there was a selection of students from A' and B' Grade classes of the school based on voluntary participation. The workshop was conducted outside the school curriculum due to challenges in ensuring adequate educational time within the curriculum and also challenges in bringing students from different classes together. All of the meetings were implemented right after school curriculum, with both teacher and students showing an extraordinary amount of commitment and dedication to the project.

In Danelou & Theodotou Gymnasium in Nicosia, there was a selection of a B' Grade class carried out within the framework of the music-class curriculum during the regular hours of the school. The students of this class were from diverse ethnic backgrounds.

In Apostolos Varnavas Lyceum in Nicosia, there was a selection of students from all B' Grade classes of the school with voluntary participation, within the school curriculum and during the regular hours of the school- specifically the Home Economics class.

In Vergina Lyceum in Larnaca, two classes were selected; 1 class of the A' Grade – Greek literature class - and 1 class of B' Grade – Psychology elective class. The workshop was conducted with students of the entire classroom, within the school curriculum—during the regular hours of the school. The B' Grade – Psychology elective class consisted almost exclusively of female students (with only one male student), therefore, in collaboration with the teacher GEAR activities requiring a mix-gender-group were not chosen.

In Pancyprian Lyceum in Larnaca, there was a selection of A' Grade class carried out within the framework of the Greek Literature-class curriculum during the regular hours of the school. Student participation was gender balanced.

**Table 2.** GEAR against IPV Workshops' characteristics, in terms of implementers and students, by school

Name of School & Location	N of Implementers	Entire classroom	(In/out)side school curriculum	Grade	Class room	Age range	Participants		
							N		
							Male	Female	Total
Ayios Ioannis Chrysostomos Gymnasium, Nicosia	1	Yes	In	B	B3	12-14	14	15	29
Ayios Ioannis Chrysostomos Gymnasium, Nicosia	1 (same as above)	Yes	In	B	B4	13-14	14	15	29
Akaki Gymnasium, Nicosia	1	Students from various classrooms	Out	A+B	mixed	13-14	5	21	26
Dianelou &Theodotou Gymnasium, Nicosia	1	Yes	In & out	B	B4	13-14	12	9	21
Apostolos Varnavas Lyceum, Nicosia	1	Students from various classrooms	In & out	B	mixed	16-17	9	8	17
Vergina Lyceum, Larnaca	1	Yes	In	B	B2E2	15-17	1	16	17
Vergina Lyceum, Larnaca	1 (same as above)	Yes	In	A	A43	13-14	9	6	15
Pancyprrian Lyceum, Larnaca	1 (same as above)	Yes	In	A	A3	15-19	12	12	24
<b>Total</b>	<b>5</b>						<b>76</b>	<b>102</b>	<b>178</b>

#### A.2.4. Duration of workshops and activities implemented

As illustrated on Table 3, the duration of workshops in Cyprus ranged from **13 to 24 teaching hours** ( $M = 15.25$   $SD = 3.62$ ) in different schools. One teaching hour in Cypriot schools consists of about 45 minutes, which means that the real time duration of workshops ranged from 9h & 45' to 18h ( $M = 11.43$ ,  $SD = 2.71$ ) in different schools. Teachers were instructed that the minimum duration of students' workshops should be 13 teaching hours (9h & 45' real duration) while the maximum duration was not determined. The workshops' characteristics indicate that the majority of schools opted to implement the minimum duration (or close to the minimum recommended duration) in view of the fact that time availability to implement the programme in the analytic curriculum constituted a big challenge across the board. Only one of the schools was in a position to dedicate considerably more time than the minimum recommended, reaching a remarkable of 24 teaching periods. In total, 90 meetings were organized across the 6 schools (8 workshops) combined, arriving at a sum total of 122 teaching hours (91h 30' in real time duration).

The **workshops started** at different times, according to the availability in each school. The majority commenced at the end of January or beginning of February, with the exception of one school which started in April. All workshops were **completed** by April /May 2016 except for one school where the workshops were completed in the beginning of March.

The workshops' implementation lasted from **1 month (in 1 school) to 4 months (in 3 schools)**. The average duration was 2.5 months ( $SD = 1.23$ , Median = 2.3 months) and the most common duration was 4 months

The number of activities that were implemented ranged from 14 to 22 ( $M = 17.63$ ,  $SD = 2.33$ ) in different schools.

In all schools teachers ensured the implementation of activities in all four Modules (Introduction, Gender Stereotypes, Adolescent Relationships, and Intimate Partner Violence) and followed the sequence of modules. The specific activities implemented by all schools are presented in Table 4, where one can see, on the basis of their frequency, which activities that teachers selected were the most popular. Evidently, the most popular activities were the following:

- 'Expectations and Objectives' and 'Ground Rules' from Module 1, implemented in all workshops
- From Module 2 –Unit 1: 'Gender Box' (implemented in all workshops), 'How it is being a girl... how it is being a boy' (implemented in 7/8 workshops), 'Social Gender Roles' (implemented in 6/8 workshops), 'Sex and Gender' (implemented in 5 workshops) and 'Sex Stereotyping' (implemented in 5 workshops)
- From Module 2 –Unit 2: 'Continuum of Harmful Behaviours to Girls' and Boys' (implemented in 7 workshops), 'The Benefits of Being Male' (implemented in 6 workshops)
- From Module 3: 'Adolescent Relationships' (implemented in all workshops) and 'Healthy & Unhealthy Relationships-Recognizing the warning Signs' (implemented in 7/8 workshops)
- And lastly from Module 4-Unit 1: 'Myth or Reality?' (implemented in 7 workshops) and 'Anna and Dimitris' (implemented in 5 workshops)
- From Module 4- Unit 2: 'What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies' (implemented in 6/8 workshops)

Notably, even though a great number of the activities implemented by the teachers were the ones they themselves had experienced during the simulated part of the teachers' training, some new activities were introduced during the student workshops which seemed to be quite popular among the majority of the teachers. These new activities (which were not used in the simulated part) included: 'Sex Stereotyping', 'The Benefits of Being Male' and 'Anna and Dimitris'. Since these activities seemed to have a particular appeal among the teachers and the students alike, they could be introduced to future trainings with teachers.

**Table 3.** GEAR against IPV Workshops' characteristics, in terms of duration and activities, by school

Name of School & Location	Duration of workshop					Activities									
	Start date <sup>8</sup>	End date <sup>9</sup>	No of meetings	No of teaching hrs. <sup>10</sup>	Real time duration	Planned					Implemented				
						Module				Total N of activities <sup>11</sup>	Module				Total N of activities
						1	2	3	4		1	2	3	4	
Gymnasio Danelou & Theodotou Nicosia	03 Feb 16	31 May 16	12	24	18	3	11	4	7	25	3	10	3	6	22
Aposotolos Varnavas Lyceum, Nicosia	9 Feb 16	3 Mar 16	8	13	9.75	3	7	2	3	15	3	7	2	2	14
Ayios Ioannis Chrysostomos Gymnasium, Nicosia - B3	26 Jan 16	23 May 16	10	15	11.25	3	9	4	4	20	3	8	3	3	17
Ayios Ioannis Chrysostomos Gymnasium, Nicosia - B4	28 Jan 16	25 May 16	10	15	11.25	3	9	4	4	20	3	8	3	3	17
Gymnasio Akakiou-Nicosia	11 Apr 16	27 May 16	8	13	9.75	3	7	3	5	18	3	6	3	4	16
Vergina Lyceum, Larnaka- 2E2	10 Feb 16	20 Apr 16	14	14	10.5	4	15	3	8	30	4	7	2	5	18
Vergina Lyceum, Larnaka- A4.3	25 Feb 16	20 Apr 16	14	14	10.5	3	15	3	8	29	3	8	2	5	18
Pancyprian Lyceum, Larnaka	11 Feb 16	19 Apr 16	14	14	10.5	4	13	3	7	27	4	8	2	5	19
<b>Min</b>	26 Jan 16	3 Mar 16	<b>8</b>	<b>13</b>	<b>9.75</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>15</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>14</b>
<b>Max</b>	11 Apr 16	31 May 16	<b>14</b>	<b>24</b>	<b>18</b>	<b>4</b>	<b>15</b>	<b>4</b>	<b>8</b>	<b>30</b>	<b>4</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>22</b>
<b>Total (SUM)</b>			<b>90</b>	<b>122</b>	<b>91.5</b>	<b>26</b>	<b>62</b>	<b>20</b>	<b>33</b>	<b>184</b>	<b>26</b>	<b>62</b>	<b>20</b>	<b>33</b>	<b>141</b>

<sup>8</sup> On the basis of the date when the W(pre) questionnaire was completed<sup>9</sup> On the basis of the date when the W(post) questionnaire was completed<sup>10</sup> Each teaching hour consists of 45 minutes<sup>11</sup> Including the selected "back-up activities".

**Table 4.** Frequency of activities implemented in 8 Workshops

Number & Title of Activity	Frequency
<b>Module 1</b>	
1.1: The Name Game: the meaning of our Names	1
1.2: Expectations and objectives	8
1.3: Ground Rules	8
<b>Module 2</b>	
<b>Unit 1</b>	
2.1.1 How it is being a girl... how it is being a boy...	7
2.1.2 Social Gender Roles	6
2.1.3 What I like – What I don't like	1
2.1.4 Men, Women and Society	0
2.1.5 Self Discovery	0
2.1.6 Sex and Gender	5
2.1.7 Agree and Disagree	3
2.1.8 Quiz: Professions, Roles & activities of men & women	3
2.1.9 At the end it says...	0
2.1.10 Gender not Sex	1
2.1.11 Gender Box	8
2.1.12 Real Man & Real Woman	0
2.1.13 Step Forward	2
2.1.14 Myths about Women & Men & their Consequences	0
2.1.15 Life Path	0
2.1.16 Proverbs and Sayings	0
2.1.17 Sex Stereotyping	5
2.1.18 Advertising Industry	0
2.1.19 That's my Music	3
2.1.20 Gender Performance	0
2.1.21 Role Play	3
2.1.22 Imagine that...	1
<b>Unit 2</b>	
2.2.1 The Benefits of Being Male	6
2.2.2 Power Chart	2
2.2.3 Frozen Pictures	0
2.2.4 Continuum of Harmful Behaviours to Girls and Boys	7
2.2.5 Dominant Behaviour	0

Number & Title of Activity	Frequency
<b>Working Group Exercises</b>	
Exercise 1: "Gender through the eyes of the Press"	4
Exercise 2: "Gender through the eyes of the School"	1
Exercise 3: "Gender through the eyes of the Mass Media"	2
Exercise 4: "Gender through the eyes of the Internet"	1
Exercise 5: "Playing roles... about equality and ...inequality"	0
<b>Module 3</b>	
3.1. What is Love?	1
3.2. Adolescent Relationships	8
3.3. Healthy & Unhealthy Relationships-Recognizing warning Signs	7
3.4. Persons and Things	3
3.5. To address a Problem Matter-of-Factly	0
3.6. Body awareness	1
<b>Module 4</b>	
<b>Unit 1</b>	
4.1.1. Definition & Types of Relationship/Dating/Intimate Partner Violence	1
4.1.2. Anna and Dimitris	5
4.1.3. Relationship Violence Stories	2
4.1.4. Cases of Violence	1
4.1.5. The Power and Control Wheel & Equality Wheel	0
4.1.6. Raise young peoples' awareness on recognizing warning signs indicating IPV and on ways to offer help	4
4.1.7. Myth or Reality?	7
4.1.8. Myths about Violence	0
<b>Unit 2</b>	
4.2.1 What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies	6
4.2.2 Taking a Stand	3
4.2.3 From Violence to Respect in an Intimate Relationship	1
4.2.4 Look, Listen & Learn –enhance good communication	3

### **A.2.5. Work of students for the realization of the campaign**

After their own sensitization, all participants in the “Building Healthy Intimate Relationships” Workshops were invited to design and create messages and products to be used for the realization of an awareness raising campaign with the aim to inform and sensitize all adolescents throughout Cyprus on intimate partner violence and healthy relationships (see in ANNEX 2a the invitation that was given to adolescents).

Therefore the students were invited to create products in order to deliver campaign messages to their peers: messages on building healthy, equal relationships based on mutual respect and free from any form of violence, as well as about what one can do to protect themselves and others from violence. The students were free to choose the format of the product they wished to develop (text, drawing, collage, poster, song, theatrical play, film etc.).

The products received had a variety of forms:

- Drawings and collage (showing or comparing gender stereotypes featuring creative anti-violence slogans for gender equality, healthy relationships, the ship of relationships, etc.)
- Posters with anti-violence, anti-sexism and anti-racism messages.
- Essays (text describing their experiences of the workshops, knowledge gained, concerns and ideas).
- Slide shows of pictures taken during the workshops presenting group work.
- Songs written or adjusted (on love, relationships, and violence).
- 3-D dimensional creations (on gender equality and healthy relationships).

The competition:

All students participating in the workshops were invited and encouraged to create several campaign products, some of which were submitted for the project competition.

For the selection of the winner, MIGS established a committee that evaluated the products/creations submitted by the students. The committee was comprised of the two trainers of the teachers’ trainings, two members of MIGS staff, and a boy and a girl who had previously been trained as peer educators on intimate partner violence during the implementation of a previous project conducted by MIGS. The perspective of young people in the selection of the competition winner was considered very important.

The winners of the competition:

Acknowledging the diversity and quality of creations submitted by the students for the competition, MIGS decided to announce 3 winners of the competition:

1<sup>st</sup> Winner: “The ship of relationships”, Painting on the wall of the school, Ayios Chrysostomos Gymnasium, Nicosia.

2<sup>nd</sup> Winner: “Love only!”, Group drawing, Dianellou & Theodotou Gymnasium, Nicosia

3<sup>rd</sup> Winner: “If I were a girl”, Song, Dianellou & Theodotou Gymnasium, Nicosia

The results of the competition were presented at the national conference of the GEAR against IPV project in June 21<sup>st</sup>, 2016. A group exhibition was organized in conjunction with the conference at the Cyprus Pedagogical Institute in Nicosia, where all the creations of the students were presented and the competition winners were announced.

The campaign:

The creations produced by the students that participated in the awareness raising workshops were used for the realization of a campaign against IPV/Dating violence/gender-based violence and sexual violence. The campaign aimed at promoting awareness among a wider audience of adolescents and young people through the use of messages created by their peers “in their own language”. In order to achieve this, all possible means were used (e.g. Facebook, YouTube, Twitter, youth web platforms, websites, TV, radio programmes, community festivals and forums against gender base violence) and

MIGS continue to disseminate the campaign messages through its activities beyond the end of the GEAR against IPV project.

(Students' creations are presented in ANNEX 2b).

#### **A.2.6. Other activities conducted**

Some other initiatives were undertaken by the students that participated in the workshops with the support of their teachers and the Mediterranean Institute of Gender Studies. Such activities include:

- An exhibition was organized in Danelou and Theodotou Gymnasium in Nicosia at the end of the workshops, exhibiting the drawings and the posters created during the workshops. The small exhibition was set up at the entrance of the school.
- Two large murals/wall paintings were created on the walls of the lab of the Home Economic class in Ayios Chrysostomos Gymnasium in Nicosia, facing the school yard. One wall features the ship of relationships and the other features raised hands with gender equality and anti-violence messages/slogans.
- ANT1 Radio invited the two groups of students (from Dianellou and Theodotou Gymnasium and Ayios Chrysostomos Gymnasium) who wrote/ adjusted songs about healthy relationships and gender stereotypes, to perform in the studio and give interviews to the radio producers (September 2016).



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## B. GEAR *against* IPV Workshops' Evaluation

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### B.1. Method

The workshops' evaluation included collection of data from **students** as well as from the **workshops' implementers**. The evaluation design, tools and evaluation process are described in the sections below.

*It is noted that in this report only the pre-post evaluation is described as no follow-up measurements were collected and no control group was assigned.*

#### **Evaluation by adolescents**

**Evaluation design.** A simple, within subjects, design<sup>12</sup> was used, with independent variable being the "time interval" (pre- and post-Workshop). In other words, data from the adolescents that participated in the workshops were collected before and after the Workshop through **pre- and post-questionnaires**.

The main objective of the evaluation was to test whether the "GEAR against IPV II" students' workshops achieved their objectives, namely to test if the intended modification of **students' knowledge, attitudes and self-reported behaviour** regarding gender stereotypes and intimate partner/dating violence issues was induced. This was measured on the basis of the comparison of students' answers in the pre- and post-workshop self-completed questionnaires.

**Evaluation tools and process.** The evaluation tools<sup>13</sup> and the steps of the process followed in order to evaluate the "GEAR against IPV" Adolescents' Workshops are described below: adolescents who participated in the workshops completed:

- the **pre-questionnaire [W(pre)]** before the onset of the workshop or in the beginning of the 1<sup>st</sup> session of the workshop [the time of the distribution of W(pre) questionnaires ranged from **January 26<sup>th</sup> to April 11<sup>th</sup>**, in different schools, depending on the time that the workshops started in each school]
- the **post-questionnaire [W(post)]** during the last session of the workshop or some days later (maximum 7 days later, only for students who did not complete it during the last session ); the W(post) questionnaires were completed between May 3<sup>rd</sup> and May 27<sup>th</sup> , in different schools, depending on the time that the workshops finished in each school.

Table 5 presents the dates when W(pre) and W(post) were completed by the adolescents in each school.

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<sup>12</sup> In fact the evaluation design was a mixed (1 x 2) factorial, with the "students' group" being the between subjects variable and the "time interval" (pre- and post) being the within subjects variable.

<sup>13</sup> The Evaluation Questionnaires are available in Booklet III and can be retrieved from: [www.gear-ipv.eu/download](http://www.gear-ipv.eu/download)

**Table 5.** Dates of completion of Pre- and Post- Questionnaires by school

Name of School	Dates of Completion of Questionnaires	
	W(pre)	W(post)
Ayios Ioannis Chrysostomos Gymnasium, Nicosia - B3	26 Jan 16	23 May 16
Ayios Ioannis Chrysostomos Gymnasium, Nicosia - B4	28 Jan 16	25 May 16
Gymnasio Akakiou- Nicosia	11 Apr 16	27 May 16
Gymnasio Danelou &Theodotou Nicosia	2 Feb 16	1 Jun 16
Apostolos Varnavas Lyceum, Nicosia	9 Feb 16	3 Mar 16
Vergina Lyceum, Larnaka	10 Feb 16	20 Apr 16
Vergina Lyceum, Larnaka	25 Feb 16	20 Apr 16
Pancyprian Lyceum, Larnaka	11 Feb 16	19 Apr 16

The minimum and maximum time interval between completion of W(pre) and W(post) ranged from 3 weeks to 4 months in different schools.

The pre-questionnaire aimed to measure, prior to the implementation of the workshop, adolescents' knowledge, attitudes and self-reported behaviour regarding gender stereotypes and IPV issues as well as demographic characteristics. More specifically, it aimed to measure:

- demographic characteristics
- gender stereotypical attitudes and behaviours/ gender inequality:
  - students' personal gender stereotypical attitudes,
  - gender stereotypical self-reported behaviour (for themselves and others' towards them)
- IPV/Dating Violence: information regarding students'
  - knowledge regarding types of violence and myths or facts about violence,
  - attitudes regarding violence,
  - self-reported exposure to violence and
  - self-reported perpetration of violence.

In addition, the pre-questionnaire aimed to also measure the gender inequality in Cyprus via recording students' opinion in various issues related to:

- the extent of gender inequality in the country, namely how patriarchal the society's structure is
- the extent of gender discriminative behaviour at school by teachers

The post-questionnaires aimed to measure any modification in adolescents' knowledge, attitudes and self-reported behaviour regarding gender stereotypes and IPV issues immediately after the implementation of the workshop.

The post-questionnaire also included questions aiming to assess the **adolescents' satisfaction with the workshop**. More specifically, adolescents were asked to **evaluate** the **workshop's implementer** as well as the **workshop** in terms of their **personal satisfaction** in regards to its content, process and material used, their personal experience from their participation in the workshop, its self-assessed usefulness, the knowledge obtained from their participation in the workshop and the extent of their expectations' fulfilment.

The areas assessed and the respective sets of items in the two questionnaires are summarized in Table 6.

**Table 6.** Content of Adolescents' Evaluation Questionnaires

Areas assessed	W(pre)	W(post)
	Time	
	before the workshop	end of the workshop
<b>Gender Stereotypes/ Inequality</b>		
▪ Personal gender stereotypical attitudes	Q.1 - 2	Q.6 - 7
▪ Extent of gender inequality/ stereotypes in each country	Q.3 Q.5 – Q.7	
▪ Extent of gender discriminative behaviour at school by teachers	Q.4	
▪ Gender stereotypical self-reported behaviour (for themselves and others' towards themselves)	Q.8	Q.8
<b>IPV/Dating violence</b>		
▪ Knowledge (types of violence & myths/facts)	Q.9 Q.13	Q.9 Q.13
▪ Attitudes on physical, psychological and sexual violence	Q.10 - 12 Q.14 - 15	Q.10 – 12 Q.14 - 15
▪ Students' self-reported exposure to violence (indirect & direct measure)	Q16 - 17	Q16 - 17
▪ Self-reported perpetration of violence	Q18	Q18
<b>Demographic information &amp; Existence of Relationship</b>		
▪ Age, sex, nationality	D.Q 1-3	D.Q 1-3
▪ Existence of romantic or intimate relationship	D.Q 4-6	
<b>Workshop's Evaluation</b> (completed only by the intervention group)		
▪ Evaluation of the Workshop's implementer, procedures, content, material, duration		Q.1-2
▪ Self-assessed personal satisfaction with the workshop, usefulness (for self and others), fulfilment of expectations		Q.5
▪ Self-assessment of knowledge obtained		Q.3 - 4

The comparison of the pre- with the post-measurement can reveal the effectiveness of the workshop, namely any increase that may have happened in students' knowledge as well as any modification of their initially held attitudes and of their self-reported behaviour regarding gender inequality and IPV at the end of the workshop. Self-reported behaviour (Q.8, 16, 17, 18-pre and -post) was measured twice in order to obtain an as accurate as possible measurement (students' resistance could be higher before the Workshop than after it)

The scores of related knowledge and attitudes of students are expected to improve (more correct answers, less stereotypical and less tolerant to violence attitudes) in the W(post) questionnaire compared to their W(pre) questionnaire.

**Matching codes.** In order to match the two questionnaires completed by the same adolescent without endangering their anonymity, each questionnaire included instructions for the adolescent in order to develop his/her personal identifying code in the upper right hand corner. The instructions guided adolescents in developing their personal 6-digits code by completing the:

- 3<sup>rd</sup> letter of their mothers' name
- 3<sup>rd</sup> letter of their fathers' name
- month of birth (01-12)
- last 2 digits of their phone number.

Instructions for creating your Code					
Fill in each square with the following data					
a.	3 <sup>rd</sup> letter of your mother's name				
b.	3 <sup>rd</sup> letter of your father's name				
c.	month of birth (01-12)				
d.	phone number's 2 last digits				

It is noted that in Tables were pre- and post- data are compared, only data from questionnaires with matching codes are included. These resulted in 135 matched measurements, which is the basis over which all pre and post comparisons were calculated.

### ***Evaluation by implementers***

The workshops' implementers were also asked to evaluate the workshops at the end of their workshop's implementation [C3 Reporting Form, available in Booklet III].

More specifically, implementers were asked after the end of the workshops to describe any:

- barriers and facilitating factors faced during the Workshop's implementation (see chapter B.4.1),
- suggestions for modifications and lessons learned (see chapter B.4.4)
- benefits that students, implementers themselves and the school may have gained due to the Workshop's implementation (see chapter B.4.3).

Implementers were also asked to assess, by rating on an 11-point scale (0=not at all ... 10=absolutely) various aspects (see chapter B.4.2) related to:

- \* their satisfaction with the workshop
- \* their adequacy as facilitators and
- \* their students' satisfaction with the Workshop (from their own point of view).

## **B.2. Sample**

### ***Adolescents***

Table 7 illustrates the total number of adolescents who participated (see Chapter A.2.1) in the GEAR against IPV Workshops, as well as how many of them responded to the evaluation questionnaire before [W(pre)] and at the end [W(post)] of the Workshop.

**Table 7.** Number of participants in 8 Workshops, number of respondents and response rates in the pre- and post-questionnaires, by students' sex

		Participants in Workshops (N)	W(pre)		W(post)	
			N	Response Rate	N	Response Rate
Sex	Boys	76	70	92.11%	65	85.5%
	Girls	102	88	86.27%	71	69.6%
	Missing		1		1	
Total		178	159	89.3%	137	77.0%

As described in Chapter A.2.1, **178 students participated** in the 8 workshops and quite notably no students dropped out. In total, a) 135 students completed both pre and post questionnaires, b) 24 completed only pre questionnaires, c) 2 completed only post questionnaires, and d) 17 completed none of the questionnaires. The reason for non-completion of the questionnaires seems to lie on students' unavailability to attend either the first or the last workshops during which the pre and post questionnaires were administered. Specifically during post questionnaire completion, some students had to miss the last session in lieu of the fact that the exam period was close and they were busy with other engagements. This was particularly evident in one of the groups in Larnaca, where only 3 students were able to complete the post questionnaire. Moreover, completion of the post questionnaire in another day (after the last day of the workshops) was also difficult on account of the fact that it was already exam period for the students.

When analysed by gender, matching questionnaires for boys and girls stood at 64 and 70 respectively (one student did not include information on his/her gender and thus this questionnaire was excluded from any pre-post data analysed by gender). Consequently, the comparison of the pre and post results presented in Chapter B.3.2 (Effectiveness of the GEAR against IPV Workshop), has been calculated on

the basis of 134 valid questionnaires, 70 girls and 64 boys. For the remaining chapters, where results are based only on pre- or post-questions, data was used from the entire sample i.e. 159 valid questionnaires for pre and 137 for post.

In terms of gender, numbers stood at **70 boys and 88 girls** for **pre** (158 valid questionnaires by gender) and **65 boys and 71 girls** for **post** (136 valid questionnaires by gender).

### ***Implementers***

All Implementers, namely 5 teachers, were asked to complete the C3 Reporting Form upon workshop's completion. The response rate for this report has been very low due to the fact that the workshops' completion coincided with the end of the academic year. This period has been very busy for the teachers who implemented the workshops, as they had a lot of responsibilities and deadlines for the school's final exams and completion of the final academic trimester. However, the implementers had already provided MIGS with written and oral feedback regarding the implementation of the workshops in their schools, which has been the basis for Section B4 of this report regarding the teacher's overall evaluation of the workshops.

## **B.3. Adolescents' evaluation results**

### **B.3.1. Relevance of the GEAR against IPV Workshop's activities**

Several sets of items were included in students' pre-questionnaires in order to measure the extent to which the objectives of the GEAR against IPV Workshop is indeed consistent with adolescents' needs and interests.

More specifically, the measurements that were taken, which will be presented in the following sections, concerned adolescents' perspectives on the societal expectations for men and women, on the extent of gender inequality in the settings of family and school in Cyprus; measures were also made in relation to students' self-reported experiences of suffering or perpetrating gender discriminative and/or IPV behaviours; Last but not least, it was also investigated what is the percentage of adolescents who have already started their first romantic/intimate relationships, as well as their exposure to IPV behaviours on their own and their peers' relationships. Needless to say that, ideally, interventions of primary prevention of IPV, must start in the earliest possible age, before the onset of adolescents' relationships and before obtaining experiences of suffering or perpetrating IPV.

The results that will follow, besides revealing the great relevance of the GEAR against IPV Workshop, also provide a clear picture of the real situation in Cyprus with regard to the extent of gender inequality and IPV in adolescents' relationships.

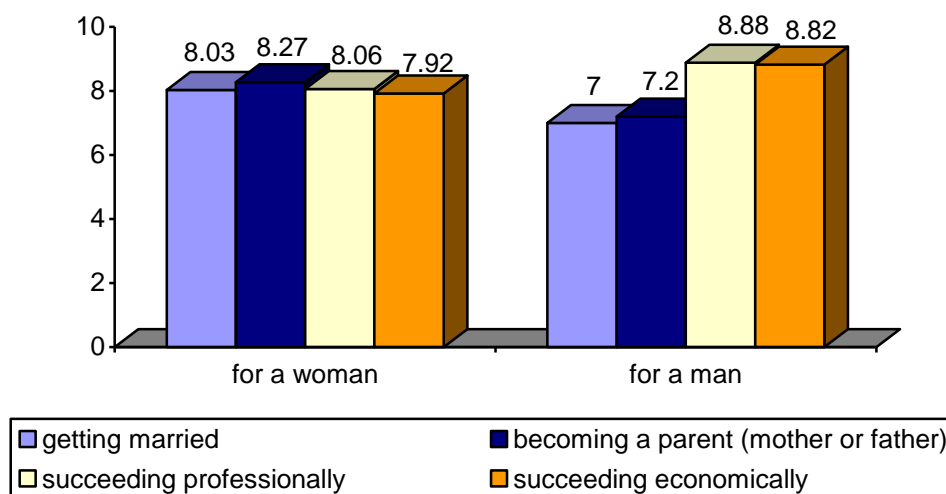
### ***Extent of gender inequality in Cyprus***

**Societal expectations.** Adolescents were asked (Q.6-pre) to rate (on a scale of 0 = not at all to 10 = absolutely) the importance our society attributes to the accomplishment of 4 goals for both a man and a woman. As indicated in Table 8 and Chart 1, the "**woman's hierarchy**" includes becoming a mother first but followed closely with professional success and getting married. This would reflect the fact that women feel social pressure to undertake multiple roles and equally succeed in professional and personal life alike. The "**man's hierarchy**" is more dichotomous, with a clear lead of goals related to succeeding professionally and economically; both goals are significantly more valued than getting married and becoming a parent.

**Table 8.** Mean ratings of 4 goals' importance for women and men (Q. 6-pre, N=159)

On a scale of 0 to 10 (0 = not at all ... 10 = absolutely), please rate each of the following goals, according to how important our society considers it for women and men, respectively	Mean		Sig. Paired t-test
	for a woman	for a man	
<i>getting married</i>	8.03	7.00	0.000
<i>becoming a parent (mother or father)</i>	8.27	7.20	0.000
<i>succeeding professionally</i>	8.06	8.88	0.000
<i>succeeding economically</i>	7.92	8.82	0.000

**Chart 1: Perceived Importance of 4 goals for women and men (Total level MEAN scores out of 10)**



**Gender inequality in the family.** Aiming to measure adolescents' representations about gender roles and gender (in)equality in Cyprus of 2015, they were asked in three sets of items to provide their opinion in regards to the way duties (Q.3-pre) and power (Q.7-pre) are distributed in the family, as well as in regards to the way girls/women and boys/men are treated (Q.5-pre) in the family.

According to the adolescents' answers (Table 9 and Chart 2a) when they asked to indicate who (mother, father or both equally) they think is responsible in most families in Cyprus regarding various duties related to the household, it seems that in most families in Cyprus, it is clearly mostly

**... only the mother's duty...**to iron the clothes, do the laundry and wash the dishes. Other activities in which fathers are not considered to be *exclusively* involved, and which are tasks that a significant share allocates solely to mothers include cleaning the house, cooking, taking care of ill family members, grocery shopping and helping children with homework.

**... only the father's duty...** to make electrical repairs around the house and wash the car. Similarly to above, fathers are considered to be more *exclusively* involved in taking out the trash and paying the bills rather than share these tasks with the mothers.

**....the duties that are undertaken by both equally** include paying the bills, helping children with homework, cooking, taking care of ill family members, going for shopping at the supermarket.

Interestingly, when scores allocated to 'both equally' are merged to both the scores for mother and father (Chart 2b) a distinct division of responsibilities surfaces. Clearly, mothers seem be burdened with the overwhelming majority of household chores (cleaning, washing the dishes, doing the laundry, ironing the clothes, helping children with homework, supermarket shopping and taking care of ill family members) while fathers undertake the responsibility of paying the bills, taking out the trash, washing the car and making electrical repairs in the household.

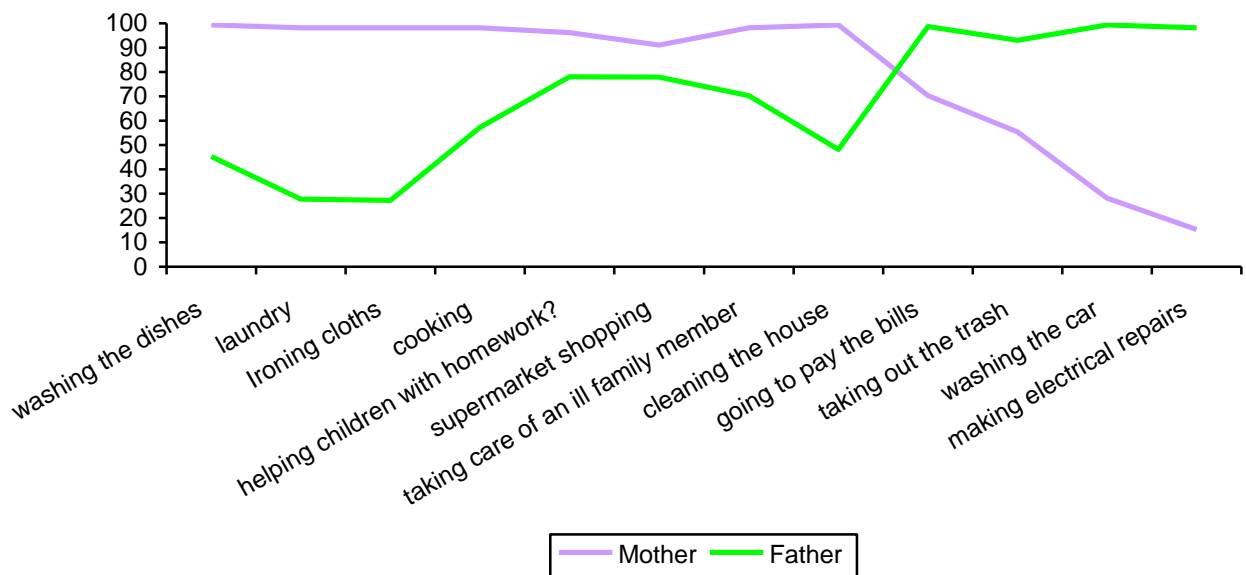
**Table 9.** Percentage of adolescents' answers in regards to the (un)equal distribution of duties in the family (Q.3-pre, N=157)

In most of the families in OUR country, who do you think that is responsible for:	Answer (%)		
	mother	father	Both equally
washing the dishes?	54.7	0.6	44.7
doing the laundry?	72.2	1.9	25.9
Ironing the clothes?	72.8	1.9	25.3
cooking?	42.8	1.9	55.3
helping children with homework?	22.0	3.8	74.2
going for shopping to the supermarket?	22.0	8.9	69.0
taking care of an ill family member?	29.7	1.9	68.4
cleaning the house?	51.9	0.6	47.5
going to pay the bills?	1.3	29.7	69.0
taking out the trash?	7.0	44.6	48.4
washing the car?	0.6	71.8	27.6
making electrical repairs in household?	1.9	84.8	13.3

**Chart 2a: Distribution of duties in the family (total level scores sorted according to relevance for each gender)**



**Chart 2b: Distribution of duties in the family ( reallocated to show results by mother and father only)**



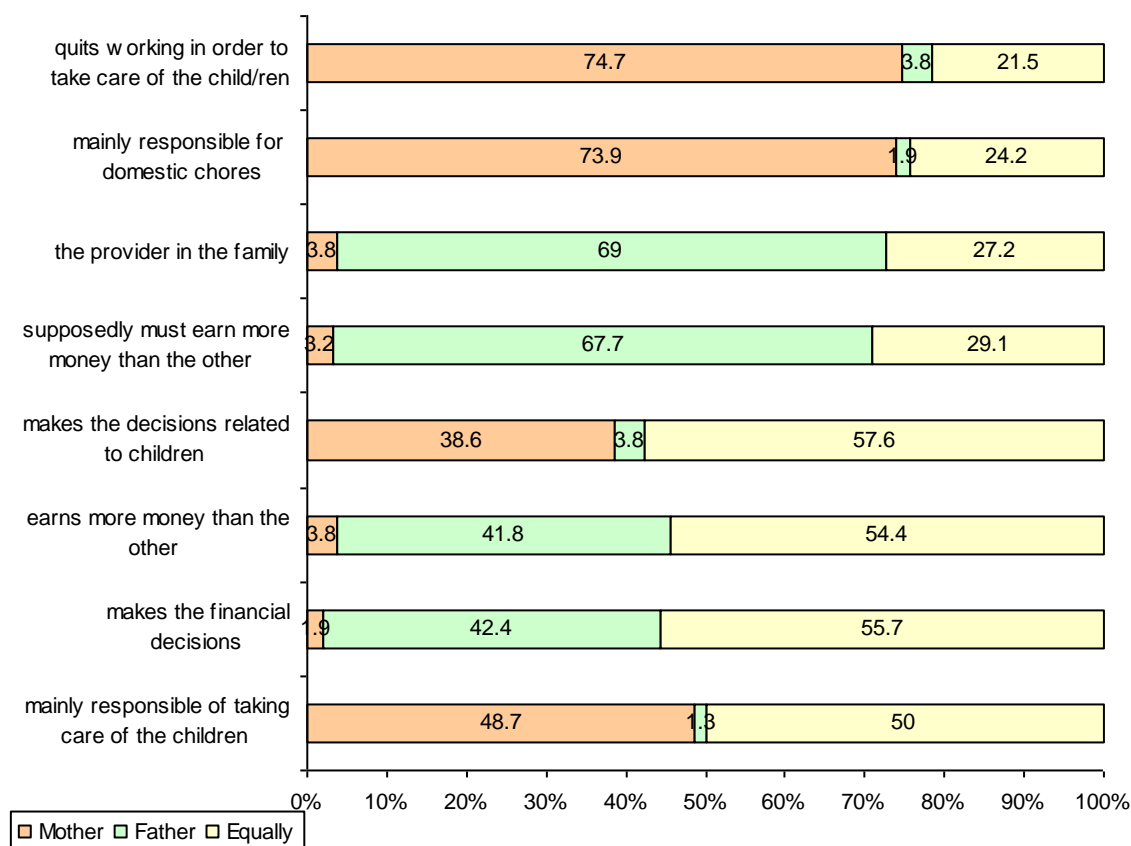


Students perceive that power (Q.7-pre) is not evenly distributed in the family (Table 10 and Chart 3), as only half or less than half of them admit that decisions and responsibilities within the family are equally shared. What the majority of students concurs is that women are often allocated the responsibility of the domestic chores and are the ones to quit their job to take care of the children. On the other hand, males are the ones *expected* to earn more money than their spouses/partners and are also considered to be the providers of the family (in the event that only one person is the provider). While financial decisions, decisions related to children, earning substantial income and responsibilities in taking care of the children are perceived to be equally shared, this is so by only half the students. It is clear that the other half of the students allocates a gendered division of these responsibilities as well, with mothers being allocated the task of taking care of the children and making the decisions related to children while fathers are the ones that earn more money and have the power to make the financial decisions.

**Table 10.** Percentage of adolescents' answers in regards to the (un)equal distribution of power in the family (Q.7-pre, N=159)

For each of the following statements, please check the box that, according to your opinion, describes better the situation in our country:		Answer (%)		
		Mother	Father	Equally
<b><i>In most families:</i></b>				
	the person who makes the financial decisions is the:	1.9	42.4	<b>55.7</b>
	the person who makes the decisions related to children is the:	38.6	3.8	<b>57.6</b>
	the task of taking care of the children is mainly a responsibility of the:	48.7	1.3	<b>50.0</b>
the person who more often quits working in order to take care of the child/ren is the:		74.7	3.8	<b>21.5</b>
	if only one person is the provider in the family, this person is more often the:	3.8	69.0	<b>27.2</b>
<b><i>In most couples /families:</i></b>		<b>Woman</b>	<b>Man</b>	<b>Equally</b>
	the person who earns more money than the other is the:	3.8	41.8	<b>54.4</b>
	the person who supposedly must earn more money than the other is the:	3.2	67.7	<b>29.1</b>
	the task of undertaking the domestic chores is mainly a responsibility of the:	73.9	1.9	<b>24.2</b>

**Chart 3: Distribution of power in the family (total level scores sorted according to relevance to each gender)**



Treatment of boys and girls in most families also seems to be related to their gender with boys being perceived to enjoy more freedom than the girls while girls are compelled to do more household tasks than boys (Table 11).

**Table 11.** Percentage of adolescents' answers in regards to the (un)equal treatment of girls/women and boys/men in the family (Q. 5-pre, N=159)

For each of the following statements, indicate what IN YOUR OPINION is "true" or "false" in OUR COUNTRY, by checking the corresponding box:	Answer (%)	
	True	False
In most families, boys have more freedom than girls of the same age	60.8	39.2
In most families, girls have more freedom than boys of the same age	8.2	91.8
In most families, boys are compelled to do more household tasks than girls of the same age	13.9	86.1
In most families, girls are compelled to do more household tasks than boys of the same age	65.6	34.4
There are women who do not work because their husband does not allow them to	57.6	42.4
There are men who do not work because their wife does not allow them to	8.2	91.8

**Gender inequality in school.** Aiming to measure adolescents' representations of gender inequality at school, students were asked to indicate for a series of statements (Q.4-pre), whether what each statement describes happens equally to male and female students or if it more often happens to

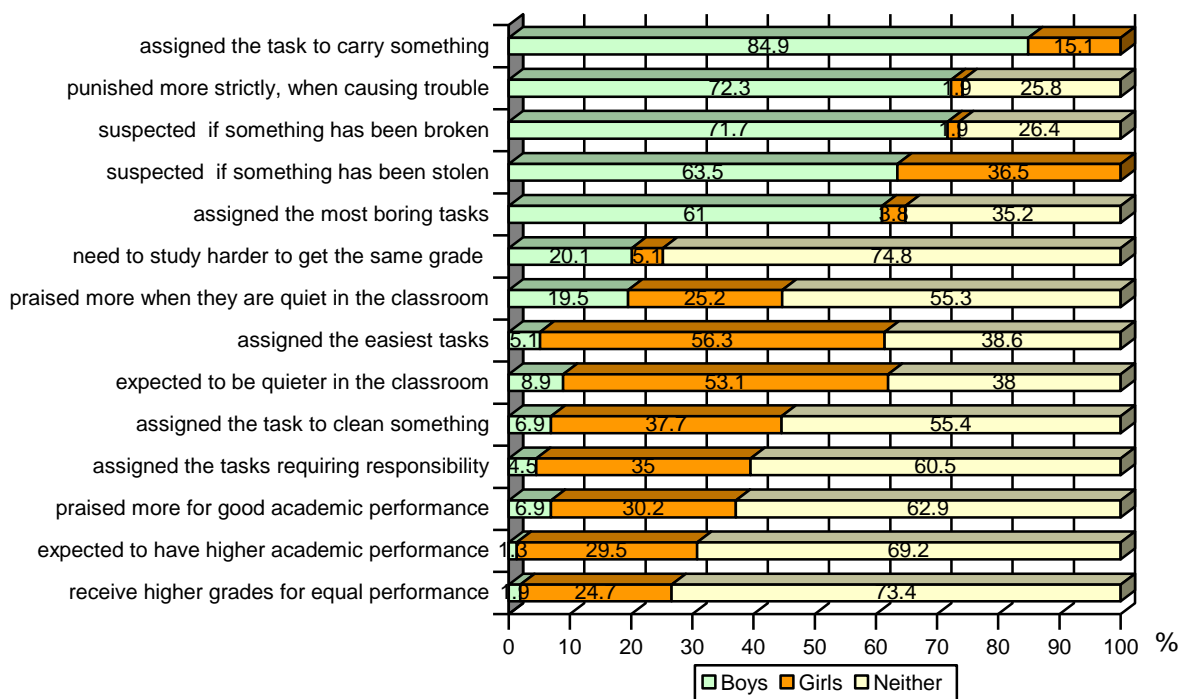
boys or to girls. According to the adolescents' answers (Table 12 and Chart 4), it seems that the teachers at school do treat boys and girls differently according to stereotypical perceptions that still seem to hold true for each gender. Boys for instance are the ones to be assigned the task to carry something, are the ones to be suspected more if something has been broken or stolen, are punished more strictly if they cause trouble and are often assigned the most boring tasks. Conversely, girls are often assigned the easiest tasks and are expected to be quieter in the classroom. When it comes to academic performance however teachers do not seem to discriminate as they believe that neither boys nor girls (i) need to study harder in order to get the same grade as the opposite sex, (ii) are praised more when demonstrating good academic performance (iii) receive higher grades for equal performance or (iv) are expected to have higher academic performance.

**Table 12.** Percentage of answers in regards to teachers' gender discriminative behaviour at school towards male and female students (Q.4-pre, N=159)

<b>For each of the following, please indicate whether boys and girls are treated differently by teachers in the school:</b>		<b>Boys</b>	<b>Girls</b>	<b>Neither Boys = Girls</b>
Boys or girls				
	are expected to have higher academic performance?	1.3	29.5	69.2
	are punished more strictly, when causing trouble?	72.3	1.9	25.8
	are assigned the most boring tasks?	61.0	3.8	35.2
	are assigned the easiest tasks?	5.1	56.3	38.6
	are suspected more if something has been broken?	71.7	1.9	26.4
	are assigned the task to clean something, if needed?	6.9	37.7	55.3
	are assigned the tasks requiring responsibility?	4.5	35.0	60.5
	are suspected more if something has been stolen?	63.5	36.5	-
	are assigned the task to carry something, if needed?	84.9	15.1	-
	need to study harder in order to get the same grade as the opposite sex?	20.1	5.0	74.8
	are praised more when demonstrating good academic performance?	6.9	30.2	62.9
	are praised more when they are quiet in the classroom?	19.5	25.2	55.3
	receive higher grades for equal performance?	1.9	24.7	73.4
	are expected to be quieter in the classroom?	8.9	53.1	38.0

*\*Statistically significant differences between the answers for women and men highlighted in red*

**Chart 4: Gender Equality in the school (total level scores sorted)**



**Self-reported gender discriminative behaviour: received and perpetrated.** These measurements were taken both before and at the end of the workshop in order to test whether adolescents' sensitization would alter their ratings; this can happen because, before their sensitization, students may have greater resistance to reveal personal experiences and/or may not recognize specific acts as discriminative behaviour. When adolescents were asked to report discriminative behaviour of others towards them (Table 13) both boys and girls mentioned that such behaviours rarely happen (or at best only sometimes). Notably, there were no statistical significant differences in the way boys and girls have answered this question suggesting that discriminatory behaviour does not happen in favor or against a specific gender. Nonetheless, interestingly, mean scores at total level significantly dropped during the post measurement, with boys and girls recognizing less discriminatory behaviour.

When asked to provide specific examples about incidences of discrimination very few students answered this question, both during the pre and post measurements. The replies (11 in total, as a sum of pre and post measurements) concentrated on incidences already tested in Questions 4 and 5 above, and specifically mentioning that 'boys enjoy more freedom', 'girls are compelled to do more household chores', 'boys may not do household chores but they wash the car', 'boys are chosen to carry heavy things or for tasks that need physical strength' and 'boys are punished more often if there is trouble'.

**Table 13.** Adolescents' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency of received gender discriminatory behaviour against, or in favour of them (Q8a -pre & 8a-post, N<sub>boys</sub>=63, N<sub>girls</sub>=68, N<sub>total</sub>=134)

Has anybody ever behaved or spoken to you:	Sex				Total	
	Boys		Girls			
	Pre	Post	Pre	Post	Pre	Post
in a favorable for you way, just because you were a girl/boy?	1.54	1.19	1.75	1.56	<b>1.65</b>	<b>1.37</b>
in an unfair for you way, just because you were a boy/girl?	1.63	1.30	1.48	1.23	<b>1.56</b>	<b>1.26</b>

\* *paired t-tests show significant differences between pre and post scores at total level and for boys' pre and post scores. Chi-square test show no significant differences in the way boys and girls have answered this question.*

Adolescents were also asked to report their own discriminatory behaviour in favour or against a boy or a girl at two different times (Q8.b. pre- and post-questionnaire, Table 14). In general, boys and girls mentioned that they rarely exhibit discriminatory behaviour based on someone's gender. Reports of discriminatory behaviour were slightly higher for behaviours in favour of a girl (by both boys and girls alike) but then again this happened rarely to sometimes. Notably, after the programme intervention, a smaller number of both boys and girls reported that they had ever discriminated for or against someone based on their gender.

**Table 14.** Adolescents' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency they have behaved in a gender discriminatory way against, or in favor of girls or boys (Q8b-pre & 8b-post, N<sub>boys</sub>=63, N<sub>girls</sub>=70, N<sub>total</sub>=134)

Have you ever behaved, spoken or thought in a way that was:	Sex				Total	
	Boys		Girls			
	Pre	Post	Pre	Post	Pre	Post
in favor of a girl, just because she was a girl?	1.68	1.51	<b>1.77</b>	<b>0.93</b>	<b>1.36</b>	<b>1.19</b>
unfair for a girl, just because she was a girl?	0.95	1.03	0.66	0.57	<b>0.8</b>	<b>0.8</b>
in favor of a boy, just because he was a boy?	1.22	1.11	0.94	0.77	<b>1.08</b>	<b>0.93</b>
unfair for a boy, just because he was a boy?	1.10	1.00	<b>0.90</b>	<b>0.61</b>	<b>0.99</b>	<b>0.80</b>

\*\* *significant differences (paired t-tests) observed among pre and post scores for girls (highlighted red)*

\*\* *significant differences (Fisher's exact test) observed among boys and girls (pre and post scores only for the 2<sup>nd</sup> statement, highlighted in blue)*

\*\* *significant differences (paired t-tests) observed among pre and post scores at total level (highlighted red)*

### **Onset of romantic or intimate relationships**

Regarding the existence of a romantic or intimate relationship of boys and girls, that was measured via item D.Q.4 in the pre-questionnaire. As indicated in Table 15, 47.1% of the boys and 51.7% of the girls replied that they had a romantic or intimate relationship up to that time while 15.7% of boys and 12.6% of girls chose the option "I do not want to answer". Independently of their sex, the 49.7% of adolescents (N=78) replied that they had a romantic or intimate relationship compared to the 36.3% that replied negatively; however, the 14% of respondents did not want to answer to this question.

**Table 15.** Adolescents' answers in regards to the existence of romantic or intimate relationship (D.Q4-pre), by students' sex (N=158)

Have you ever in your life, up to today, had a romantic or intimate relationship?	N			%		
	Girls	Boys	Total	Girls	Boys	Total
Yes	45	33	78	51.7	47.1	49.7
I don't want to answer - D.W.A.	11	11	22	12.6	15.7	14.0
No	31	26	57	35.6	37.1	36.3
Missing	1	-	1			
<b>Total</b>	<b>88</b>	<b>70</b>	<b>158</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>

**Table 16** Adolescents' answers in regards to the existence of romantic or intimate relationship (D.Q4-pre), by students' age (N=159)

Respondents' Age	N				%			
	Yes	DWA	No	Total	Yes	DWA	No	Total
12	0	1	1	2	0.00	4.55	1.75	1.27
13	25	8	21	54	32.05	36.36	36.84	34.39
14	12	6	16	34	15.38	27.27	28.07	21.66
15	12	1	5	18	15.38	4.55	8.77	11.46
16	21	3	9	33	26.92	13.64	15.79	21.02
17	8	3	5	16	10.26	13.64	8.77	10.19
Missing				2				
<b>Total</b>	<b>78</b>	<b>22</b>	<b>57</b>	<b>159</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>

**Table 17.** Adolescents' answers in regards to the existence of romantic or intimate relationship (D.Q4-pre), by students' sex and age (N=158)

Respondents' Age	Answers (N)						Answers (%)					
	Yes		D.W.A.		No		Yes		D.W.A.		No	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
12					1	1					9.1	3.8
13	10	15	6	2	13	8	22.2	45.5	54.5	18.2	41.9	30.8
14	8	4	3	3	9	7	17.8	12.1	27.3	27.3	29.0	26.9
15	8	4	1	0	2	3	17.8	12.1	9.1	0.0	6.5	11.5
16	12	9	1	2	3	6	26.7	27.3	9.1	18.2	9.7	23.1
17	7	1	0	3	4	1	15.6	3.0	0.0	27.3	12.9	3.8
Missing												
<b>Total</b>	<b>45</b>	<b>33</b>	<b>11</b>	<b>11</b>	<b>31</b>	<b>26</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>

In general, boys seem to start romantic relationships when they are younger (Table 17). The mean age that boys had when they started their first romantic relationship (Table 16 according to those who wanted to answer to this question N=31, valid listwise) was 11.94 ( $SD = 2.34$ ) while the respective mean age of girls (N=34, valid listwise) was 12.89 ( $SD = 2.26$ ). The mean age that their girlfriend or boyfriend had at that time was 12.19 for boys ( $SD = 2.57$ ) and 13.74 for girls ( $SD = 2.69$ ).

The cross tabulation of the age students had when they started their first relationship with the age their partner had at the time (Table 18), clearly illustrates that boys and girls prefer to date a partner of the same age. Girls in particular also prefer a partner that is a couple years older as well (29% of girls vs 19% of boys date someone older)

**Table 18.** Numbers of adolescents having a relationship, (D.Q5 & 6-pre), by respondent's sex and by respondent's and partner's age at the time when they started their first romantic relationship (N<sub>boys</sub>=27, N<sub>girls</sub>=34)

Partner's age	Respondent's age when they started their first romantic relationship																					
	Girls											Boys										
	≤9	10	11	12	13	14	15	16	17	D.W.A.	Total	<9	10	11	12	13	14	15	16	17	D.W.A.	Total
≤9	2										2	4										4
10		2									2		2									2
11			2								2			2								2
12				3							3				4							4
13			1	1	3						5				3	3	1					7
14						4	1				5				1	1	2					4
15				1	1	2	2				6							2				2
16							3	1	1		5					1			1			2
17							1	1			2											
17 <sup>+</sup>								2			2											
D.W.A.											11											5
Total											45											33

### **Extent of IPV in adolescents' relationships in Cyprus**

Indirect and direct measurements of students' self-reported exposure to IPV and perpetration of IPV were taken at two different times; namely, the same questions answered by students before and after the Workshop in order to test whether their sensitization via the Workshop would modify their responses. It was expected that students might increase their reports after the Workshop due to the fact that a) they would be able to better identify violent acts as such and b) they would be strengthened enough to reveal cases of abuse. Confidentiality issues<sup>14</sup> can also impair students' answers in one or both of the measurements. For simplicity of presentation, in the tables that follow, is presented only the one of the measurements. In the table and charts below data of the pre-measurement is shown, in view of the fact that the share of students answering 'I do not want to answer' increased considerably during the post measurement, reflecting that after the programme intervention the students perhaps felt more uncomfortable to answer this question.

**Indirect measurement: Self-reported exposure to IPV.** Students were asked whether or not they know, among their peers and/or friends, of one or more couples in which the boy or the girl is psychologically, physically or sexually abusing his/her partner (see Table 19, Charts 5a, 5b, 5c). The highest share of students (30.4% at total level) mentioned to be aware of incidences where a boy insults or swears at this girlfriend. Notably, a significantly higher number of boys than girls (37.5% vs. 20.4%) mentioned to have known of such incidences. Incidences of verbal abuse from a girl towards her boyfriend were also high in mentions, while awareness of physical and sexual violence was significant less. Notably, sexual violence was most commonly mentioned from a boy towards a girl rather than the other way around while awareness of physical violence was higher with girls as perpetrators (probably because a girl exercising physical violence makes a higher impression than when she exercises verbal abuse)

More specifically, in terms of specific shares of awareness, in the pre-questionnaire, 13.2% declared that they know a boy who *hits his girlfriend*, 15.8% a boy who *forces her to sexual acts that she doesn't want* and 30.4% a boy who *insults or swears at her*. The respective percentages for violence directed from the

<sup>14</sup> Even though questionnaires were anonymous and teachers were instructed to have collect students' questionnaires in a large envelope, which was sealed in front of the classroom at the end of the completion, there is always the possibility that some students were not convinced that their teacher won't read their answers.

girl at the boy were 17.2% for physical violence and 8.3% for sexual violence and 25.3% for psychological violence. And if one takes into account the percentage of students (14.6%, 12.7% and 13.3% for physical, psychological and sexual violence perpetrated against girls and 8.3%, 8.9% and 11.5% for violence perpetrated against boys) declared that they did not want to answer these questions, the percentages of awareness of incidence of intimate partner violence may be higher than those that students claim. This is indicated in Chart 5c, where the sum of percentages of mentions of 'yes' and 'do not want to answer' have been summed to highlight probable awareness.

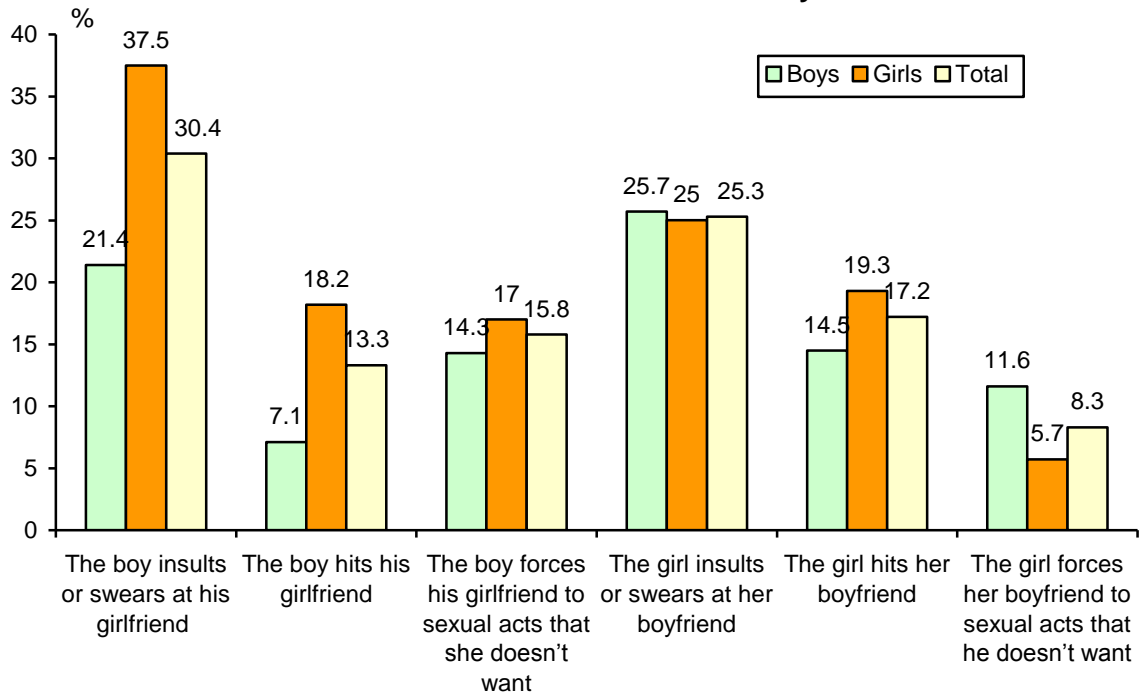
**Table 19.** Percentages of students who declare that they know or not a couple in their age in which the boy or the girl is abusing his/her girl/boyfriend and who *did not want to answer* (D.W.A.) these questions, by students' sex. (Q16-pre ) (N<sub>boys</sub>=64, N<sub>girls</sub>=70)

Among your peers and your friends at school, in your neighbourhood or elsewhere, do you know of one or more couples in which any of the following occurs?	Answer	Sex		Total %
		Boys** %	Girls ** %	
The boy insults or swears at his girlfriend	No	61.4	53.4	57.0
	Yes	21.4	37.5	<b>30.4</b>
	D.W.A.	17.1	9.1	12.7
The boy hits his girlfriend	No	75.7	69.3	72.2
	Yes	7.1	18.2	<b>13.3</b>
	D.W.A.	17.1	12.5	14.6
The boy forces his girlfriend to sexual acts that she doesn't want	No	70.0	71.6	70.9
	Yes	14.3	17.0	<b>15.8</b>
	D.W.A.	15.7	11.4	13.3
The girl insults or swears at her boyfriend	No	64.3	67.0	65.8
	Yes	25.7	25.0	<b>25.3</b>
	D.W.A.	10.0	8.0	8.9
The girl hits her boyfriend	No	78.3	71.6	74.5
	Yes	14.5	19.3	<b>17.2</b>
	D.W.A.	7.2	9.1	8.3
The girl forces her boyfriend to sexual acts that he doesn't want	No	76.8	83.0	80.3
	Yes	11.6	5.7	<b>8.3</b>
	D.W.A.	11.6%	11.4	11.5

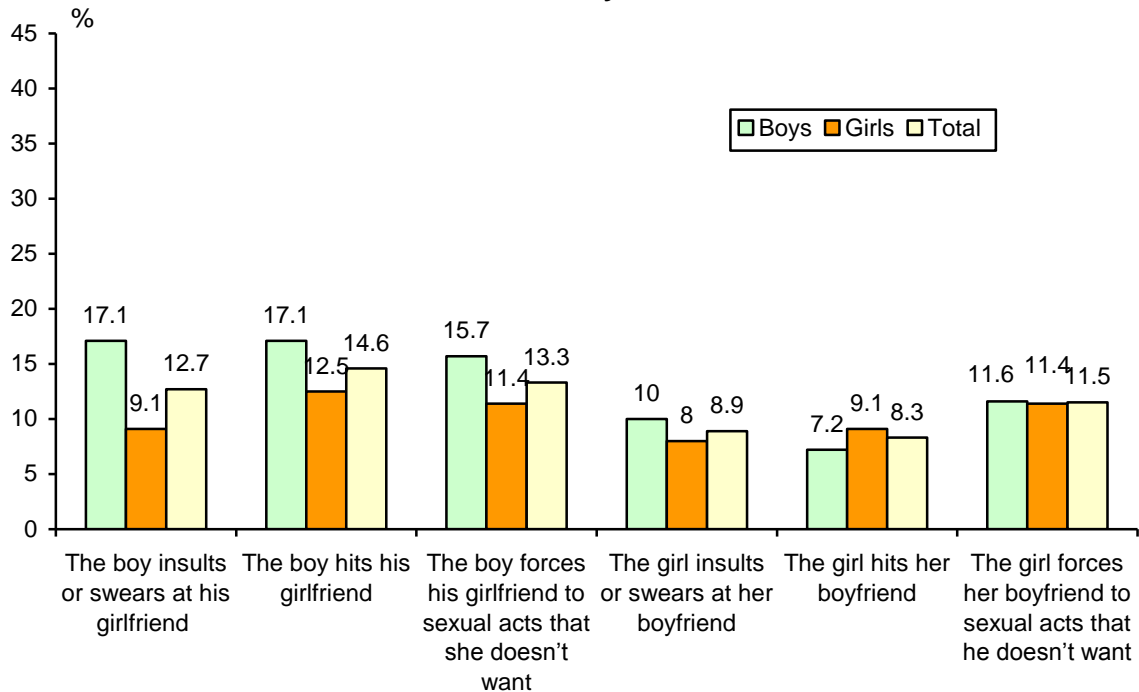
\*\* no statistical significant differences (chi-square tests) observed between boys' and girls' scores



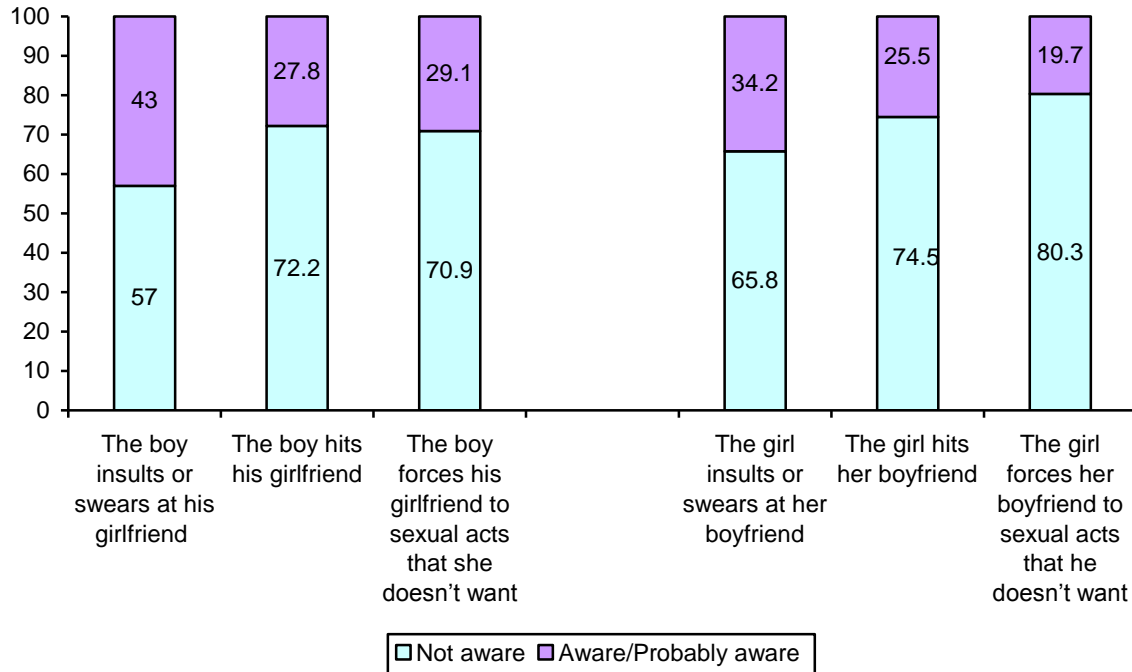
**Chart 5a: Percentages of Boys and Girls who admit to know of incidences of IPV - % that answered 'yes'**



**Chart 5b: Percentages of Boys and Girls who stated that 'they did not want to answer' whether they knew of incidences of IPV**



**Chart 5c: Probable awareness of incidences of IPV (with 'yes' and 'DWA' scores combined)-Total level scores**



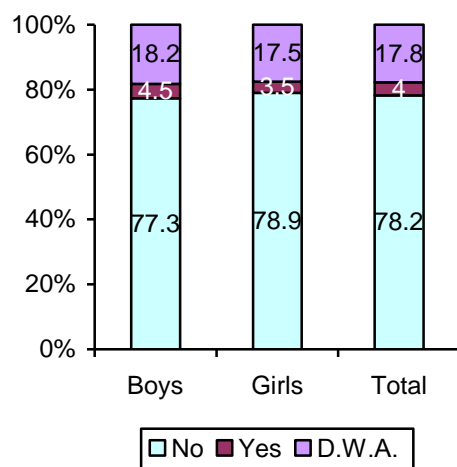
**Direct measurement: Self-reported IPV victimization and perpetration.** Both victimization and perpetration of any type of IPV were also measured via the two questions that are included in Table 20, which students answered in the pre- and post- questionnaires. Scores in Table 20 indicate measurements only from the pre questionnaires, for simplicity as pre and post scores were very similar.

Out of all children who declared having a relationship (N=78), 4% report that their girlfriend/boyfriend have been violent against them (insulted or swore, hit, forced them to sexual acts against their will), while 6% report that they have been violent against their partner. It is worth noticing the percentage of students who reply “I don’t want to answer” in both of the questions is 17.8% and 15% for victimization and perpetration respectively. Combining the scores (‘yes’ and ‘do not want to answer’), suggests that the percentages of students that may have been victimized from IPV reaches 21.8% at total level (22.7% vs 21% for boys and girls respectively) while 21% may be perpetrators (25% vs 17.8% for boys and girls respectively).

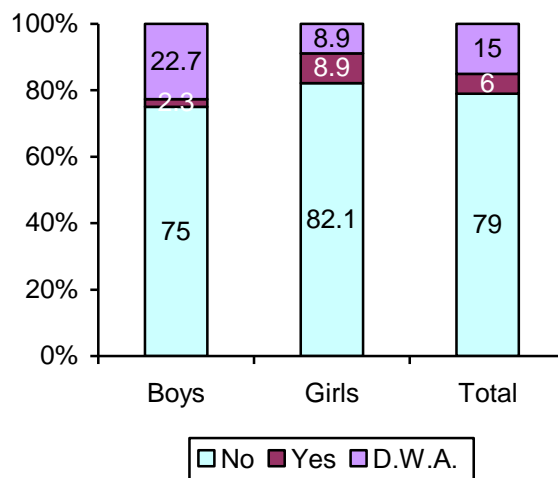
**Table 20.** Percentages of students having a relationship who declare that they have either suffered or not some kind of abuse by their partner or they have or not abused their partner, by students’ sex; D.W.A. stands for *I don’t want to answer* (Q17-pre & Q18-pre) (N<sub>boys</sub>=44, N<sub>girls</sub>=57)

	Answer	Sex		Total
		Boys	Girls	
Has your girlfriend or boyfriend ever done to you any of the things mentioned above?	No	77.3	78.9	78.2
	Yes	4.5	3.5	4.0
	D.W.A.	18.2	17.5	17.8
Have you ever done any of the things mentioned above to your boyfriend or girlfriend?	No	75.0	82.1	79.0
	Yes	2.3	8.9	6.0
	D.W.A.	22.7	8.9	15.0

**Chart 6a: Has your partner done the things mentioned above to you?**



**Chart 6b: Have you done the above mentioned things to your partner?**



### B.3.2. Effectiveness of the GEAR against IPV Workshop

#### Modification of adolescents' attitudes

**Gender stereotypical attitudes.** Two sets of questions were used in order to assess adolescents' gender stereotypical attitudes before the intervention, as well as their modification (if any) after it. In the first set of items (Q.1-pre, Q.6-post), students were asked to assess the 20 statements presented in Table 21 and Chart 7 in order to indicate for each one if, **in their opinion**, it is *true* or *false*.

When results are analysed at a total level, adolescents do not appear to hold strong stereotypical perceptions as the majority of them (over 60%) answered in a non-stereotypical way for most (14 out of 20) statements tested. Notably, the most stereotypical perceptions held seem to be in relation to boys and men and specifically with regards to '*boys seeming strong and tough*', and '*being expected to pay all expenses when on a date*', and men being considered to be '*the head of the family*' and the '*ones carrying out electrical repairs in the house*'. Conversely, at total level, stereotypical perceptions about girls and women were relatively scarce. Specifically, the majority of respondents (over 70%) reject the fact that '*real women don't swear*', that '*cleaning is the woman's job*', '*girls should seem sweet and sensitive*', '*girls are better than boys in language and arts*' and that '*mothers should not work*'. However, a more critical outlook from a gender perspective indicates that stereotypical attitudes are more prominent among the boys rather than the girls who participated in the workshops. Boys were more inclined to hold perceptions that (i) boys should seem strong and tough (ii) girls should seem sweet and sensitive (iii) the boy is expected to pay all expenses on a date (iv) the man is the head of the family (v) girls are better than boys in language and art (vi) electrical repair in house is solely a man's job, and (vii) ballet is solely a female activity.

Quite importantly, a comparison of the pre and post scores suggests that the GEAR programme had indeed a significant impact in changing stereotypical perceptions and attitudes amongst both boys and girls. As indicated in Charts 7a, 7b and 7c a significant shift towards non stereotypical attitudes was evident in post scores, with the most prominent changes being observed with regards to stereotypes that concern boys and men. More specifically, after the GEAR intervention, a higher share of adolescents rejected that fact that i) boys should seem strong and tough (ii) the boy is expected to pay all expenses

on a date (iii) the man is the head of the family ( iv) electrical repair in house is solely a man's job, and (v) ballet is a female activity. These changes are highlighted with red arrows in Chart 7a.

**Table 21.** Percentage of students that responded "true" or "false" in statements related to gender stereotypes, by time (pre- vs. post-Workshop) and students' sex (Q.1-pre, Q.6-post, N<sub>boys</sub>=64, N<sub>girls</sub>=70)

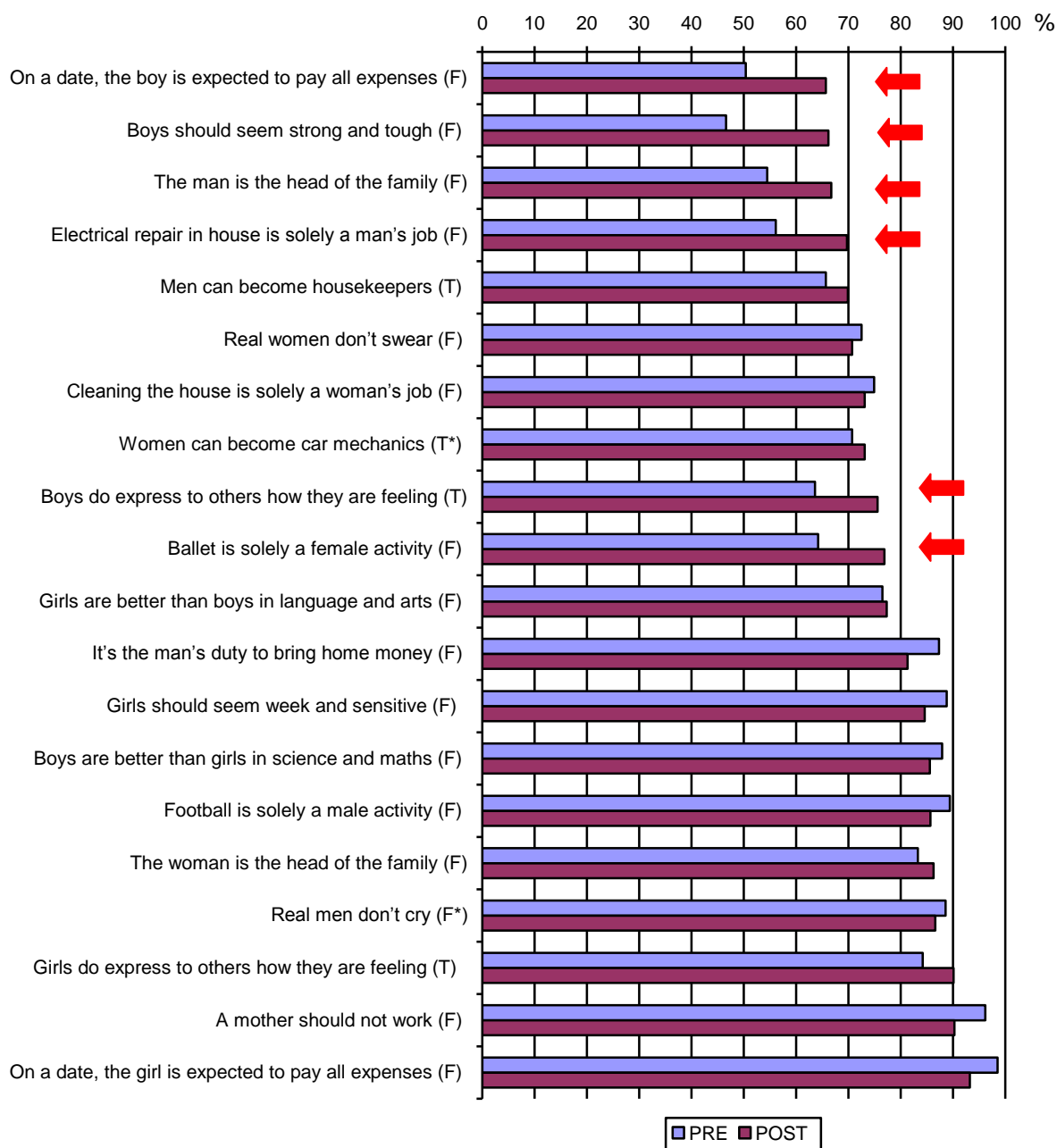
For each of the following statements, please indicate what <b>IN YOUR OPINION</b> is "true" or "false":	Time	Boys		Girls		Total	
		True %	False %	True %	False %	True %	False %
Real men don't cry (F*)	Pre	18.8	81.1	4.4	95.6	11.4	88.6
	Post	17.2	82.8	10.0	90.0	13.4	86.6
Real women don't swear (F)	Pre	22.2	78.8	32.4	67.6	27.5	72.5
	Post	32.8	67.2	26.1	73.9	29.3	70.7
Electrical repair in house is solely a man's job (F)	Pre	49.2	50.8	39.1	60.9	43.9	56.1
	Post	40.6	59.4	22.9	77.1	31.3	68.7
Cleaning the house is solely a woman's job (F)	Pre	31.3	68.8	21.4	78.6	26.1	73.9
	Post	34.4	65.6	20.0	80.0	26.9	73.1
Women can become car mechanics (T*)	Pre	65.6	34.4	75.4	24.6	70.7	29.3
	Post	67.2	32.8	78.6	21.4	73.1	26.9
Men can become housekeepers (T)	Pre	68.8	31.2	62.9	37.1	65.7	34.3
	Post	65.1	34.9	74.3	25.7	69.9	30.1
A mother should not work (F)	Pre	6.3	93.7	1.4	98.6	3.8	96.2
	Post	10.9	89.1	8.6	91.4	9.7	90.3
It's the man's duty to bring home money (F)	Pre	15.6	84.4	10.0	90.0	12.7	87.3
	Post	21.9	78.1	15.7	84.3	18.7	81.3
Boys do express to others how they are feeling (T)	Pre	61.9	38.1	65.2	34.8	63.6	36.4
	Post	82.3	17.7	69.6	30.4	75.6	24.4
Girls do express to others how they are feeling (T)	Pre	79.4	20.6	88.6	11.4	84.2	15.8
	Post	88.7	11.3	91.3	8.7	90.1	9.9
On a date, the boy is expected to pay all expenses (F)	Pre	62.5	37.5	37.7	62.3	49.6	50.4
	Post	46.0	54.0	25.7	74.3	35.3	65.7
On a date, the girl is expected to pay all expenses (F)	Pre	1.6	98.4	1.4	98.6	1.5	98.5
	Post	11.1	88.9	2.9	97.1	6.8	93.2
Boys are better than girls in science and math (F)	Pre	15.9	84.1	8.7	91.3	12.1	87.9
	Post	19.4	80.6	10.0	90.0	14.4	85.6
Girls are better than boys in language and arts (F)	Pre	29.0	71.0	18.6	81.4	23.5	76.5
	Post	29.0	71.0	17.1	82.9	22.7	77.3
The woman is the head of the family (F)	Pre	11.1	88.9	21.7	78.1	16.7	83.3
	Post	16.4	83.6	11.4	88.6	13.7	86.3
The man is the head of the family (F)	Pre	57.8	42.2	34.3	65.7	45.5	54.5
	Post	45.2	54.8	22.9	77.1	33.3	66.7
Boys should seem strong and tough (F)	Pre	60.9	39.1	46.4	53.6	53.4	46.6
	Post	42.9	57.1	25.7	74.3	33.8	66.2
Girls should seem weak and sensitive (F)	Pre	17.2	82.8	5.7	94.3	11.2	88.8
	Post	23.4	76.6	10.0	90.0	16.4	83.6
Football is solely a male activity (F)	Pre	11.1	88.9	10.1	89.9	10.6	89.4
	Post	17.5	82.5	11.4	88.6	14.3	85.7
Ballet is solely a female activity (F)	Pre	50.0	50.0	22.9	77.1	35.8	64.2
	Post	35.9	64.1	11.4	88.6	23.1	76.9

\* The desired answer, indicating non-stereotypical attitude, is designated with (T) =True or (F) = False, next to the statement

\*\* McNemar test for significance run to compare pre and post values at total level. Statistically significant values highlighted in blue

\*\* Statistically significant differences between pre and post scores amongst boys and amongst girls have been highlighted in red

**Chart 7a: Gender Stereotypical Attitudes - TOTAL LEVEL Pre and Post Scores of non-stereotypical answer sorted in ascending order (%)**



Statistical Significance (McNemar Test) between pre and post scores is indicated with red arrows

**Chart 7b: Stereotypical Perceptions of Boys vs. Girls**

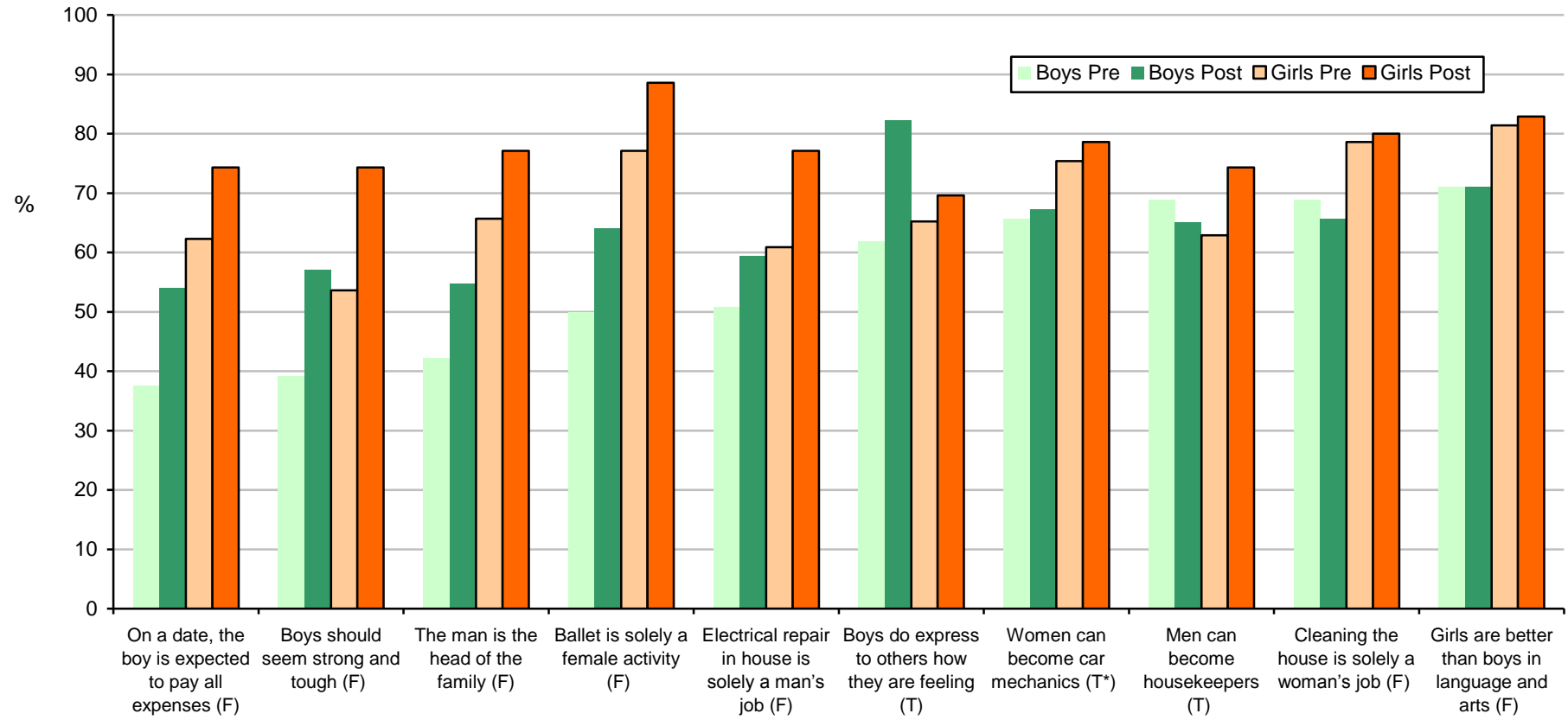
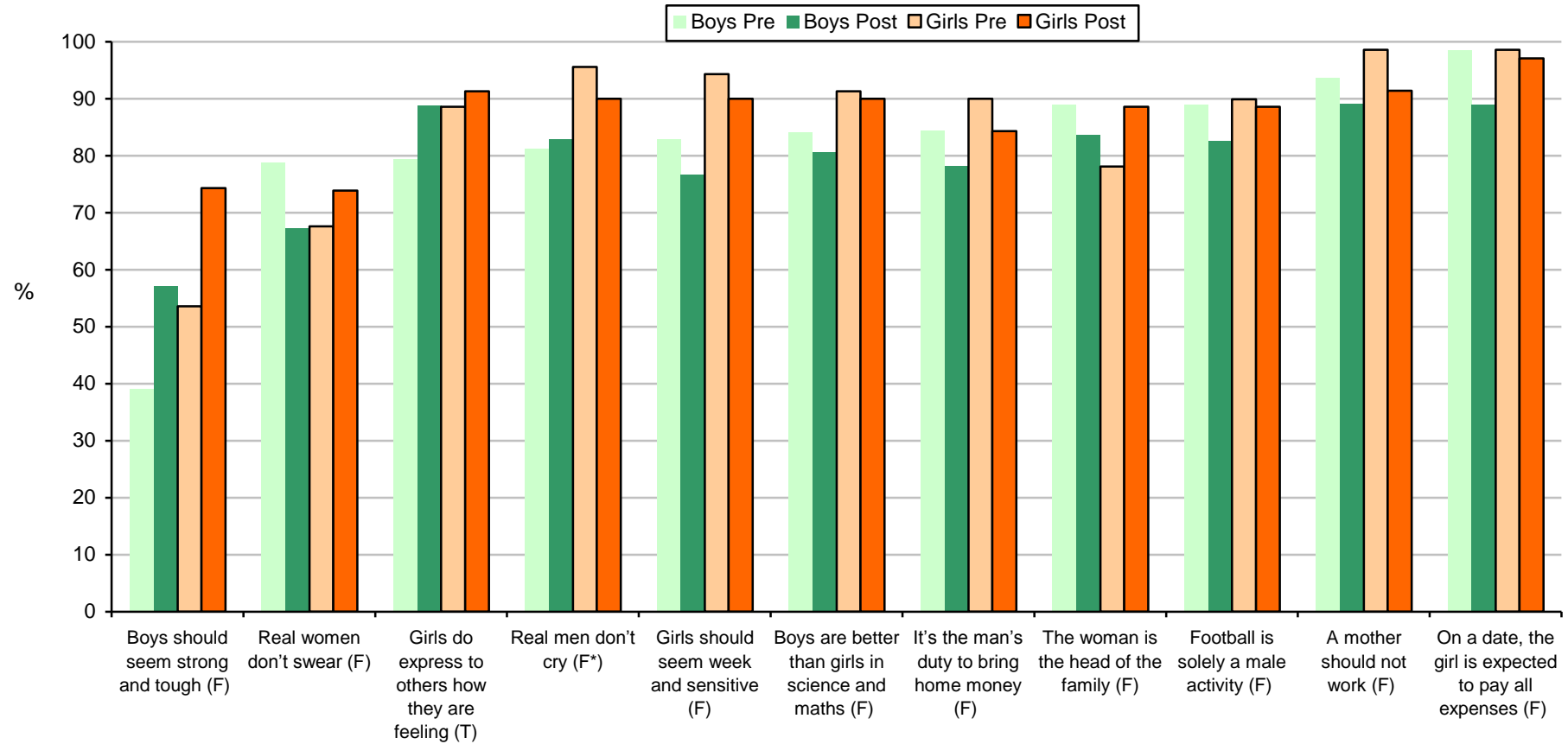


Chart 7c: Stereotypical Perceptions of Boys vs. Girls



In the second set of items (Q.2-pre, Q.7-post), aiming to measure gender stereotypical attitudes, adolescents were asked to rate on the basis of a 5-point scale (1 = *Strongly Disagree* – *Disagree* - *Not Sure* – *Agree* - *Strongly Agree* = 5) the extent to which they agree or disagree with the 14 statements presented in Table 22 and Charts 8a and 8b.

Before the GEAR programme was implemented, stereotypical attitudes on gender roles appeared low to medium at a total level, with the adolescents mentioning to either disagree or being unsure as to whether each statement was true or not. The only stereotypical attitudes exhibited related to women and girls and had to do with '*girls expecting boys to protect them when needed*' (mean<sub>pre</sub> = 3.97), '*being okay for the mother to stay home and take care of the children*' (mean<sub>pre</sub> = 3.75) and '*women being better than men in taking care of the children*' (mean<sub>pre</sub> = 3.54).

However, when stereotypical attitudes are analysed by gender, it is evident that boys hold more stereotypical perceptions about gender roles than girls. As can be shown in Table 22 and Chart 8b, girls' 'agreement' on all statements is significantly lower than boys' (statistical differences between boys' and girls' scores are highlighted in blue).

Quite notably, most of girls' stereotypical perceptions decreased significantly after the GEAR intervention, while the perceptions of boys remained largely the same. The only exceptions were a lower agreement of boys with the statements: '*Girls expect from boys to protect them, when needed*', '*Women are better than men in taking care of children*' and '*It is more effective when a father disciplines children than the mother*'.

Despite the fact the boys' opinions did not noticeably changed, at a total level, after the GEAR intervention, significant shifts in opinions were observed, pertaining to the programme's impact on challenging stereotypes. Specifically, scores on 7 statements shifted considerably, as highlighted with the red boxes in Chart 8a. These statements included: '*It's the woman's duty to take care of children*', '*It is okay if the father stays at home and looks after the children*', '*It is very important for women to get married and have children*' '*It is very important for men to get married and have children*', '*Women are better than men in taking care of children*', '*It is more effective when a father disciplines children than the mother*', '*Girls expect from boys to protect them, when needed*'.

**Table 22.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to their (dis)agreement with statements describing (non-)stereotypical roles for women and men, by time (pre- vs. post-Workshop) and students' sex (Q.2-pre, Q.7-post, N<sub>boys</sub>=64, N<sub>girls</sub>=70, N<sub>total</sub>=135)

Rate to what extent you agree or disagree with the following statements, by checking the response that best describes <b>YOUR OWN OPINION</b> .	Sex				Total	
	Boys		Girls			
	Pre	Post	Pre	Post	Pre	Post
It is not so important for women to have a job, as it is for men	2.36	2.44	2.13	1.89	<b>2.24</b>	<b>2.25</b>
It's the woman's duty to take care of children	2.73	2.39	<b>2.61</b>	<b>2.04</b>	<b>2.66</b>	<b>2.22</b>
It's the man's duty to take care of children	2.47	2.63	<b>2.31</b>	<b>2.00</b>	<b>2.36</b>	<b>2.32</b>
It is okay if the father stays at home and looks after the children and the mother goes to work	3.46	3.59	<b>3.42</b>	<b>3.77</b>	<b>3.42</b>	<b>3.68</b>
It is okay if the mother stays at home and looks after the children and the father goes to work	3.84	3.56	3.66	3.75	<b>3.75</b>	<b>3.65</b>
It is very important for women to get married and have children	3.21	3.11	<b>3.09</b>	<b>2.75</b>	<b>3.15</b>	<b>2.92</b>
It is very important for men to get married and have children	3.14	2.95	2.99	2.74	<b>3.09</b>	<b>2.83</b>
Women are better than men in taking care of children	<b>3.58</b>	<b>3.21</b>	<b>2.55</b>	<b>2.71</b>	<b>3.54</b>	<b>2.95</b>
Men are better than women in taking care of children	2.38	2.38	<b>2.49</b>	<b>2.16</b>	<b>2.44</b>	<b>2.26</b>

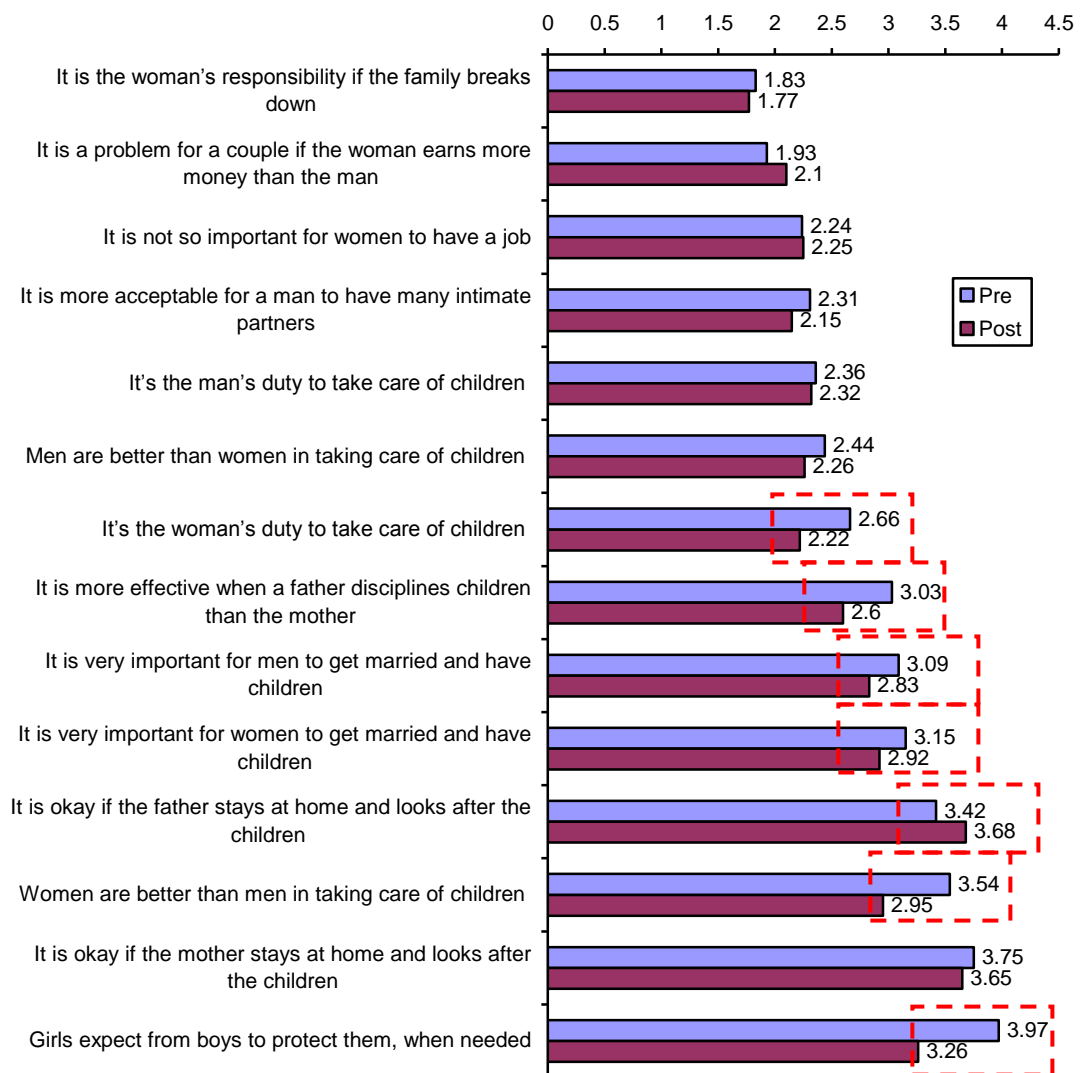


It is more effective when a father disciplines children than the mother	3.32	2.98	2.76	2.24	3.03	2.60
It is a problem for a couple if the woman earns more money than the man	1.97	2.13	1.90	1.99	1.93	2.10
It is the woman's responsibility if the family breaks down	1.90	1.98	1.75	1.57	1.83	1.77
It is more acceptable for a man to have many intimate partners than it is for a woman	2.48	2.34	2.09	1.91	2.31	2.15
Girls expect from boys to protect them, when needed	4.21	3.56	3.75	2.97	3.97	3.26

\*\* statistically significant differences (paired t tests) between pre and post scores are shown in red

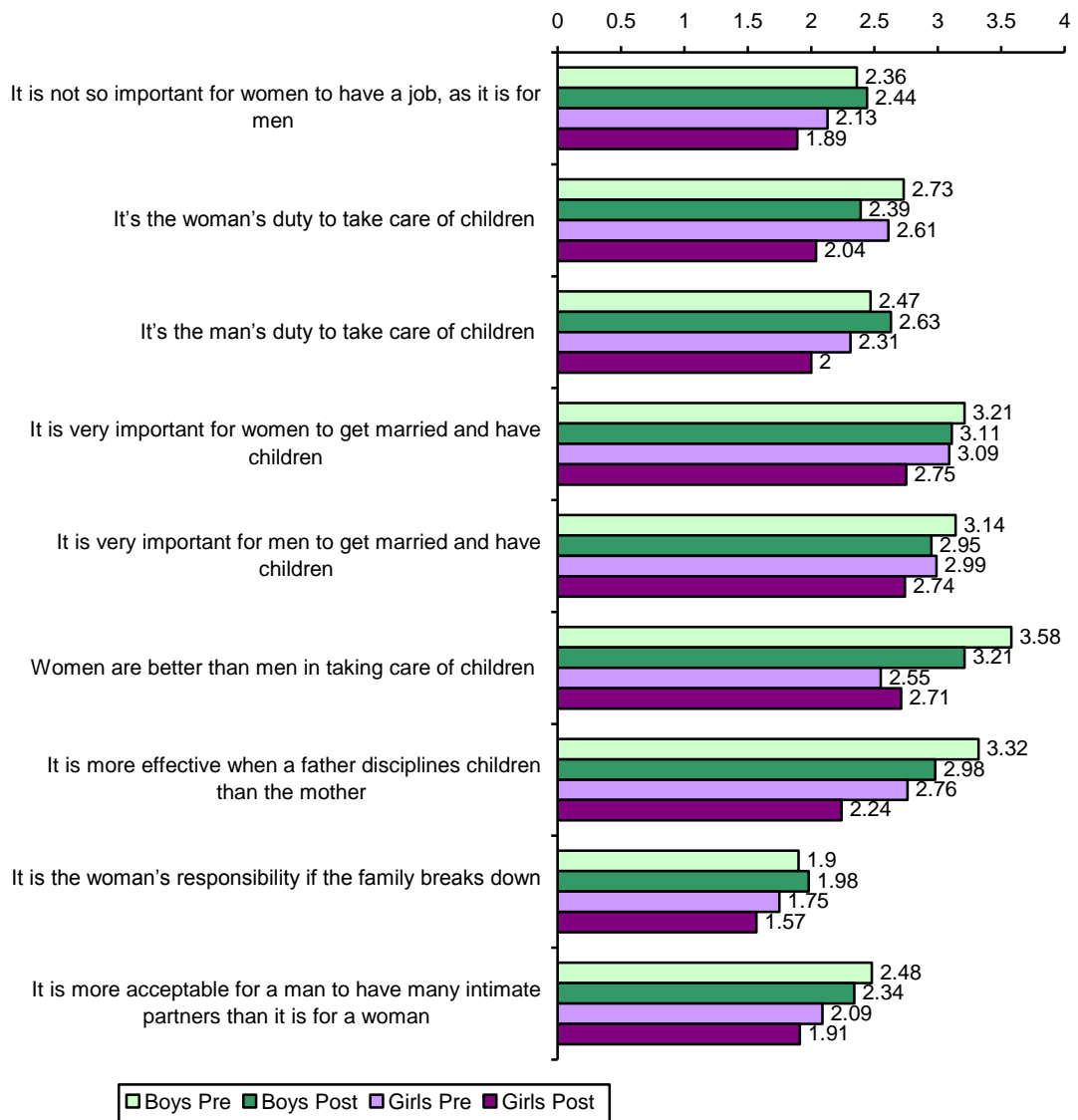
\*\*\* statistically significant differences (chi square) between boys and girls (pre and/or post scores) were observed in the statements highlighted in blue

**Chart 8a: Degree of Agreement/Disagreement on Statements Regarding Stereotypical Gender Roles (Total level Mean Ratings out of 5) -Sorted in ascending order**



**\*\*Significant differences (paired t scores) between pre and post scores highlighted in the red squares**

**Chart 8b: Differences in perceptions of boys and girls on stereotypical gender roles  
(Only statements with statistically significant differences are shown) - Mean Ratings  
out of 5**



**Attitudes on intimate partner violence.** Several sets of questions were used in order to assess the tolerance of adolescents' attitudes on IPV before the intervention, as well as their modification (if any) after it.

In two identical sets of questions (Q.14a & b-pre, Q.14a & b-post), that are presented below (Tables 23 and 24, Chart 9), adolescents were asked to rate their agreement in regards to the conditions under which they believe that a boy, or a girl (Q.14b-pre, Q.14b-post), has the right to hit his/her girl/boyfriend; in a third set of questions (Q.15-pre, Q.15-post), adolescents were asked to rate their agreement in regards to the conditions under which they believe that a boy has the right to pressure a girl to have sex with him (see Table 25, Chart 10). The desired attitude for all of the questions that follow is for adolescents to strongly disagree with all of the statements that entitle a boy or a girl to have the right to hit his/her girl/boyfriend for any reason; namely, on the 5-point scale (1 = strongly disagree ... 5 = strongly agree), the closer to 1, the less tolerant towards violence is the attitude declared and vice versa, the closer to 5 the more tolerant the attitude. In other words, a decrease in the mean ratings from the pre- to post-questionnaire is an indication that adolescents' attitudes are modified towards a more positive one, namely they more strongly reject physical violence (in Q.14a and 14b) and sexual pressure (in Q.15).

Pre scores at a total level suggest a relatively low tolerance to hitting a boyfriend or a girlfriend (mean scores ranging from 1.69 to 2.44) regardless of the situation. Physical violence has long been discussed with adolescents and they have learned to consider it as something unacceptable. It would have been interesting to test how adolescents would have responded to tolerance against IPV if the abusive behaviour tested included swearing, insulting and screaming at the partner (instead of hitting).

The highest tolerance to exercising physical violence was exhibited for incidences of lack of respect and infidelity both for boys and girls and even then scores were towards the lower end of the scale (mean scores for boys exercising IPV stand at 2.34 and 2.70, mean scores for a girl exercising IPV stand at 2.25 and 2.72 for lack of respect and infidelity respectively). Conversely, the lowest tolerance scores about exercising physical violence concerned jealousy (mean scores stood at 1.69 for both girls and boys). Low tolerance of IPV seemed to be more or less equal whether exercised by boy towards his girlfriend or by a girl towards her boyfriend (see Chart 9). The only significant differences noted (highlighted with the orange arrows in Chart 9) were in the incidences of '*making the partner angry*', '*disobeying the partner*' and '*not taking care of the partner the way one should*' where there was higher tolerance for the girl exercising violence towards her partner.

When analysing the results from a gendered perspective, boys appeared to exhibit higher tolerance to IPV (physical violence) than girls, regardless of whether the violence was exercised by a boy or a girl (significant differences in the perceptions of boys and girls are highlighted in blue in Tables 23 and 24)

In terms of differences between the pre and post scores regarding attitudes about IPV, some slight (but non-statistically significant) shifts in the post scores were overserved after the GEAR intervention. This could be attributed to the fact that a) scores were already low (towards low tolerance) to begin with and b) it is usually a longer process for attitudes towards violence per se to change, something that could only have been picked up in the data if follow up measurements were included. The only significant shift that can be noted was with regards to exercising physical violence in the event of infidelity; this perception shifted towards a healthier attitude (less tolerance) both in the event of the violence being exercised by a boy or a girl (highlighted in red in Tables 23 and 24)

**Table 23.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a boy has the right to hit his girlfriend, by time (pre- vs. post-Workshop) and students' sex (Q14a-pre, Q14a-post, N<sub>boys</sub>=64 N<sub>girls</sub>=74)

A boy has the right to hit his girlfriend:	Time	Sex		Total
		Boys	Girls	
if her behaviour makes him angry	Pre	2.02	1.59	1.79
	Post	2.18	1.74	1.95
if she disobeys him	Pre	1.98	1.52	1.74
	Post	1.93	1.65	1.78
if he finds out that she is being unfaithful	Pre	2.70	2.03	<b>2.34</b>
	Post	2.38	1.81	<b>2.08</b>
if he suspects that she is being unfaithful	Pre	2.06	1.62	1.83
	Post	2.16	1.60	1.87
if she doesn't take care of him "the way she should"	Pre	1.81	1.59	1.69
	Post	2.05	1.64	1.83
if she doesn't respect him	Pre	2.34	1.76	2.03
	Post	2.25	1.64	1.92
if she pays more attention to her friends than to him	Pre	1.98	1.55	1.75
	Post	2.02	1.59	1.79
if she wants to break up with him	Pre	1.93	1.58	1.75
	Post	2.00	1.64	1.81
if he is jealous of her	Pre	1.97	1.53	1.73
	Post	2.02	1.66	1.82
if she is jealous of him	Pre	1.87	1.54	1.69
	Post	2.00	1.70	1.84

**\*\*Statements with statistical significant differences between the pre and post scores of boys and girls (Fisher's exact test (chi square)) highlighted in blue**

**\*\*Statements with statistical significant differences between pre and post scores at total level (paired t tests) shown in red**

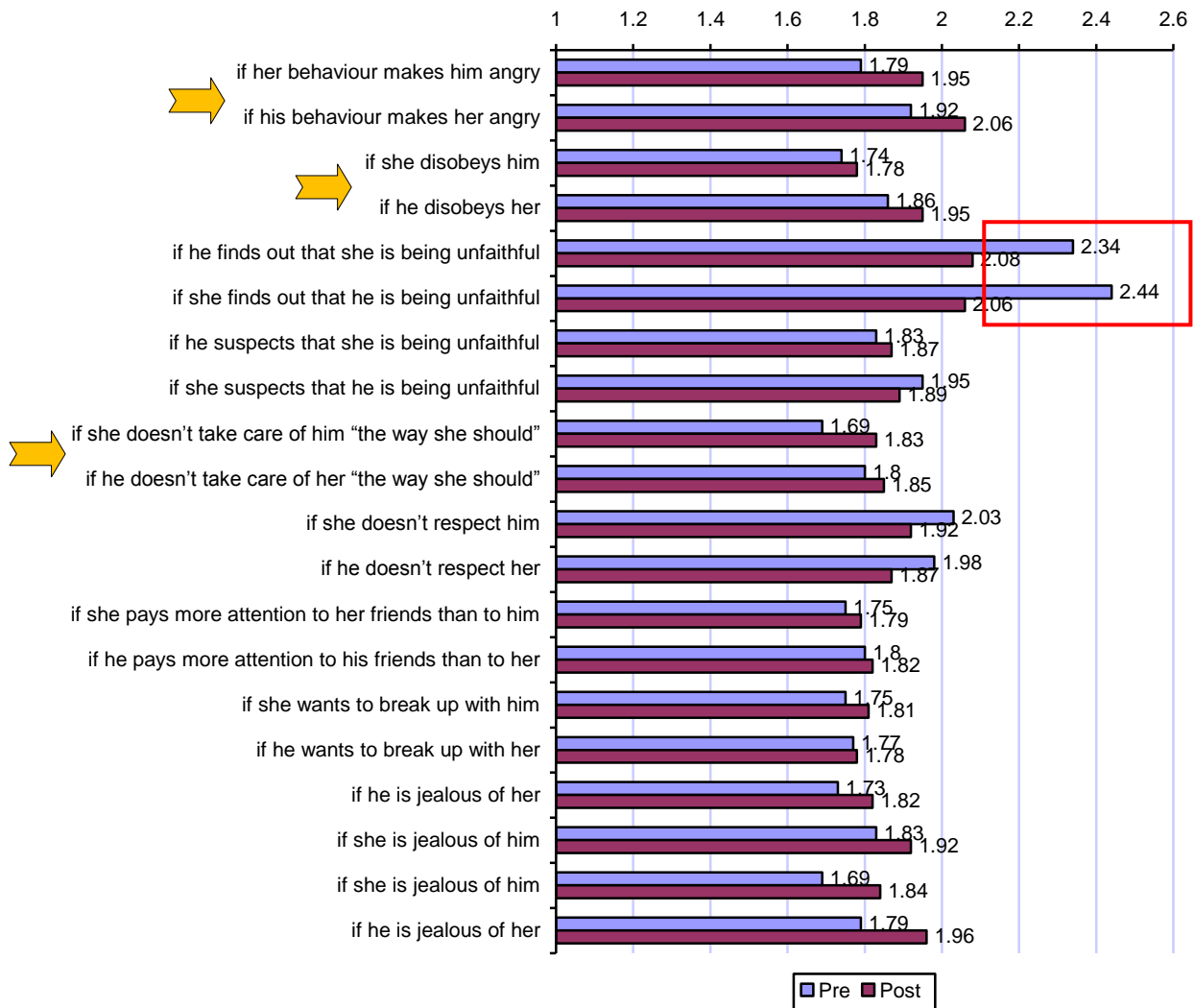
**Table 24.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a girl has the right to hit her boyfriend, by time (pre- vs. post-Workshop) and students' sex (Q14b-pre, Q14b-post, N<sub>boys</sub>=64, N<sub>girls</sub>=70)

A girl has the right to hit her boyfriend:	Time	Sex		Total
		Boys	Girls	
if his behaviour makes her angry	Pre	<b>2.06</b>	1.78	1.92
	Post	<b>2.45</b>	1.71	2.06
if he disobeys her	Pre	2.06	1.68	1.86
	Post	2.30	1.64	1.95
if she finds out that he is being unfaithful	Pre	2.72	<b>2.17</b>	<b>2.44</b>
	Post	2.38	<b>1.78</b>	<b>2.06</b>
if she suspects that he is being unfaithful	Pre	2.15	1.77	1.95
	Post	2.16	1.65	1.89
if he doesn't take care of her "the way she should"	Pre	1.90	1.71	1.80
	Post	2.05	1.68	1.85
if he doesn't respect her	Pre	2.25	1.75	1.98
	Post	2.08	1.68	1.87
if he pays more attention to his friends than to her	Pre	1.98	1.64	1.80
	Post	2.07	1.60	1.82
if he wants to break up with her	Pre	1.92	1.64	1.77
	Post	2.00	1.60	1.78
if she is jealous of him	Pre	2.00	1.67	1.83
	Post	2.15	1.71	1.92
if he is jealous of her	Pre	1.89	1.70	1.79
	Post	2.23	1.73	1.96

**\*\*Statements with statistical significant differences between the POST scores of boys and girls (Fisher's exact test (chi square)) highlighted in blue. (no significant differences observed in pre-scores)**

**\*\*Statistical differences (paired t tests) among pre and post scores highlighted in red**

**Chart 9: Tolerance of adolescents attitudes towards IPV with boys or girls as perpetrators- Total pre and post scores (means out of 5)**



**\*\* Significant differences (paired t tests) between pre and post scores highlighted in the red box**

**\*\* significant differences (paired t tests) to test whether there is more or less tolerance when violence is exercised by boy towards his girlfriend or by a girl towards her boyfriend are noted by the orange arrows**

Comparatively to physical intimate partner violence, tolerance of sexual violence appears to be higher. Mean scores for sexual violence at total level range from 1.72 to 2.46, with a higher concentration of means above (or close to) 2. Moreover, comparatively, median scores for physical violence vs. sexual violence stand at 1.83 vs 2.01 respectively, reflecting more negative attitudes in relation to sexual abuse.

Behaviours that seemed to justify sexual violence (more than others) focused on the ‘girl wearing sexy clothes’, ‘having had sex in the past’ (either with her boyfriend or another boy) , ‘having allowed her boyfriend to kiss/caress her’ and ‘saying no when the boyfriend knows she means yes’. Indeed there was great difference in terms of how boys and girls exhibited tolerance to sexual violence, with boys bearing significantly more negative attitudes (more tolerant) to across all incidences tested (See Chart 10b and Table 25-statements highlighted in blue).

Quite importantly, the GEAR programme seemed to have had great impact in challenging these perceptions about sexual violence taking into account that after the intervention both boys’ and girls’ scores decreased considerably and exhibiting less tolerance of sexual abuse (differences of pre and post scores are highlighted in red in Table 25 and with red boxes in Chart 10b). The only stereotypical perception that still remained relatively higher was the justification of sexual abuse when the girl wears sexy clothes (mean =2.27).

**Table 25.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a boy has the right to pressure a girl to have sex with him, by time (pre- vs. post-Workshop) and students’ sex (Q15-pre, Q15-post, N<sub>boys</sub>=64, N<sub>girls</sub>=70)

A boy has the right to pressure a girl to have sex with him	Time	Sex		Total
		Boys	Girls	
if she wears sexy clothes	Pre	3.05	1.91	2.46
	Post	2.89	1.71	2.27
if she is drunk or under the influence of other drugs	Pre	2.43	1.66	2.03
	Post	2.17	1.56	1.84
if she says “no” but he knows that she really means “yes”	Pre	2.70	1.86	2.27
	Post	2.23	1.43	1.81
if she has been dating him for a month but refuses to have sex with him	Pre	2.52	1.63	2.05
	Post	2.22	1.54	1.86
if she has had sex with him or another boy in the past	Pre	2.83	1.91	2.37
	Post	2.45	1.49	1.95
if she has allowed him to kiss her or caress her	Pre	2.65	1.88	2.26
	Post	2.32	1.54	1.92
if she accepts gifts from him	Pre	2.48	1.68	2.07
	Post	2.26	1.51	1.87
if he always pays when they go out	Pre	2.50	1.63	2.05
	Post	2.12	1.49	1.78
if he is drunk or under the influence of other drugs	Pre	2.34	1.63	1.98
	Post	1.97	1.49	1.72

\* Statistical differences (paired t tests) of total pre and post scores highlighted in red

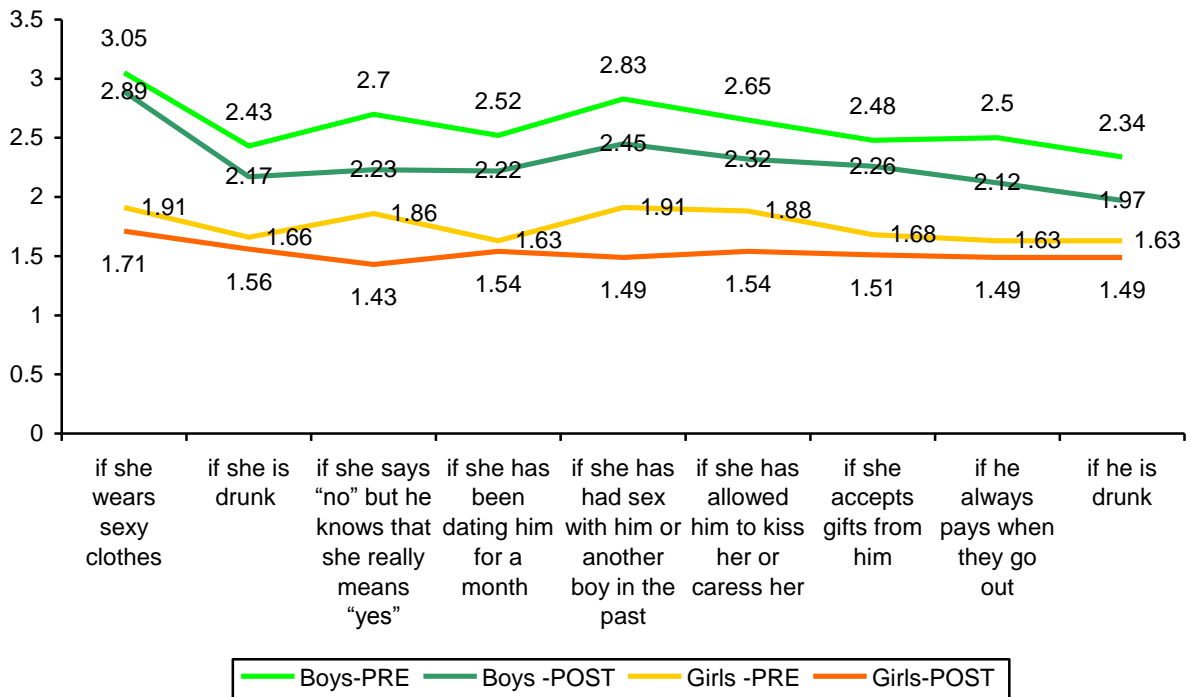
\* Statistical differences (Fishers exact chi square test) between boys’ and girls’ scores highlighted in blue

**Chart 10a: Tolerance of sexual violence from a boy towards his girlfriend (total level sorted in ascending order)**



**\*\*Significant differences in pre and post scores (paired *t* tests) shown in the red boxes**

**Chart 10b: Tolerance of sexual violence (by boys and girls' pre and post scores)**



Adolescents were also asked to express their opinion in the 5 statements relating to attitudes tolerant to violence illustrated in Table 26, on a 5-point scale (1=strongly disagree, 2= disagree, 3 not sure, 4= agree, 5 strongly agree). Remarkably, during the pre-measurement adolescents seemed to share victim-blaming attitudes, with mean scores on most statements standing close to or surpassing 3 (not sure). More specifically, adolescents seemed to agree that flirting is a provocation (and justification) for the partner to exercise violence and shared the perception that if violence happens it is probably the victim's fault. Notably, the perception that jealousy (whether exhibited by a boy or a girl) is a sign of love was the most prominent perception prior to the GEAR intervention, both among girls and boys alike (mean scores stood at 3.79, 3.78 and 3.59, 3.58 respectively). Similarly to previous questions, boys appeared to exhibit stronger victim blaming perceptions than girls, with the exception of jealousy which stood high among both genders.

After the intervention, adolescents seemed to share healthier attitudes about violence (less tolerance and less victim blaming). Scores decreased substantially both among boys and girls across all statements tested. Even though boys still exhibited less healthy attitudes than girls after the intervention, the shift in their perceptions (towards non tolerant and non-victim blaming attitudes) was notable, especially on the issues of jealousy.

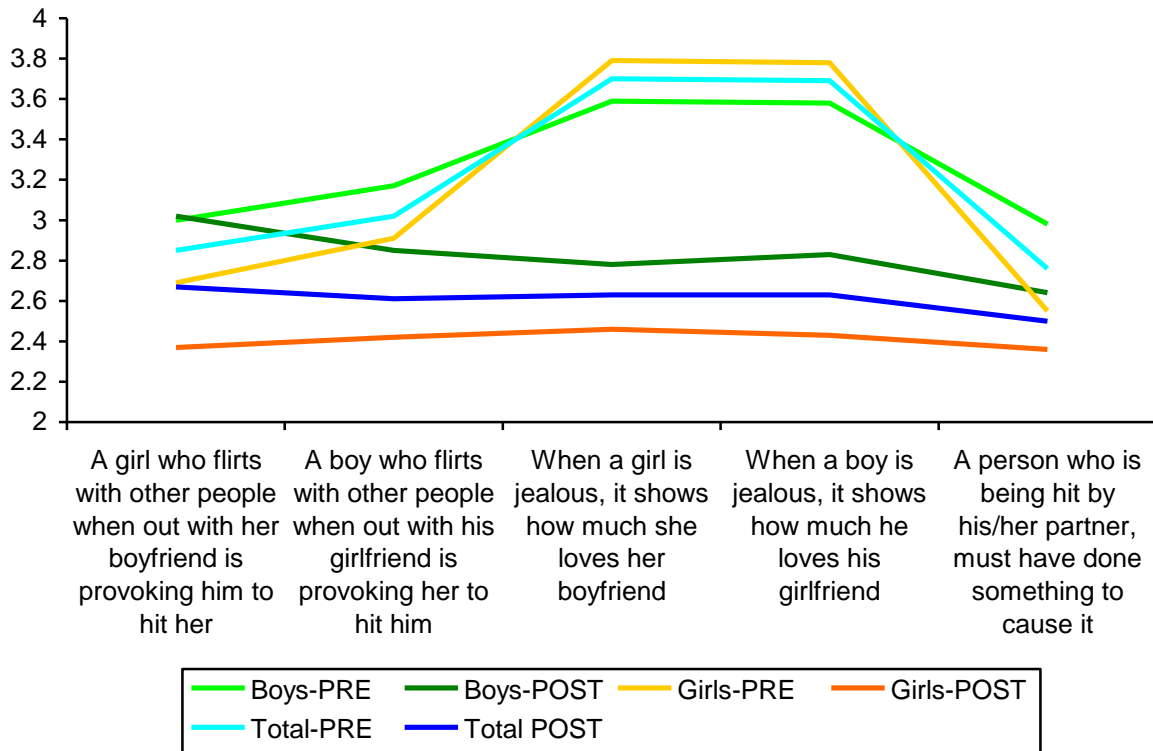
**Table 26.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to attitudes tolerant to violence, by time (pre- vs. post-Workshop) and students' sex (Q10-pre, Q10-post, N<sub>boys</sub>=60, N<sub>girls</sub>=69)

Rate to what extent you agree or disagree with the following statements, by checking the response that <b>best describes your opinion</b>	Time	Sex		Total
		Boys	Girls	
A girl who flirts with other people when out with her boyfriend is provoking him to hit her	Pre	3.00	2.69	2.85
	Post	3.02	2.37	2.67
A boy who flirts with other people when out with his girlfriend is provoking her to hit him	Pre	3.17	2.91	3.02
	Post	2.85	2.42	2.61
When a girl is jealous, it shows how much she loves her boyfriend	Pre	3.59	3.79	3.70
	Post	2.78	2.46	2.63
When a boy is jealous, it shows how much he loves his girlfriend	Pre	3.58	3.78	3.69
	Post	2.83	2.43	2.63
A person who is being hit by his/her partner, must have done something to cause it	Pre	2.98	2.55	2.76
	Post	2.64	2.36	2.50

- \* Statistical differences (Chi-square test) between boys and girls highlighted in blue
- \* Statistical differences (paired t tests) of pre and post scores highlighted in red



**Chart 11: General tolerance to IPV (by boys' vs. girls' scores)**



Adolescents were also asked to assess if each of the seven items that are illustrated in Tables 27a and b is *true* or *false*; each item was assessed twice, once when violence is perpetrated by the male towards the female partner and the opposite. The first set of items (Q11a+b) is related to adolescents' beliefs regarding violent behaviours as a cause for breaking up a relationship, while the second set of items is related with adolescents' victim blaming beliefs.

With regards to the reasons justifying ending a relationship (Table 27a and Chart 12a), during the pre-intervention measurement, high scores were concentrated on most of the desired answers suggesting that adolescents do not condone IPV. Particularly, correct identification of the reasons for breaking up was higher for behaviours that a girl is subjected to (i.e. exercised by a boy) comparative to those behaviours that a boy is subjected to. For instance, almost universally (97.8%) adolescents recognized that when a boy hits his girlfriend, it is a completely valid reason to end the relationship. However if a boy is subjected to physical violence by his girlfriend only 76.5% agreed that it is a valid reason to end the relationship. This trend was the same across all statements tested, suggesting that adolescents are more keen to respond positively against the victimization of girls rather than boys. Intolerance of abusive behaviour was also high for verbal abuse (93% and 87.1% for girl and boy victims respectively) and sexual abuse directed towards girls (79.1%). Conversely, '*a girl pressuring her boyfriend to have sex even though he doesn't want to*' exhibits much highest tolerance, as only 57.6% of adolescents consider it a good reason to end the relationship.

Notably, differences between how boys and girls respond in relation to tolerating the abusive behaviours tested in Q11 were few and concentrated on the *girl hitting her boyfriend* (69.4% of boys vs. 84.1% of girls identify it as a good reason to end the relationship) and *a girl pressuring her boyfriend to have sex even though he doesn't want to*, where the remarkable difference of 40.3% vs. 72.5% (among boys and girls respectively) was noted.

Given the already relatively high intolerance scores in the pre-measurement, perceptions did not significantly shift after the GEAR intervention. The only significant change was observed in relation to tolerance of a *'girl pressuring her boyfriend to have sex even though he doesn't want to'*, with attitudes shifting towards lower tolerance (highlighted in red in Table 27a)

With regards to victim blaming perceptions (reasons for not ending the relationship), as indicated in Table 27b and Chart 12b, correct identification was also equally high for both girl and boy victims. As above (Table 27a), differences between boys' and girls' perceptions were non-significant, with the exception of victimization of a boy in cases of physical abuse (*'despite that she hits him, it means that he likes that'*) where boys seemed more keen to condone such violence (correct identification standing at 79% and 92% among boys and girls respectively). Moreover, differences between pre and post scores were also negligible, in view of the fact that correct identification was high to begin with (before the intervention took place).

**Table 27a.** Percentage of students that responded "true" or "false" in statements related to behaviours of a partner that a girl/boy should consider as a reason to end her/his relationship, by time (pre- vs. post-Workshop) and students' sex (Q11a+b-pre, Q11a+b-post, N<sub>boys</sub>=64, N<sub>girls</sub>=70)

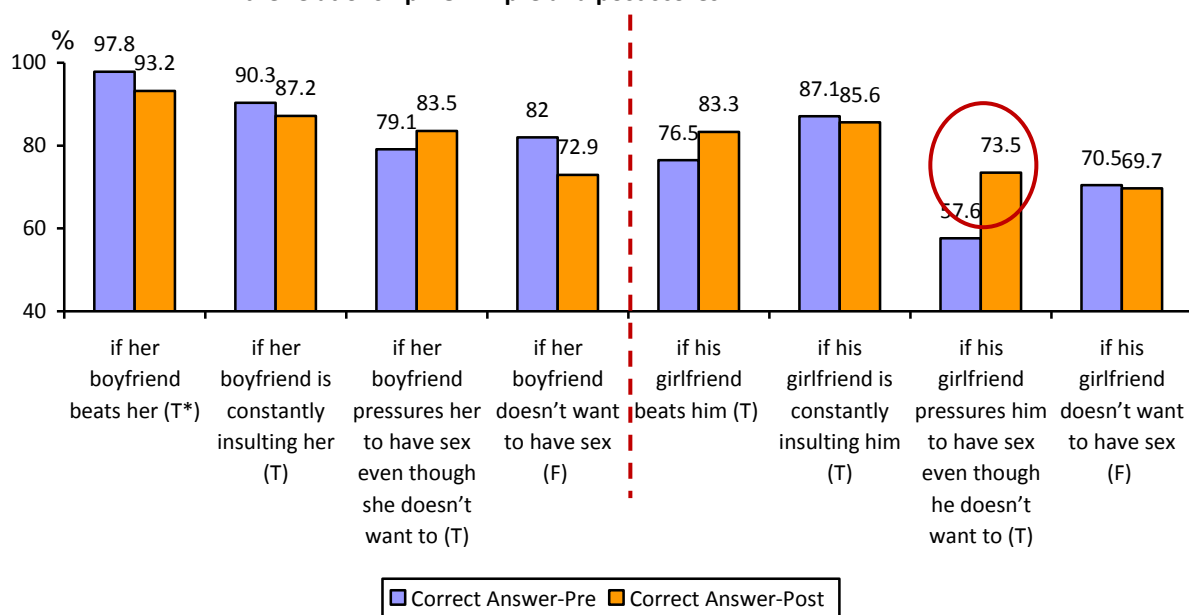
		Time	Boys		Girls		Total	
			True	False	True	False	True	False
a. A GIRL should end her relationship:	if her boyfriend beats her (T*)	Pre	98.4	1.6	97.1	2.9	97.8	2.2
		Post	95.2	4.8	91.4	8.6	93.2	6.8
	if her boyfriend is constantly insulting her (T)	Pre	90.5	9.5	90.0	10.0	90.3	9.7
		Post	82.3	17.7	91.4	8.6	87.2	12.8
	if her boyfriend pressures her to have sex even though she doesn't want to (T)	Pre	74.6	25.4	82.9	17.1	79.1	20.9
		Post	80.6	19.4	87.1	12.9	83.5	16.5
	if her boyfriend doesn't want to have sex (F)	Pre	17.7	82.3	18.6	81.4	18.0	82.0
		Post	33.9	66.1	20.0	80.0	27.1	72.9
b. A BOY should end her relationship:	if his girlfriend beats him (T)	Pre	69.4	30.6	84.1	15.9	76.5	23.5
		Post	78.7	21.3	87.1	12.9	83.3	16.7
	if his girlfriend is constantly insulting him (T)	Pre	85.5	14.5	88.4	11.6	87.1	12.9
		Post	78.7	21.3	91.4	8.6	85.6	14.4
	if his girlfriend pressures him to have sex even though he doesn't want to (T)	Pre	40.3	59.7	72.5	27.5	57.6	42.4
		Post	63.9	36.1	82.9	17.1	73.5	26.5
	if his girlfriend doesn't want to have sex (F)	Pre	29.0	71.0	29.0	71.0	29.5	70.5
		Post	39.3	60.7	21.4	78.6	30.3	69.7

\* The desired answer, indicating non-tolerant to violence attitude, is designated with (T) =True or (F) = False, next to the statement

\* Statistical differences (McNemart Test) of pre and post scores at total level highlighted in red

\* Statistical differences (chi square) of pre and post scores amongst boys and girls highlighted in blue

**Chart 12a: Behaviours of a partner that a girl/boy should consider as a reason to end the relationship-TOTAL pre and post scores**



\*\* Significant differences between pre and post scores noted by the red circle

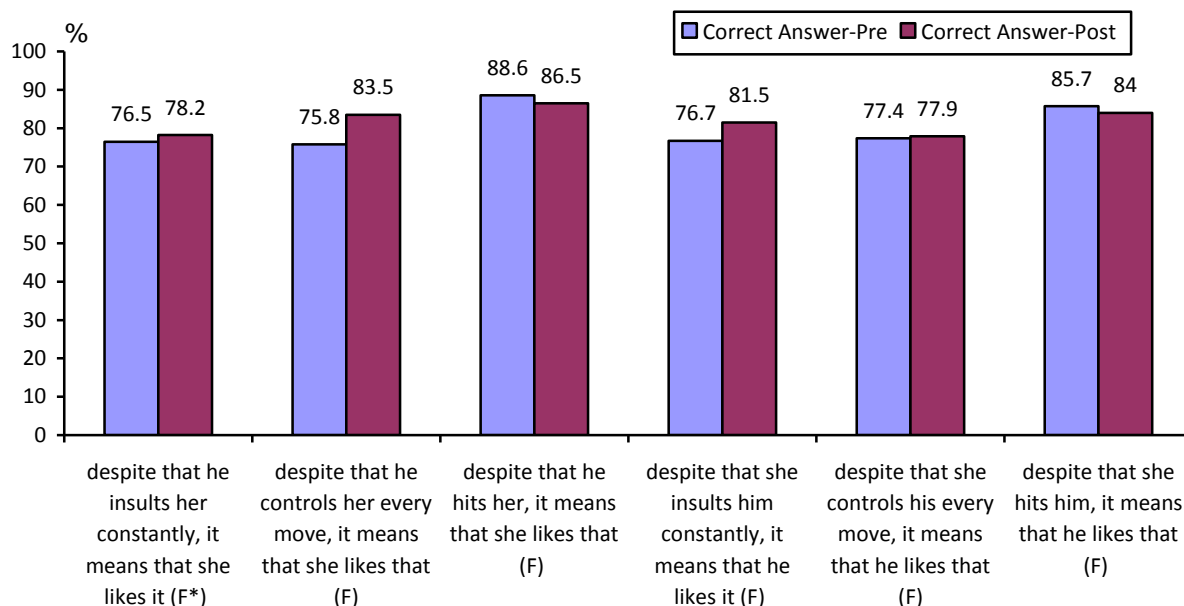
**Table 27b.** Percentage of students that responded “true” or “false” in statements related to the explanation for not breaking up a violent relationship, by time (pre- vs. post-Workshop) and students’ sex (Q12a+b-pre, Q12a+b-post, N<sub>boys</sub>=64, N<sub>girls</sub>=70)

		Time	Boys		Girls		Total	
			True	False	True	False	True	False
a. To not break up with HIM	despite that he insults her constantly, it means that she likes it (F*)	Pre	24.2	75.8	23.2	76.8	23.5	76.5
		Post	29.0	71.0	14.3	85.7	21.8	78.2
	despite that he controls her every move, it means that she likes that (F)	Pre	22.6	77.4	26.1	73.9	24.2	75.8
		Post	21.0	79.0	11.4	88.6	16.5	83.5
	despite that he hits her, it means that she likes that (F)	Pre	14.5	85.5	7.2	92.8	11.4	88.6
		Post	22.6	77.4	5.7	94.3	13.5	86.5
b. To not break up with HER	despite that she insults him constantly, it means that he likes it (F)	Pre	29.0	71.0	17.1	82.9	23.3	76.7
		Post	21.9	78.1	13.0	87.0	18.5	81.5
	despite that she controls his every move, it means that he likes that (F)	Pre	22.6	77.4	22.9	77.1	22.6	77.4
		Post	31.1	68.9	14.5	85.5	22.1	77.9
	despite that she hits him, it means that he likes that (F)	Pre	21.0	79.0	7.1	92.9	14.3	85.7
		Post	26.2	73.8	7.2	92.8	16.0	84.0

\* The desired answer, indicating an attitude that is victim non-blaming, is designated with (T) =True or (F) = False, next to the statement

\*\* No statistical significance (McNemar test) observed between pre and post scores at total level

Chart 12b: Statements related to victim blaming (TOTAL level pre and post scores)



### Modification of adolescents' knowledge

**Knowledge on types of IPV.** In regards to the types of IPV, adolescents were asked to assess if each of the 10 behaviours that are illustrated in Table 28a and 28b is a type of violence (*true*) or not (*false*); each item was assessed twice, once when the behaviour described was conducted by a male towards his female partner (Table 28a) and once when the same behaviour was conducted by a female towards her male partner (Table 28b).

While, threats of physical violence, insults and humiliation were the behaviours most prominently recognized as abusive (for both genders alike), incidences of control, jealousy and psychological manipulation received low recognition. Adolescents seemed to be unaware of how certain controlling behaviours could constitute violence, rendering them at risk of exposing themselves to abuse because certain unhealthy patterns in their relationships may go unnoticed. More specifically, behaviours that had to do with '*accompanying the partner wherever s/he goes*', '*threatening to die in the event that s/he left the relationship*' and '*controlling what s/he can wear*' received very low to low recognition as abusive behaviours (irrespective of whether exercised by a boy or a girl). Moreover, '*telling the partner which people s/he can see*' and '*continually yelling at her boyfriend*' (when the behaviour is exercised by a girl) also received medium recognition as abusive behaviours.

Not many differences were observed in relation to the extent boys and girls recognize incidences of intimate partner violence. The only differences noted were in relation to a *boy telling his girlfriend what she can wear* (41.9% vs. 66.7% recognition among boys and girls respectively), a *girl threatening to physically hurt her boyfriend* (68.3% vs. 87.1%) and a *boy threatening to physically hurt his girlfriend* (74.2% vs. 92.2%).

Remarkably, the GEAR programme seemed to have an unequivocal effect in changing adolescents' awareness levels of intimate partner violence. Correct recognition of important controlling behaviours (i.e. incidences that had received the lowest recognition as abuse in the pre questionnaire) and that would have gone unnoticed in the past, after the intervention increased substantially. More specifically:

- Recognition of ‘*accompanying the partner wherever s/he goes*’ as abuse increased from 23.8% to 54.1% when exercised by the boy and from 26.2% to 57.9% when exercised by a girl
- Recognition of ‘*threatening to die in the event that s/he left the relationship*’ as abuse increased from 34.4% to 65.4% when exercised by the boy and from 38.2% to 62.4% when exercised by a girl
- Recognition of ‘*controlling what s/he can wear*’ as abuse increased from 54.5% to 71.2% when exercised by the boy and from 48.9% to 70.5% when exercised by a girl
- Similarly, correct recognition of ‘*telling the partner which people s/he can see*’ increased from 67.4% to 80.9% when exercised by the boy and from 62.3% to 78% when exercised by a girl.

**Table 28a.** Percentage of students who consider 10 behaviour conducted by a male towards a female partner as being violence (“true”) or not (“false”), by time (pre- vs. post-Workshop) and students’ sex (Q9a-pre, Q9a-post, N<sub>boys</sub>=64, N<sub>girls</sub>=70)

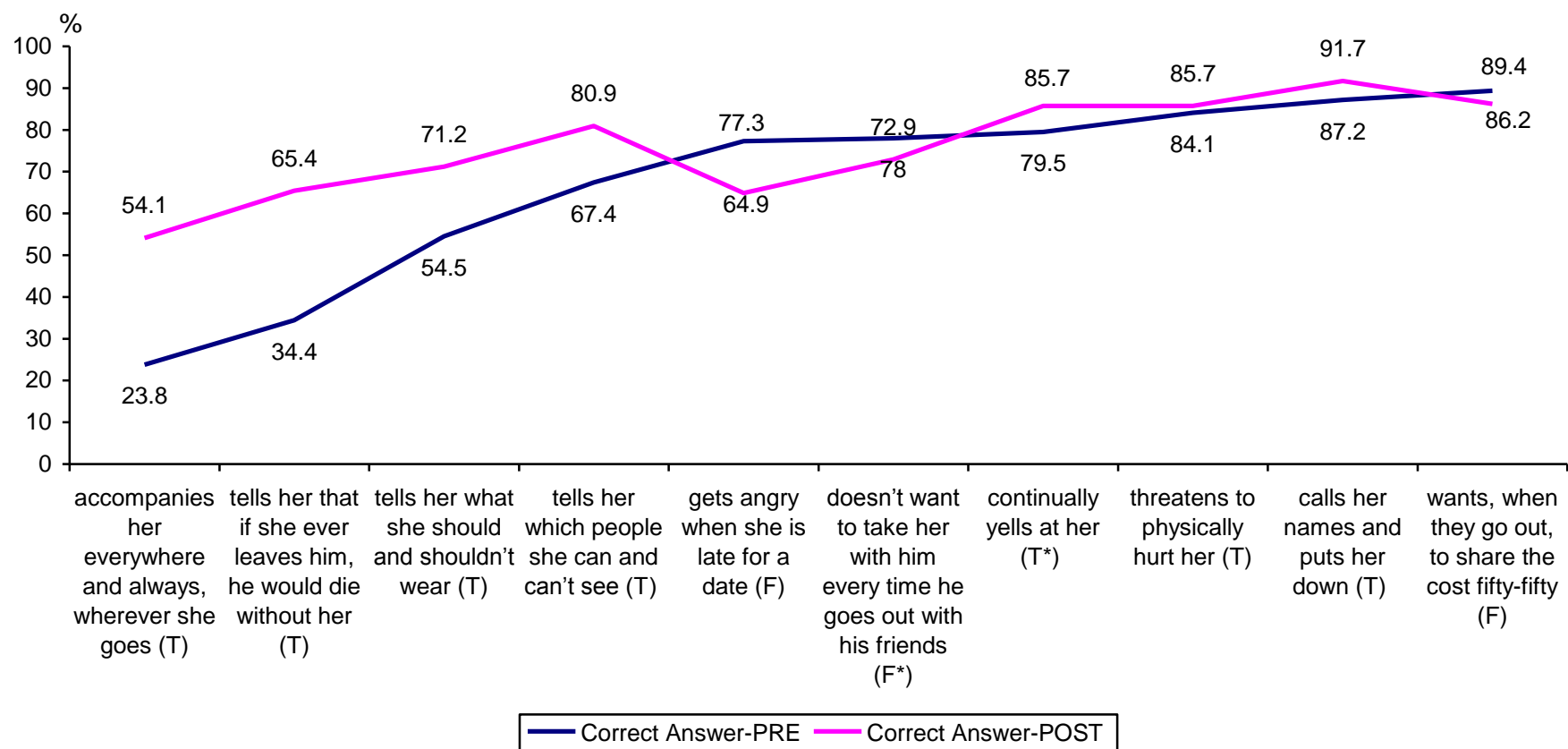
It is a <b>type of violence</b> when, in a relationship, <b>HE</b> :	Time	Boys		Girls		Total	
		True	False	True	False	True	False
continually yells at her ( <b>T*</b> )	Pre	75.8	24.2	82.7	17.3	79.5	20.5
	Post	83.9	16.1	87.1	12.9	85.7	14.3
doesn’t want to take her with him every time he goes out with his friends ( <b>F*</b> )	Pre	21.0	79.0	23.2	76.8	22.0	78.0
	Post	24.2	75.8	30.0	70.0	27.1	72.9
tells her that if she ever leaves him, he would die without her ( <b>T</b> )	Pre	29.0	71.0	39.7	60.3	34.4	65.6
	Post	61.3	38.7	70.0	30.0	65.4	34.6
calls her names and puts her down ( <b>T</b> )	Pre	83.6	16.4	91.3	8.7	87.2	12.8
	Post	90.3	9.7	92.9	7.1	91.7	8.3
gets angry when she is late for a date ( <b>F</b> )	Pre	29.0	71.0	17.4	82.6	22.7	77.3
	Post	35.0	65.0	34.3	65.7	35.1	64.9
accompanies her everywhere and always, wherever she goes ( <b>T</b> )	Pre	25.0	75.0	23.2	76.8	23.8	76.2
	Post	53.2	46.8	55.7	44.3	54.1	45.9
wants, when they go out, to share the cost fifty-fifty ( <b>F</b> )	Pre	16.1	83.9	5.8	94.2	10.6	89.4
	Post	16.7	83.3	17.1	82.9	13.8	86.2
tells her which people she can and can’t see ( <b>T</b> )	Pre	59.7	40.3	73.9	26.1	67.4	32.6
	Post	78.7	21.3	82.6	17.4	80.9	19.1
tells her what she should and shouldn’t wear ( <b>T</b> )	Pre	41.9	58.1	66.7	33.3	54.5	45.5
	Post	66.1	33.9	75.4	24.6	71.2	28.8
threatens to physically hurt her ( <b>T</b> )	Pre	74.2	25.8	92.2	7.8	84.1	15.9
	Post	82.3	17.7	90.0	10.0	85.7	14.3

\* The correct answer is designated with (T) =True or (F) = False, next to the statement

\*\*Statistically Significant differences (McNemar test) for pre and post scores at total level highlighted in red

\*\*Statistically Significant differences (Chi square test) between boys and girls highlighted in blue

**Chart 13a: Identification of certain behaviors of a BOY towards his partner as violence (sorted in ascending order)**



**Table 28b.** Percentage of students who consider 10 behaviour conducted by a female towards a male partner as being violence (“true”) or not (“false”), by time (pre- vs. post-Workshop) and students’ sex (Q9b-pre, Q9b-post, N<sub>boys</sub>=64, N<sub>girls</sub>=70)

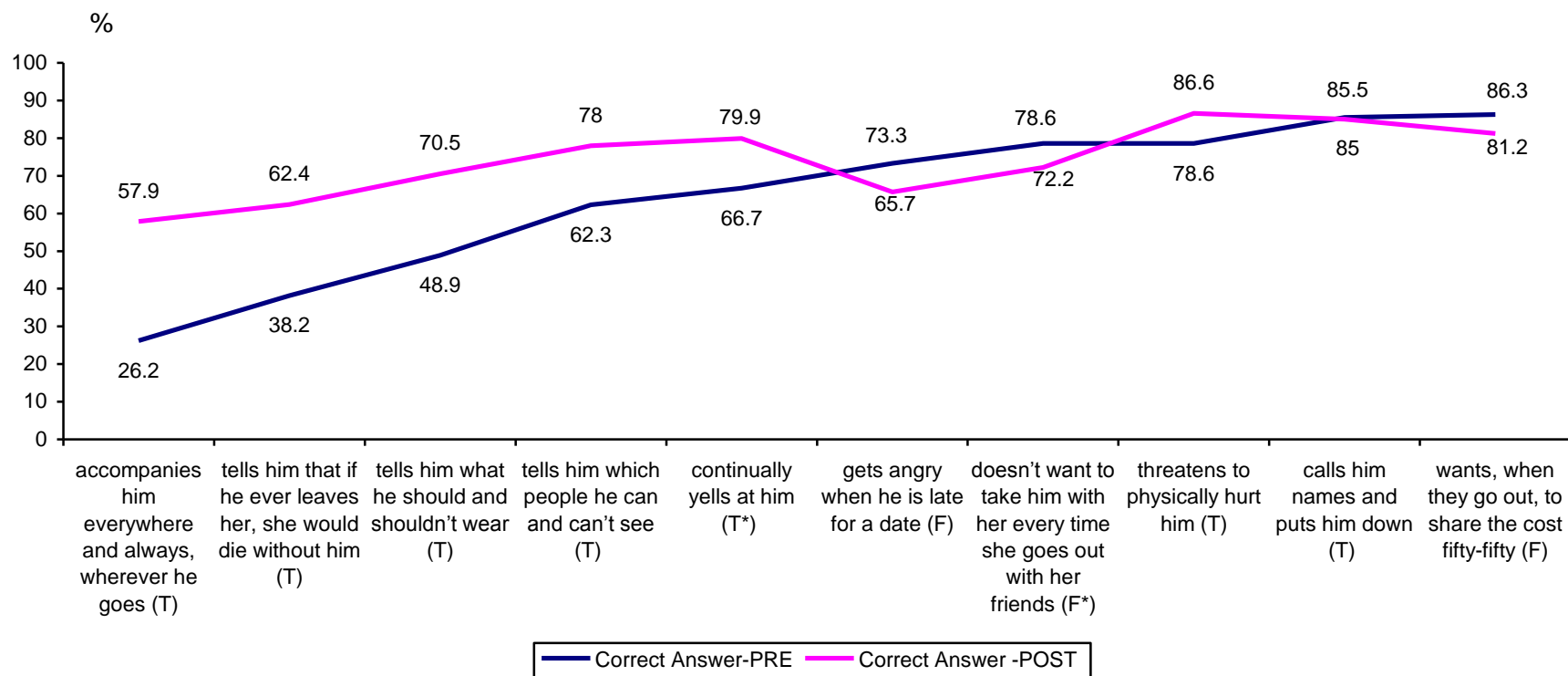
It is a <b>type of violence</b> when, in a relationship, <b>SHE</b> :	Time	Boys		Girls		Total	
		True	False	True	False	True	False
continually yells at him ( <b>T*</b> )	Pre	<b>68.9</b>	31.1	<b>64.3</b>	35.7	<b>66.7</b>	33.3
	Post	<b>76.2</b>	23.8	<b>82.9</b>	17.1	<b>79.9</b>	20.1
doesn’t want to take him with her every time she goes out with her friends ( <b>F*</b> )	Pre	23.3	<b>76.7</b>	20.0	<b>80.0</b>	21.4	<b>78.6</b>
	Post	27.0	<b>73.0</b>	28.6	<b>71.4</b>	27.8	<b>72.2</b>
tells him that if he ever leaves her, she would die without him ( <b>T</b> )	Pre	<b>36.1</b>	63.9	<b>40.6</b>	59.4	<b>38.2</b>	61.8
	Post	<b>54.0</b>	46.0	<b>70.0</b>	30.0	<b>62.4</b>	37.6
calls him names and puts him down ( <b>T</b> )	Pre	<b>83.6</b>	16.4	<b>87.0</b>	13.0	<b>85.5</b>	14.5
	Post	<b>77.4</b>	22.6	<b>92.9</b>	7.1	<b>85.0</b>	15.0
gets angry when he is late for a date ( <b>F</b> )	Pre	31.7	<b>68.3</b>	22.9	<b>77.1</b>	26.7	<b>73.3</b>
	Post	34.9	<b>65.1</b>	34.3	<b>65.7</b>	34.3	<b>65.7</b>
accompanies him everywhere and always, wherever he goes ( <b>T</b> )	Pre	<b>25.4</b>	74.6	<b>27.1</b>	72.9	<b>26.2</b>	73.8
	Post	<b>56.5</b>	43.5	<b>60.0</b>	40.0	<b>57.9</b>	42.1
wants, when they go out, to share the cost fifty-fifty ( <b>F</b> )	Pre	16.7	<b>83.3</b>	11.4	<b>88.6</b>	13.7	<b>86.3</b>
	Post	20.6	<b>79.4</b>	15.9	<b>84.1</b>	18.8	<b>81.2</b>
tells him which people he can and can’t see ( <b>T</b> )	Pre	<b>58.3</b>	41.7	<b>65.2</b>	34.8	<b>62.3</b>	37.7
	Post	<b>71.0</b>	29.0	<b>84.1</b>	15.9	<b>78.0</b>	22.0
tells him what he should and shouldn’t wear ( <b>T</b> )	Pre	<b>43.3</b>	56.7	<b>54.3</b>	45.7	<b>48.9</b>	51.1
	Post	<b>64.5</b>	35.5	<b>75.4</b>	24.6	<b>70.5</b>	29.5
threatens to physically hurt him ( <b>T</b> )	Pre	<b>68.3</b>	31.7	<b>87.1</b>	12.9	<b>78.6</b>	21.4
	Post	<b>81.0</b>	19.0	<b>91.4</b>	8.6	<b>86.6</b>	13.4

\* The correct answer is designated with (T) =True or (F) = False, next to the statement

\*\*Statistically Significant differences (McNemar test) for pre and post scores at total level highlighted in red

\*\*Statistically Significant differences (Chi square test) between boys and girls highlighted in blue

Chart 13b: Identification of certain behaviors of a GIRL towards his partner as violence (sorted in ascending order)





**General knowledge about IPV.** In regards to their general knowledge about IPV, adolescents were asked to assess a series of statements including the most common myths about IPV; students' task was to assess whether each of the 19 statements related to violence and abuse included in Table 29 is *true* or *false*.

Quite importantly, adolescents seemed to have difficulty to distinguish myths and realities about IPV, frequently accepting certain myths as true, as for instance agreeing that:

- jealousy is a sign of love
- violent people are people who cannot control their anger
- love can change a person's violent behaviour
- substance abuse is the cause of violence in a relationship
- most girls believe that they should play hard to get before consenting to have sex
- most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get"
- when a boy caresses a girl and she says "no", often it means "yes"

Overall, boys and girls seemed to share similar perceptions about intimate partner violence, accepting and rejecting the same myths and thus reflecting similar gaps in knowledge. The only differences observed focused on girls more easily recognizing that:

- it is not so easy to leave abusive relationship (75.7% vs. 54.7%)
- destroying personal possessions and property is not a form of violence (85.8% vs. 73.4%)
- violence is not only physical (90% vs. 73.4%)
- women are not violent by nature (97.1% vs. 82.9%)

Notably, following the implementation of the GEAR programme, gaps in knowledge appeared to have decreased. In particular, GEAR seemed to have had a positive impact in challenging perceptions about common myths which adolescents held as true. Changes were observed especially with regards to boys and girls now rejecting the fact that:

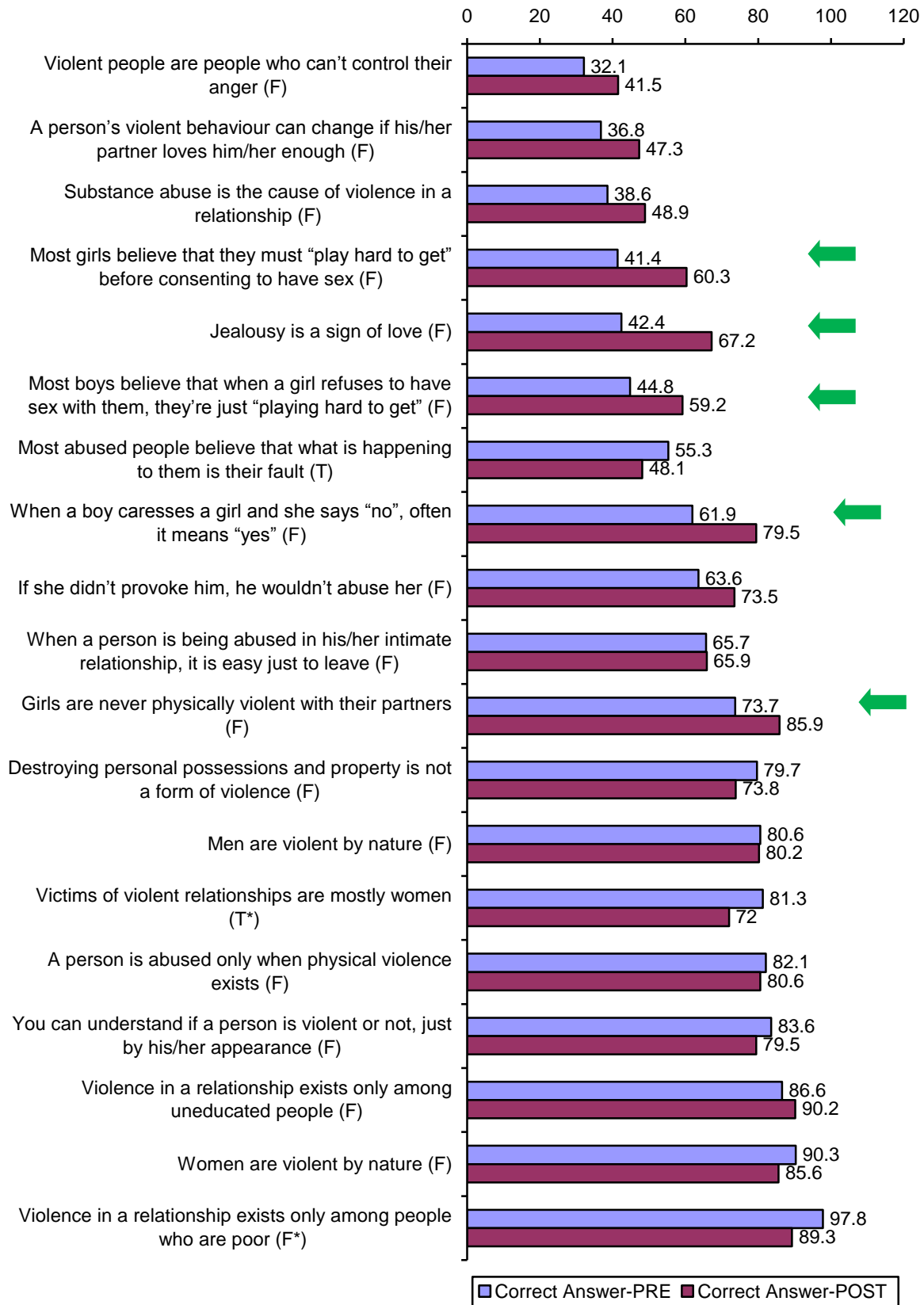
- jealousy is a sign of love (from 42.4% to 67.2%)
- most girls believe that they should play hard to get before consenting to have sex (from 41.4% to 60.3%)
- most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get" (from 44.8% to 59.2%)
- when a boy caresses a girl and she says "no", often it means "yes" (61.9% to 79.5%)
- girls are never physically violent with their partners (from 73.7% to 85.9%)

**Table 29.** Percentage of students' answers (true vs. false) for issues related to intimate partner violence, by time (pre- vs. post-Workshop) and students' sex (Q13-pre, Q13-post, N<sub>boys</sub>=64, N<sub>girls</sub>=70)

For each of the following statements, indicate what <b>IN YOUR OPINION</b> is "True" or "False":	Time	Boys		Girls		Total	
		True	False	True	False	True	False
Violence in a relationship exists only among people who are poor ( <b>F*</b> )	Pre	1.6	<b>98.4</b>	2.9	<b>97.1</b>	2.2	<b>97.8</b>
	Post	19.4	<b>80.6</b>	2.9	<b>97.1</b>	10.7	<b>89.3</b>
Violence in a relationship exists only among uneducated people ( <b>F</b> )	Pre	15.6	<b>84.4</b>	11.4	<b>88.6</b>	13.4	<b>86.6</b>
	Post	17.7	<b>82.3</b>	2.9	<b>97.1</b>	9.8	<b>90.2</b>
Victims of violent relationships are mostly women ( <b>T*</b> )	Pre	<b>81.3</b>	18.8	<b>81.4</b>	18.6	<b>81.3</b>	18.7
	Post	<b>66.1</b>	33.9	<b>77.1</b>	22.9	<b>72.0</b>	28.0
A person is abused only when physical violence exists ( <b>F</b> )	Pre	26.6	<b>73.4</b>	10.0	<b>90.0</b>	17.9	<b>82.1</b>
	Post	26.2	<b>73.8</b>	13.2	<b>86.8</b>	19.4	<b>80.6</b>
Destroying personal possessions and property is not a form of violence ( <b>F</b> )	Pre	26.6	<b>73.4</b>	14.5	<b>85.5</b>	20.3	<b>79.7</b>
	Post	34.4	<b>65.6</b>	18.8	<b>81.2</b>	26.2	<b>73.8</b>
Violent people are people who can't control their anger ( <b>F</b> )	Pre	71.9	<b>28.1</b>	64.3	<b>35.7</b>	67.9	<b>32.1</b>
	Post	47.5	<b>52.5</b>	68.1	<b>31.9</b>	58.5	<b>41.5</b>
If she didn't provoke him, he wouldn't abuse her ( <b>F</b> )	Pre	39.7	<b>60.3</b>	33.3	<b>66.7</b>	36.4	<b>63.6</b>
	Post	32.3	<b>67.7</b>	21.4	<b>78.6</b>	26.5	<b>73.5</b>
You can understand if a person is violent or not, just by his/her appearance ( <b>F</b> )	Pre	23.4	<b>76.6</b>	10.0	<b>90.0</b>	16.4	<b>83.6</b>
	Post	24.2	<b>75.8</b>	17.1	<b>82.9</b>	20.5	<b>79.5</b>
Jealousy is a sign of love ( <b>F</b> )	Pre	57.1	<b>42.9</b>	58.0	<b>42.0</b>	57.6	<b>42.4</b>
	Post	32.8	<b>67.2</b>	32.9	<b>67.1</b>	32.8	<b>67.2</b>
Girls are never physically violent with their partners ( <b>F</b> )	Pre	27.0	<b>73.0</b>	25.7	<b>74.3</b>	26.3	<b>73.7</b>
	Post	16.4	<b>83.6</b>	11.9	<b>88.1</b>	14.1	<b>85.9</b>
When a boy caresses a girl and she says "no", often it means "yes" ( <b>F</b> )	Pre	35.9	<b>64.1</b>	40.0	<b>60.0</b>	38.1	<b>61.9</b>
	Post	29.0	<b>71.0</b>	12.9	<b>87.1</b>	20.5	<b>79.5</b>
When a person is being abused in his/her intimate relationship, it is easy just to leave ( <b>F</b> )	Pre	45.3	<b>54.7</b>	24.3	<b>75.7</b>	34.3	<b>65.7</b>
	Post	30.6	<b>69.4</b>	37.1	<b>62.9</b>	34.1	<b>65.9</b>
A person's violent behaviour can change if his/her partner loves him/her enough ( <b>F</b> )	Pre	71.4	<b>28.6</b>	55.7	<b>44.3</b>	63.2	<b>36.8</b>
	Post	56.5	<b>43.5</b>	49.3	<b>50.7</b>	52.7	<b>47.3</b>
Men are violent by nature ( <b>F</b> )	Pre	18.8	<b>81.3</b>	20.0	<b>80.0</b>	19.4	<b>80.6</b>
	Post	21.0	<b>79.0</b>	18.8	<b>81.2</b>	19.8	<b>80.2</b>
Women are violent by nature ( <b>F</b> )	Pre	17.2	<b>82.8</b>	2.9	<b>97.1</b>	9.7	<b>90.3</b>
	Post	21.0	<b>79.0</b>	8.6	<b>91.4</b>	14.4	<b>85.6</b>
Most girls believe that they must "play hard to get" before consenting to have sex ( <b>F</b> )	Pre	62.5	<b>37.5</b>	55.1	<b>44.9</b>	58.6	<b>41.4</b>
	Post	45.2	<b>54.8</b>	34.8	<b>65.2</b>	39.7	<b>60.3</b>
Most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get" ( <b>F</b> )	Pre	54.7	<b>45.3</b>	55.7	<b>44.3</b>	55.2	<b>44.8</b>
	Post	41.7	<b>58.3</b>	40.0	<b>60.0</b>	40.8	<b>59.2</b>
Substance abuse is the cause of violence in a relationship ( <b>F</b> )	Pre	55.6	<b>44.4</b>	66.7	<b>33.3</b>	61.4	<b>38.6</b>
	Post	45.9	<b>54.1</b>	55.7	<b>44.3</b>	51.1	<b>48.9</b>
Most abused people believe that what is happening to them is their fault ( <b>T</b> )	Pre	<b>39.1</b>	60.9	<b>50.0</b>	50.0	<b>44.7</b>	55.3
	Post	<b>39.3</b>	60.7	<b>62.9</b>	37.1	<b>51.9</b>	48.1

\* The correct answer is designated with (T) =True or (F) = False, next to the statement

**Chart 14: General Knowledge about IPV-Myths and realities (Total pre and post scores sorted in ascending order)**



### B.3.3. Adolescents' Subjective Evaluation

Adolescents were asked to evaluate several aspects of the workshop via a series of questions included in the W(post) questionnaire. More specifically, they had to rate:

- their **personal satisfaction** (Q1.1-post, as presented in Table 30) with the workshop as well as the extent of their **expectations'** fulfilment and the **benefits** they gained from the workshop (Q1.3-post, as presented in Table 31).  
Personal satisfaction was also measured indirectly (Table 32), by asking students to rate the probability to participate again in a similar workshop in the future (Q5.1-post) or to recommend to a friend of theirs (Q5.4-post) to participate in a workshop like this, as well as via three open-ended questions (Q2-post) asking adolescents to indicate **what they liked most** and **what they did not like** in the workshop that they participated in, and **topics** that they would like to have discussed, but were not discussed in the workshop.
- their **self-perceived usefulness** of the workshop (Q1.2-post) for themselves and others (see Table 34) and the **knowledge** (Q3 and Q4-post) they consider they obtain during the workshop (see Tables 35 and 36)
- the **appropriateness** of implementing the Workshops in the **school setting** (Q5.2-post) and **by their teachers** (Q5.3-post), as well as the **adequacy of the teacher** (Q1.4-post) who implemented their workshop (see Tables 37 - 38)

#### *Personal satisfaction with the Workshop*

Adolescents' mean satisfaction ratings with the Workshops in Cyprus as illustrated in Table 30, were very high across all dimensions tested. Both girls and boys were particularly satisfied with the way the workshop was organized (mean score=8.94), the adequacy of their teacher (mean score=8.93) and the way the workshop was conducted (mean score=8.86). Comparatively, adolescents were less satisfied with the handouts (mean score=8.36), the worksheets used (mean score=8.40), and the duration of the workshop (mean score=8.42). In general, girls appeared to be more pleased with the workshop than the boys, with their satisfaction mean scores being higher. Statistically significant differences between boys and girls are highlighted in blue in Table 30.

**Table 30.** Mean ratings of adolescents' satisfaction (0=not at all, 10=absolutely) with the Workshop, by students' sex (Q1.1-post, N<sub>boys</sub>=65, N<sub>girls</sub>=71)

How satisfied you were with:	Sex		Total
	Boys	Girls	
the workshop, overall?	8.09	9.07	8.59
the topics discussed?	8.15	9.03	8.60
the activities used?	8.33	9.17	8.76
the worksheets that you used?	8.17	8.63	8.40
the handouts that you were given?	8.00	8.70	8.36
the way that the workshop was conducted?	8.46	9.24	8.86
the way that the workshop was organized?	8.69	9.20	8.94
the adequacy of the teacher that conducted the workshop?	8.49	9.35	8.93
your personal participation in the workshop?	8.40	9.17	8.80
the total duration of the workshop?	8.08	8.76	8.42

\*\* significant differences (Fishers's exact chi square) between boys and girls highlighted in blue

Moreover, adolescents' expectations of the workshop seemed to have been fulfilled with mean scores on general expectations, workshops' appropriateness, activities, and benefit gained ranging from 7.86 to 8.84. Boys and girls alike seemed to have particularly enjoyed the activities and also recognized that they did benefit from the workshop (means 8.84 and 8.56 respectively). Satisfaction was less with regards to discussion of topics that concern adolescents in their everyday life (mean=7.86). However, this may reflect the fact that adolescents still do not fully recognize that IPV does indeed personally concern them.

**Table 31.** Adolescents' mean ratings (0=not at all, 10=absolutely) of their expectations' fulfilment, workshops' appropriateness, activities, and benefit gained from the Workshops, by students' sex (Q1.3-post, N<sub>boys</sub>=65, N<sub>girls</sub>=71)

In general, to what extend:	Sex		Total
	Boys	Girls	
the workshop met your expectations?	7.97	8.62	8.31
you liked the activities that you participated in?	8.54	9.11	8.84
the discussed topics concern you in your everyday life?	7.25	8.41	7.86
you benefited from the workshop?	8.03	9.03	8.56
you found the workshop as a pleasant surprise?	8.12	9.17	8.67

The **indirect measure** of students' satisfaction with the workshop (Q5.1+4-post) that was assessed via their responses to the questions: i) "**would you like to participate in another similar workshop in the future?**" and ii) "**would you recommend to a friend of yours to participate in a workshop like this?**" was also high.

More specifically, 88% of all students (both boys and girls) replied that they would or most probably would like to participate in another similar workshop in the future and 92.5% of all students replied that they would or most probably would recommend to a friend of theirs to participate in a workshop like this. The fact that personal satisfaction was significantly higher among girls, was also reflected in intent for future participation and recommendation. Girls appeared to be considerably more willing than boys both to participate in another similar workshop in the future and to recommend to a friend to participate in such a workshop (94.1% vs. 81.0% for participation and 98.6% vs.85.7% for recommendation).

**Table 32.** Percentage of adolescents' answers in regards to the indirect measurements of their satisfaction with the workshop, by students' sex (Q5.1+4-post, N<sub>boys</sub>=63, N<sub>girls</sub>=71, unless indicated differently)

Please, tell us your opinion for the following:	Sex		Total
	Boys	Girls	
<b>Would you like to participate in another similar workshop in the future?</b>			
Certainly yes	38.1	70.4	<b>55.2</b>
Most probably yes	42.9	23.9	<b>32.8</b>
Most probably no	19.0	5.6	<b>11.9</b>
Certainly no	-	-	-
<b>Would you recommend to a friend of yours to participate in a workshop like this?</b>			
Certainly yes	57.1	70.0	<b>63.9</b>
Most probably yes	28.6	28.6	<b>28.6</b>
Most probably no	14.3	1.4	<b>7.5</b>
Certainly no	-	-	-

Both questions were accompanied by open-ended questions asking the adolescents to explain the reasons for their choices. Regarding their willingness to participate again in another similar workshop in the future, first of all it should be mentioned that 83 out of the 137 respondents completed the accompanied open-ended questions that asked students to state the reasons for their choice.

The most frequent reasons that were mentioned for their participation in another similar workshop in the future included: *“It was really interesting/very interesting”* (18 adolescents), *“Because you learn new things/, you gain knowledge”* (18 adolescents), *“It was very useful. We learned important information that we can use in our relationships and our lives”* (16 adolescents), *“Because I liked it”* (11 adolescents) *“It was a great and enjoyable experience”* (9 adolescents).

The reasons that were mentioned **against** their participation in another similar workshop in the future were: *“I didn’t like it”* (3 adolescents), *“It wasn’t interesting”* (1 adolescent), *“It was a bit boring”* (1 adolescent).

Regarding their willingness to recommend to a friend of theirs to participate in a workshop like this, 72 out of the 137 respondents completed the accompanied open-ended question that asked students to state the reasons for their choice. The reasons that were mentioned by the adolescents **for** and **against** recommending to a friend of theirs to participate in a workshop like this were the following.

They would recommend to their friend(s) to participate because: *“They can learn new things that they’re probably not aware of”* (28 adolescents), *“Because the workshops provide us with many useful information”* (13 adolescents), *“It was really fun, enjoyable and interesting”* (16 adolescents), *“To help them deal with similar problems in their relationships”* (9 adolescents).

The reasons that were mentioned for not recommending to their friend(s) to participate were: *“Because it’s not necessary for them”* (2 adolescents).

Moreover, on the basis of adolescents’ replies to the open-ended questions about **“What I liked most of all was...”** and **“Something that I didn’t like was...”** it can be concluded that (see Table 33) **they liked most:** a) the activities, b) the work groups and cooperating with their classmates and c) the discussions and exchange of opinions

What adolescents’ **did not like** most, was a) the short duration of the programme and the b) the fuss (noise) that was created when conducting the exercise

**Table 33.** Responses of adolescents and number of respondents to the questions: “what I liked most of all was...” and “something that I didn’t like was” (Q2-post, N<sub>total</sub>=111)

What I liked most of all was...	N	Something that I didn’t like was...	N
The activities	28	Nothing. I liked everything	19
The group work and the cooperation with my classmates	15	The short duration of the programme. We needed more time	7
The discussions and exchange of opinions	11	The noise/There was a lot of fuss	7
Talking about the 2 genders /understanding the other gender	5	Blaming the man /Having the man as the perpetrator	5
Learning about gender equality	5		

Regarding **topics that they would like to have discussed in the workshop but were not** discussed (N=41), 14 students (10.2% of respondents and 34.1% of those who answered) replied to this open-ended question that all topics that they would like to discuss were covered and 27 students (19.7% of respondents and 65.85% of those who answered ) replied that they would like to have discussed:

- Homosexuality (10 respondents)
- Sex and Sexual Relationships (5 respondents)

- Girls as perpetrators in relationships (3 respondents)

Last but not least, in the last question of the post-questionnaire students were asked to indicate if there was something else that they would like to say that we had not asked them about. Only one boy answered this question, mentioning that workshops of this nature need to not only present the boys as the 'bad guys in the relationship' but they should also highlight that both genders can exercise violence.

### ***Self-perceived usefulness of the Workshop and knowledge obtained***

Adolescents' mean ratings of their **self-perceived usefulness** of the workshop for themselves and others in regards to the 4 aspects that are illustrated in Table 34 were high; total mean ratings ranged from 8.71 – 8.90. Evidently, both boys and girls recognized that this workshop was very useful for them in their personal relationships and their everyday life and most importantly in terms of protecting a (female) friend who is being abused. The latter seemed to have been particularly more important to girls rather than boys.

**Table 34.** Adolescents' mean evaluation ratings (0=not at all, 10=absolutely) regarding self-perceived usefulness of the Workshops, by students' sex (Q1.2-post, N<sub>boys</sub>=63, N<sub>girls</sub>=70, unless indicated differently)

How <b>USEFUL</b> do you think that will be this workshop that you participated:	Sex		Total
	Boys	Girls	
to your everyday life, in general?	8.38	9.04	8.71
to your personal relationships?	8.45	9.03	8.73
in case where a woman/girl that you know is being abused in her relationship?	8.56	9.24	8.90
in case where a man/boy that you know is abusing his partner?	8.58	9.20	8.90

\*\* significant differences (Fishers's exact chi square) between boys and girls highlighted in blue

Adolescents were also asked to self-assess the **knowledge** that they obtained from their participation in the workshop in regards to Gender Inequality and Relationship Violence (Q3-post, Table 35) and to indicate on a scale from 0%-100% (Q4-post, Table 36) to what degree the workshop helped them to recognize if their relationship is healthy or unhealthy, violent or not, and to what degree it helped them to know what they should do if they themselves or someone else is being abused.

Overall self-perceived assessment of the knowledge gained both in terms of gender inequality and relationship violence is relatively high with 95.2% and 91% of adolescents recognizing that they have learned at least something new. These findings are consistent with the measurements of actual knowledge, presented earlier in this report.

Regarding the topic of Gender Inequality, **69.9% of students** replied that they **learned many things** (39.8%) **or everything that they needed to know** (30.1%), 23.3% replied that they learned at least one new thing and 6.8% replied that they didn't learn something new.

Regarding the topic of Relationship Violence, **73.9% of students** replied that they **learned many things** (41.8%) **or everything that they needed to know** (32.0%), 17.2% replied that they learned at least one new thing and 9.0 % replied that they didn't learn something new.

**Table 35.** Percentage of adolescents' answers for self-assessed knowledge obtained from their participation in the Workshops in regards to Gender Inequality and Relationship Violence (Q3-post,  $N_{\text{boys}}=64$ ,  $N_{\text{girls}}=70$ )

Did you learn anything that you did not already know, from your participation in this workshop?	Topic					
	Gender Inequality			Relationship Violence		
	Boys	Girls	Total	Boys	Girls	Total
I didn't learn something new	7.9%	5.7%	6.8%	10.9%	7.1%	9.0%
I learned at least one new thing	34.9%	12.9%	23.3%	25.0%	10.0%	17.2%
I learned many new things	39.7%	40.0%	39.8%	43.8%	40.0%	41.8%
I learned everything that I need to know	17.5%	41.4%	30.1%	20.3%	42.9%	32.0%

Undoubtedly, the GEAR workshop had a very positive effect in helping adolescents recognize the warning signs of abuse in their relationships and how to protect themselves and others.

The total mean ratings (Table 36) regarding the degree (from 0% to 100%) to which the workshop helped adolescents to:

- recognize if their relationship is healthy or not
- recognize if a relationship is violent or not
- know what they should do if they themselves or someone they love is being abused.

ranged from 82.2% ( $SD$  18.21) to 84.1% ( $SD$  = 21.80).

**Table 36.** Adolescents' mean value of self-assessed degree (scale 0% - 100%) of workshops' influence on them, by students' sex (Q4-post,  $N_{\text{boys}}=63$ ,  $N_{\text{girls}}=69$ )

The workshop helped me to:	Sex		Total
	Boys	Girls	
recognize if my relationship is healthy or not	78.44	86.52	82.20
recognize if a relationship is violent or not	78.65	87.17	83.23
know what I should do if I or someone I love is being abused	81.55	87.03	84.10

### ***Adolescents' opinion about the implementation of the Workshops by their teachers in the school setting***

Within the questions that aimed to measure indirectly (Q5-post) the adolescents' satisfaction with the workshops were also included two questions aiming to gather information about adolescents' opinions for the appropriateness of school setting (Q5.2-post) for the implementation of the Workshop and their teachers to act as implementers (Q5.3-post). Of the students, **98.5%** believes that these kinds of workshops should be or most probably should be carried out in the school setting, and **90.2%** of them believe that these kinds of workshops should be or most probably should be conducted by the teachers.



**Table 37.** Percentage of adolescents' answers in regards to the appropriateness of implementing the Workshops in the school setting and of teachers as implementers, by students' sex (Q5.2+3-post), N<sub>boys</sub>=63, N<sub>girls</sub>=70)

Please, tell us your opinion for the following:	Sex		Total
	Boys	Girls	
<b>Do you thing that such kind of workshops should be carried out at the school setting?</b>			
Certainly yes	68.3	82.9	75.9
Most probably yes	30.1	15.7	22.6
Most probably no	1.6	1.4	1.5
Certainly no			
<b>Do you thing that such kind of workshops should be conducted by teachers?</b>			
Certainly yes	39.7	58.6	49.6
Most probably yes	47.6	34.3	40.6
Most probably no	12.7	5.7	9.0
Certainly no	0.0	1.4	0.8

The **reasons** that were mentioned by 88 students in favor of conducting these kinds of workshops in the school setting – via the open-ended question that accompanied both of the aforementioned questions – were: ‘*To educate students /help students enhance their knowledge*’ (34 students), ‘*Because it’s useful for them and they gain skills/knowledge for their future lives as well*’ (28 students), ‘*It’s enjoyable, fun, recreational and creative*’ (8 students)

2 students mentioned that they were **against** conducting the workshops in the school setting but did not provide any reasons for their answer.

The reasons that were mentioned by 57 students in favor of having teachers conduct these kinds of workshops were: ‘*To educate the students about things they don’t know*’ (8 students), ‘*Teachers know best how to do these workshops because they know their students*’ (6 students), ‘*These issues are very useful for the future*’ (6 students)

The reasons mentioned by 10 students against conducting such workshops by the teachers were: ‘*It’s best that they are conducted by experts because they have more knowledge/expertise of these issues*’ (8 students), ‘*Because we don’t feel 100% comfortable with our teachers*’ (2 students)

Last but not least, when students asked to evaluate the Workshop’s implementer, their mean ratings ranged from 9.03 – 9.50 in the three different dimensions that are illustrated in Table 38. In general, students found their teachers to be well prepared, knowledgeable of the subject (answering all questions adequately) and good time managers.

**Table 38.** Adolescents' mean evaluation ratings (0=not at all, 10=absolutely) for the adequacy of their teacher, as Workshop's Implementer, by students' sex (Q1.4-post, N<sub>boys</sub>=65, N<sub>girls</sub>=70)

To what extend do you think that the teacher who facilitated the workshop:	Sex		Total
	Boys	Girls	
was well prepared	9.14	9.87	9.50
distributed the time well	8.74	9.33	9.03
answered your questions adequately	9.05	9.57	9.30

## **B.4. Teachers' evaluation results**

On the basis of the information provided via C2 Reporting Forms that each implementer completed after each session with her group, the Workshop's implementation was completed according to the initial plans without major divergence.

In addition, all implementers were asked at the end of their Workshop to complete a Reporting Form (C3) in order to report the overall results of the entire workshop that s/he conducted and to evaluate her/his workshop as a whole. Response rates for this form had been very low due to the high end-of-school-year commitments of teachers coinciding with the students' final exams, the completion of the workshops and the finalization of the campaign products of the project.

However, MIGS maintained regular communication with the teachers implementing the workshops (via e-mail, phone calls, and meetings). Information obtained via MIGS communication with the teachers is presented in the following chapter.

### **B.4.1. Facilitating Factors and barriers**

Implementers were asked to record in their C3 Reporting Forms facilitating factors and barriers faced during the implementation of the workshops. Due to time pressure and high end-of-school-year commitments taking place, the implementers were not able to return the forms to MIGS. However, due to regular e-mail exchange and phone calls with the implementers, MIGS maintained up-to-date contact regarding the project's implementation in each school and any barriers faced by the implementers.

#### ***Barriers***

Barriers were reported by 2 out of 5 implementers through their reporting forms but also through regular communication with MIGS while the remaining 3 teachers reported that they did not face any barriers. The barriers mentioned by the teachers were related to:

- The lack of support by the head of the school as well as other teachers in relation to dedicating some of their own teaching time for the implementation of the project.
- Time constraints due to the fact that the project was implemented in the final trimester of the academic year. Thus teachers responsible for core subjects (like Greek Philology) were pressured into finalizing the awareness raising workshops before the commencement of the students' final exams.
- Missed meetings due to unforeseen school activities and end-of-school-year responsibilities of students.

#### ***Facilitating factors***

Facilitating factors were reported by the implementers were related to:

- MIGS's willingness to provide the necessary support during the planning phase of the programme.
- MIGS's willingness to provide the necessary support and feedback during the implementation of the workshops with students.
- The provision of necessary materials for production of the creative projects of the students.
- The Booklets III & IV have been very comprehensive, useful and easy to use for teachers at any time.

Comparative to the results presented in the Teachers' post questionnaires, prior to implementation there was indeed some overlap between the anticipated barriers and facilitating factors and the ones they actually encountered during implementation. As correctly anticipated, teachers did experience time pressure and difficulties in finding adequate amount of teaching time in their curriculum for the

implementation of the programme. Conversely, concerns regarding their own lack of experience in implementing the workshops and possible negative reactions/resistance from students and/or possible (negative) reactions from the school's management did not seem to materialize.

MIGS's willingness to provide the necessary support both during the planning and implementation phase of the workshops with students was correctly identified as a great facilitating factor during the post questionnaires, something that was also true when the actual implementation took place. Moreover, the well-structured material of Booklets III and IV was also rightfully predicted as a facilitating factor. What the teachers seemed not to have used as much (as anticipated prior to the implementation) are the statistics and empirical data presented in Booklet II.

#### **B.4.2. Satisfaction with the Workshop and self-assessed adequacy as implementers**

Implementers were asked to assess, various aspects related to a) their satisfaction with the workshop, b) their adequacy as facilitators and c) their students' satisfaction with the Workshop (from their own point of view).

In regards to their satisfaction with the workshops the majority teachers (4/5) expressed their absolute satisfaction specifically with:

- the overall implementation of the "GEAR against IPV" Workshop.
- their students' participation in the Workshop.
- themselves as a facilitator of the Workshop.
- the way they conducted the Workshop.
- the topics addressed.
- the outcomes of the Workshop.

In regards to their adequacy as facilitators of the workshops the majority of teachers expressed the following points:

- They have been well prepared due to the fact that MIGS was able to provide them with the materials timely.
- Four out of five felt that they distributed the time well.
- All implementers were able to hold the group's attention.
- The majority of implementers felt confident that they answered questions capably.
- Three out of five implementers felt that they were able to motivate active participation in their class. The rest felt that time-pressure have been limiting to encourage further participation – specifically with regards to the activities requiring work after school, such as the creation of campaign products.
- The majority felt that they were able to appropriately identify and respond to the group's needs.

In regards to their students' reactions to the workshops, teachers expressed their absolute satisfaction with the following points:

- Students liked the activities.
- Students faced the topics addressed seriously.
- Students topics addressed concern them in their everyday life.
- Students considered the topics addressed useful for their everyday life.
- Students benefited from the Workshop.
- Students found the Workshop to be a pleasant surprise.
- Students relationships with me improved.
- Students relationships among them improved.
- Students devoted their free time to some activities.

### **B.4.3. Benefits for teachers, students and the school**

Implementers were asked about the benefits that –according to their point of view- they themselves, students and their school gained from their participation in the “GEAR against IPV” Workshops’ implementation. The teachers’ answers are summarized below.

#### ***Students’ benefits***

According to the teachers’ point of view the benefits that students gained from their participation in the workshops were multiple. More specifically, they stated that the students:

- Were able to listen and understand the views of the opposite gender regarding relationships
- Gained greater understanding of the characteristics of healthy and unhealthy relationships
- Gained greater understanding of the influence that gender stereotypical attitudes and socially imposed roles have on their relationship
- Learned how to work interactively in groups; they don’t often have the opportunity to work in non-formal education settings
- Learned how to respect each other beyond gender, ethnic, religious, and economic backgrounds

#### ***Teachers’ benefits***

According to teachers, apart from the benefits that students gained, they themselves also benefited from their involvement in the workshops’ implementation in regards to the following aspects:

- Practiced and gained greater confidence about their theoretical and practical knowledge on issues related to gender stereotypes, gender equality, and gender-based violence in adolescents’ relationships
- Their capacities were greatly enhanced and their skills further developed for the implementation and evaluation of adolescents’ awareness raising workshops not only in school settings but also in other settings; since some of the implementers had to find flexible ways in which to implement the workshops outside the school curriculum
- They enhanced their skilled in identifying, handling and effectively referring cases of abuse of children and teens

#### ***Benefits for the schools***

The benefits for the schools that were mentioned by the implementers were the following:

- Enabled the school to fulfil its fundamental role of promoting the full development of the human personality and appreciation of human dignity, of strengthening respect for human rights and of delivering quality education;
- Improved quality of learning achievements by promoting child-centred and participatory teaching and learning practices and processes, as well as a new role for the teaching profession;
- Increased access to and participation in schooling by creating a human rights-based learning environment that is inclusive, welcoming and fosters universal values, equal opportunities, respect for diversity and non-discrimination;
- Contribution to social cohesion and conflict prevention by supporting the social and emotional development of the child and by introducing democratic citizenship and values.

### **B.4.4. Teachers’ suggestions for modifications and lessons learned**

Implementers were asked to record in their C2 and C3 Reporting Forms a) “useful advice” to their colleagues who intend to implement the workshops in their classroom (C3 Reporting Form – Q.8), and b) any suggested modifications for the improvement of activities or the process of the workshop’s implementation, based on their experience (C2 Reporting Form – Q. 14).

### ***Teachers' Advices to Future Implementers***

On the basis of their experience, the implementers recorded "useful advice" for their colleagues who plan to implement the "GEAR against IPV" workshop in their classrooms. More specifically, they advised future implementers of the workshops:

- To involve teenagers from all classes of the same grade; in this way peers from all classes can share the knowledge and it is easier to ensure their participation to the workshops (permission from their teachers).
- To involve other colleagues/teachers if students need support with their creative projects for the campaign (for example, music teachers, computers teachers, etc.).
- To mainstream the workshop's activities in the curriculum of their particular class (if possible). For example the teachers who were teaching Home Economics found it particularly useful to mainstream the workshops' activities in the subject/modules of the curriculum of the class.

### ***Suggested Modifications for the Improvement of the Activities or the Process of the Workshops***

There were no suggested modifications for the improvement of the activities. With regards to the process of the workshops the implementers suggested that there be a simpler reporting procedure for reporting the results of the workshops to the coordination institution. They felt that the current procedure is too time-consuming.

Last but not least, when they were asked **if they plan to continue implementing the workshops in the future** all implementers responded positively. Particularly those teachers who teach Home Economics felt that the workshops are in-line with their core curriculum and were very enthusiastic about implementing the workshops in the future. Even those teachers that were not able to implement the workshops during the regular hours of the school expressed that, due to the structure as well as the flexibility of adjusting activities according to students' needs, they look forward to implementing them in the future. The main challenge lies in the need to ask colleagues to donate academic hours or organize after-school sessions in order to complete the programme. This requires extra effort, paper work and organization. On a positive note, students were very willing to attend after school sessions in order to complete the workshops.

## C. Lessons Learned & Suggestions for Improvements

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On the basis of the experience gained, here follows a list of lessons learned and suggestions for improvement of national implementations in future.

### Lessons Learned

- Due to the delays in receiving approval by the Ministry of Education and Culture to implement the workshops, the trainings were implemented with a delay in the final trimester of the school year. This trimester has been characterized as the most difficult in terms of teachers and students commitment to complementary activities relating to the project due to the preparation for final exams and unforeseen cancellations of class meetings.
- The fact that boys carry significantly more stereotypical attitudes about gender and relationships and exhibit higher tolerance to violence suggests the need for more targeted activities specifically addressing the perceptions of boys. Similarly to activities implemented specifically for boys and girls in Module 2 (gender stereotypes), perhaps more targeted activities could also be introduced in Module 3 and Module 4 as well.
- With regards to the process of the workshops according to the implementers' point of view, there should be a simpler way of reporting to the coordinating organisation. They mentioned to have been under significant time-pressure at school, which did not allow them to be on time with reporting.
- The absence of interest from male teachers to implement the workshops in their class has been disappointing as this would be a valuable opportunity for male teachers to get involved in the promotion of gender equality and healthy intimate relationships among teenagers. The involvement of male implementers in the workshops would be significant as they would become role models for male (and female) students.

### Suggestions for improvement

- Teachers suggested that it would be more beneficial to hold the trainings in the first trimester of the school year in order to implement the project in the beginning of the school year rather than at the end.
- The Cyprus Ministry of Education and Culture must commit in holding the schools accountable in handling and reporting incidents of abuse and referring young people to appropriate services.
- The Ministry of Education must allow educational programmes and approaches like the GEAR IPV Approach in the educational curriculum on a systematic basis at all levels of education.

## Conclusion

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The GEAR programme is highly relevant to adolescents' realities as it addresses significant issues in relation to gender roles, gender inequalities, gender stereotypes and healthy and unhealthy intimate relationships. As indicated in this report, adolescents do not easily recognize the warning signs of abuse in their relationships and often tend to overlook controlling and potentially harmful behaviours, exposing themselves to the risk of being abused. Moreover, gender stereotypical attitudes, engrained perceptions about socially imposed gender roles, attitudes exhibiting tolerance of abusive behaviours and difficulty to recognize common myths of IPV, also increase the risk of adolescents maintaining unhealthy patterns in their relationships.

The pre and post evaluation conducted in the course of the GEAR programme, suggests that it has an unmistakable effect in enhancing adolescents' knowledge and in challenging (and changing) attitudes, perceptions and self-reported behaviours about IPV. Notably, after the programme's implementation, gender stereotypical perceptions decreased, attitudes were shifted towards less tolerance of violence, recognition of controlling and abusive patterns in relationships was significantly enhanced while healthier perceptions about intimate partner violence were recorded. This constitutes the GEAR programme as an important and significant intervention in enabling adolescents build healthier relationships based on gender equality and in protecting themselves and others from abuse.

Moreover, as teachers acknowledged, the GEAR programme carries multiple benefits not only for students, but also for teachers and schools. According to the implementers' evaluation, teachers not only enhanced their knowledge on issues related to gender stereotypes, gender equality, and intimate partner violence but significantly increased their capacities, skills and confidence in preventing, identifying and effectively handling cases of abuse in children and teens. Effectively, after the GEAR intervention, teachers are in a better position to protect their students. On the other hand, through the implementation of the GEAR programme, schools can better fulfil their fundamental role in fostering an inclusive environment which promotes respect for human rights, embraces universal values, equal opportunities, respect for diversity and non-discrimination, supports the social and emotional development of children and promotes the full development of the human personality and appreciation of human dignity.

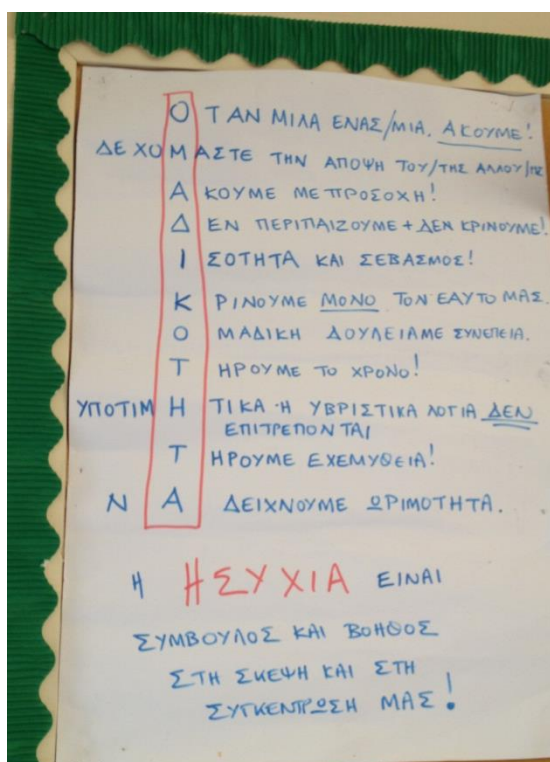


## Annex 1

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### Photos from workshop's implementation

Dianellou and Theodotou Gymnasium, Nicosia









If you were a girl  
You would feel how I feel  
When you say the words that hurt me  
And when you make me feel that I'm small  
Hang out with the girls  
And never feel bad  
I'd wear what I wanted  
And I'd never get criticized for it  
I'd simply be me

If you were a girl  
I think you could understand  
How it feels to treat a girl  
I swear you'd be a better man.  
You'd listen to her  
'Cause you know how it hurts  
When you lose the one you wanted  
'Cause you're taken for granted  
And everything you had got destroyed

If you were a girl,  
If I were a boy,  
We would listen to each other  
And our world would be a better place  
Cause we would understand  
If you were a girl ... If I were a boy ...



## Apostolos Varnavas Lyceum



ΧΤΙΖΟΝΤΑΙ ΥΓΙΕΙΣ ΣΧΕΣΕΙΣ  
ΑΝΑΜΕΣΑ ΣΤΑ ΔΥΟ ΦΥΛΑ

ΘΕΜΑΤΑ

1. Σχέσεις (Υγιείς)
2. Γάμος
3. Σεξ
4. Ερωτας
5. Δυναμικά
6. Βία
7. Ρατσισμός/Ανισότητα
8. Ομοφυλιότητα
9. Ζήλια μεταξύ των 2 ανδρών
10. Ισορροπία

ΑΥΤΟ ΠΟΥ ΘΕΛΩ  
ΝΑ ΚΕΡΔΙΣΩ ΕΙΝΑΙ:

1. Γνώσεις για υγιείς σχέσεις
2. Να δημιουργήσουμε υγιείς σχέσεις
3. Ασφάλεια και προστασία ένοια στην βία
4. Εμπειρίες
5. Να μάθουμε για αυτογνωσία και αλληλεπιδράσεις
6. Να κατανοήσουμε το αρχαίο φιλό.

ΣΠΡΑΤΗΡΙΟΤΗΤΑ 2.1.1

Πώς Είναι να Είσαι Κορίτσι...

Πώς Είναι να Είσαι Αγόρι...

Χαίρομαι που είμαι κορίτσι

Επειδή:

- Πιο ώριμες (4)
- Μπορώ να χύνω μητέρα (5)
- Να ζω την εμπειρία του τοκετού
- Θέλω να είμαι πιο αυθόρμητες
- Μπορώ να τιμάνω γυναι με τη μητέρα μου να ζω με τα αγόρια
- Δεν ανεβάζω πιο εύκολα δουλειές
- Φέρνω διαφορά στην χηναστική
- Έχω περίοδο και δεν κάνω μαθήματα
- Είμαι πιο ευαίσθητη
- Έχω φίλες
- Το αγόρια δεν προστατεύουν
- Δεν είχα ποτέ που είμαι κορίτσι
- Στις σχέσεις θα έχω κανόνες που θα με προστατεύουν
- Προσέχω περισσότερο τον εαυτό μου (μην σκα, σκα)
- Σημειώω περισσότερα από αγόρια

Θα ήθελα να ήμουν αγόρι για να:

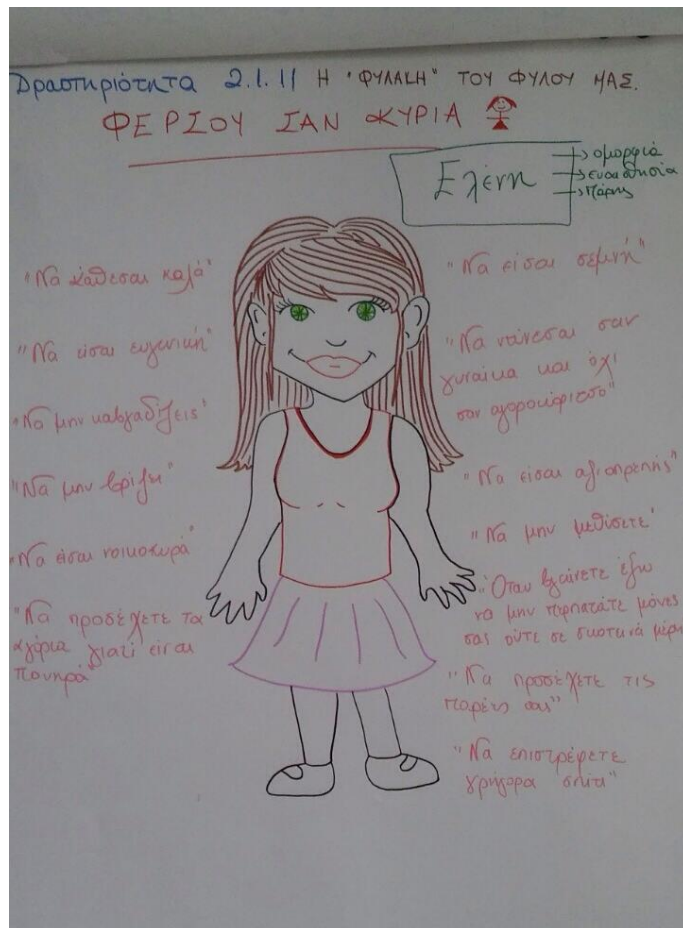
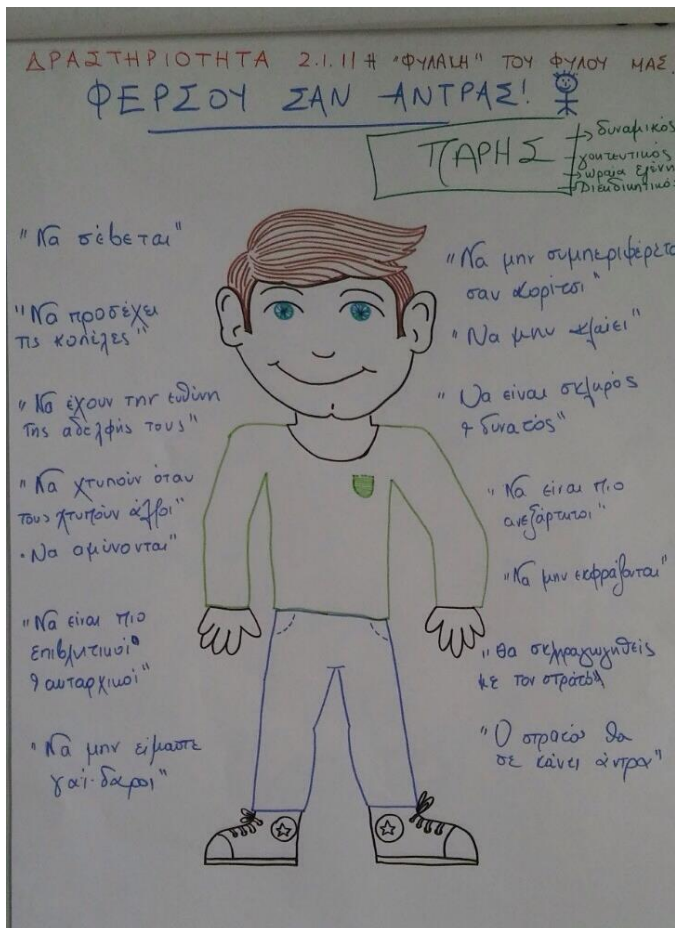
- Να μάθω να ήμουν πιο δυνατή
- Δεν θα ήμουν τόσο γρήγορα όσο τα αγόρια
- Θα ήμουν πιο πεπεισμένη
- Να καταλάβω με ποια κριτήρια σκέπτονται τα κορίτσια της ηλικίας μου
- Να μάθω να χύνω το μαλλί μου
- Να να μάθω να μην παίρνω τόσο εύκολα πάλι μου
- Να να επηρεάζω τον στρατό (2)
- Να να μην έχω τόσο τρικυφία
- Δεν θα ήθελα να ήμουν κορίτσι (2)
- Να να ήμουν να ποίωται πως κοίταξαν οι κορίτσια για τους άνδρες
- Να να νοιώσω/είμαι πιο ανώτερος και πιο καλύτερος
- Να να έχω είσοδο στο club σχετικά της ηλικίας

Θα ήθελα να ήμουν αγόρι για να:

- Να να μάθω να αποτιώω περισσότερα
- Ελευθερία στις εβδομάδες (1,1,1,1) → (5)
- Να να αποτύχω τις αιτήσεις εργασίας
- Να παρω περισσότερα χρώμα με φίλους
- Να να είμαι πιο δυνατή (1)
- Χωρίς να είμαι ανώτερη
- Να να μην έχω καθε μήνα περίοδο (2)
- Να να μην έχω τόσο πολύ καμία να αναβάλω
- Να να μην γεννάω
- Να να είμαι πιο ανεξάρτητη & ελεύθερη (3)
- Να να μην έχω τόσο εύκολα
- Να να έχω πιο εύκολη ζωή
- Να να δω πως σκέπτονται τα αγόρια
- Να να μην φοβάμαι σχέσεις με την υγεία, ανθεκτικότητα εργασιών και

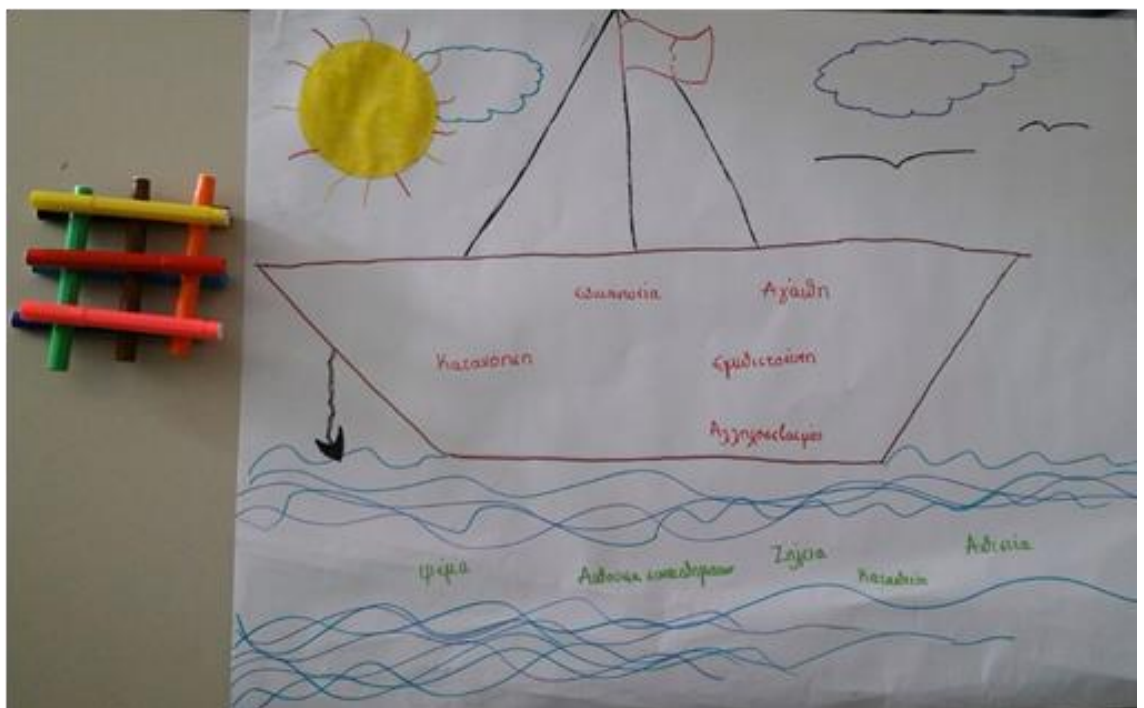
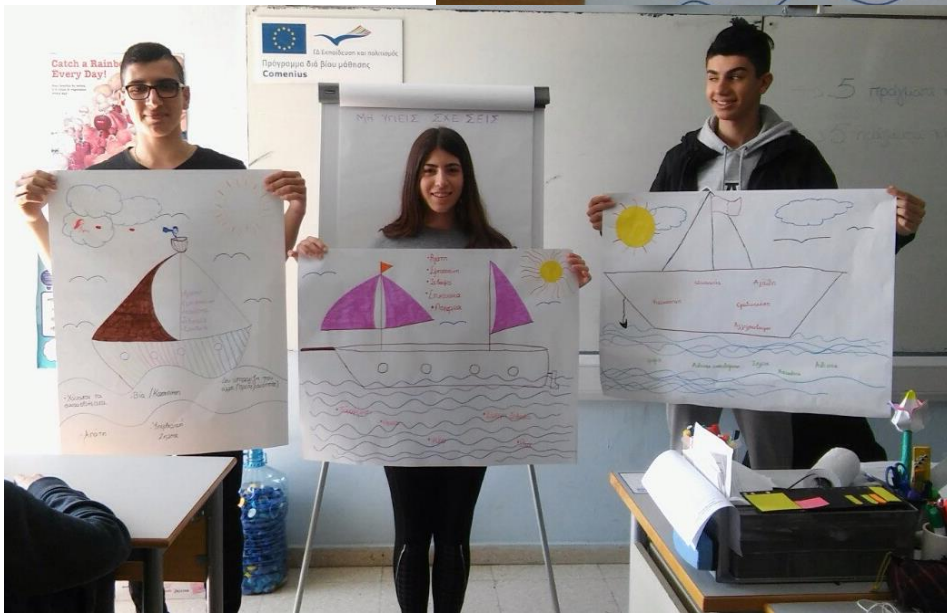
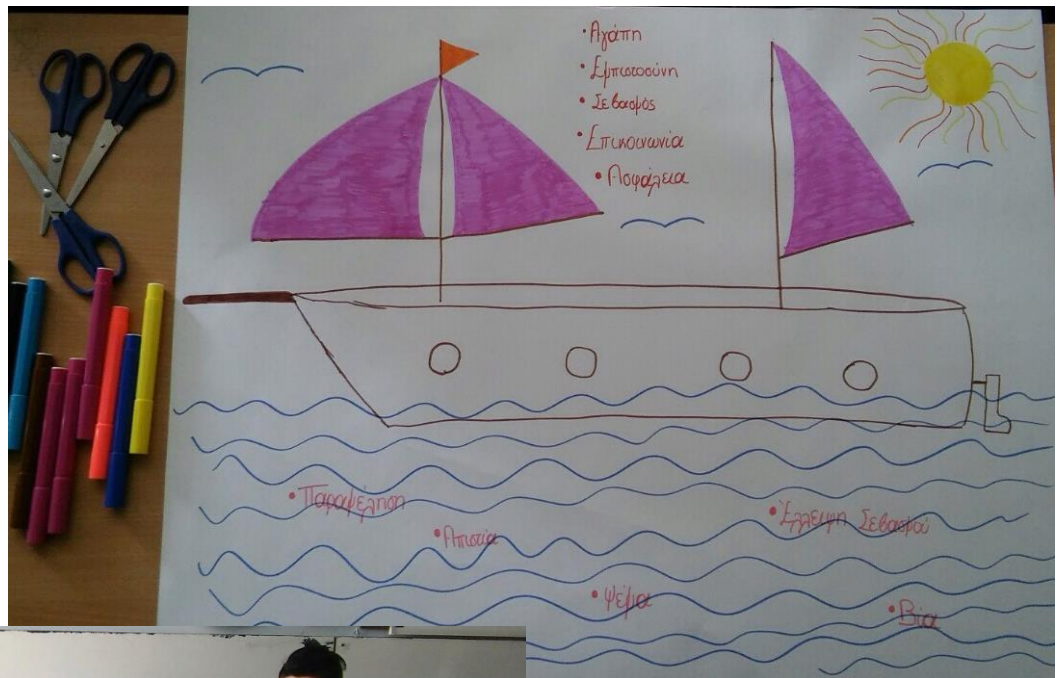






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# Agios Ioannis Chrysostomos Gymnasium





Στερεοτυπικές

αγγελονιγεις

Ζητωκῶν / Κοριθαῶν



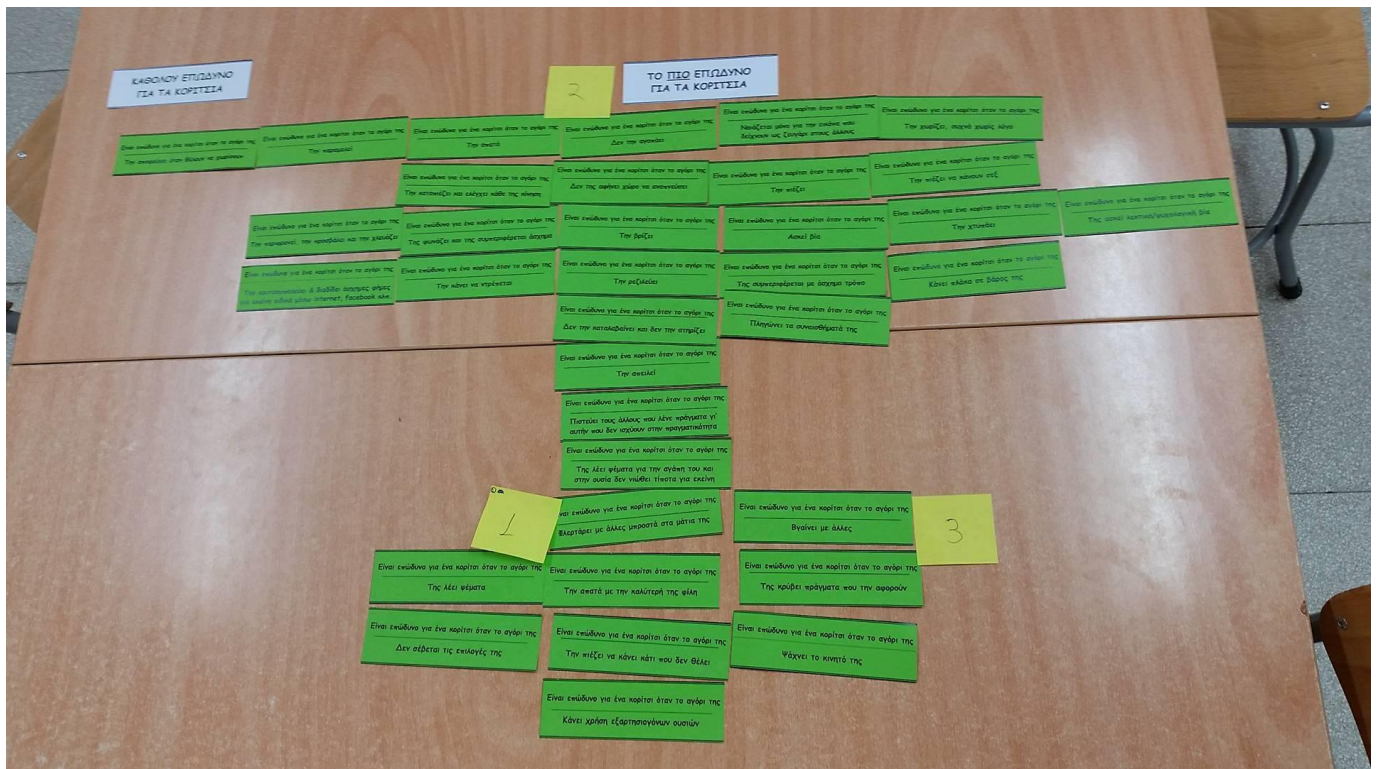
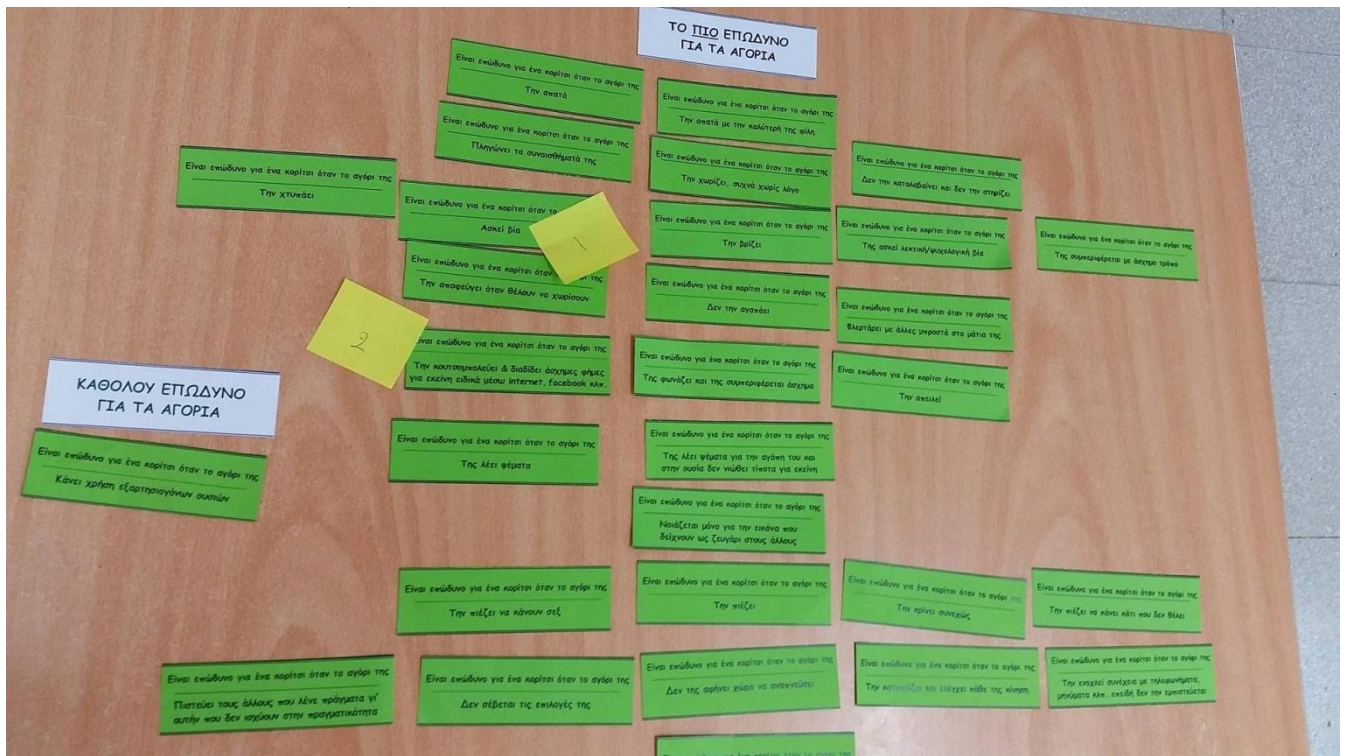
My opportunities

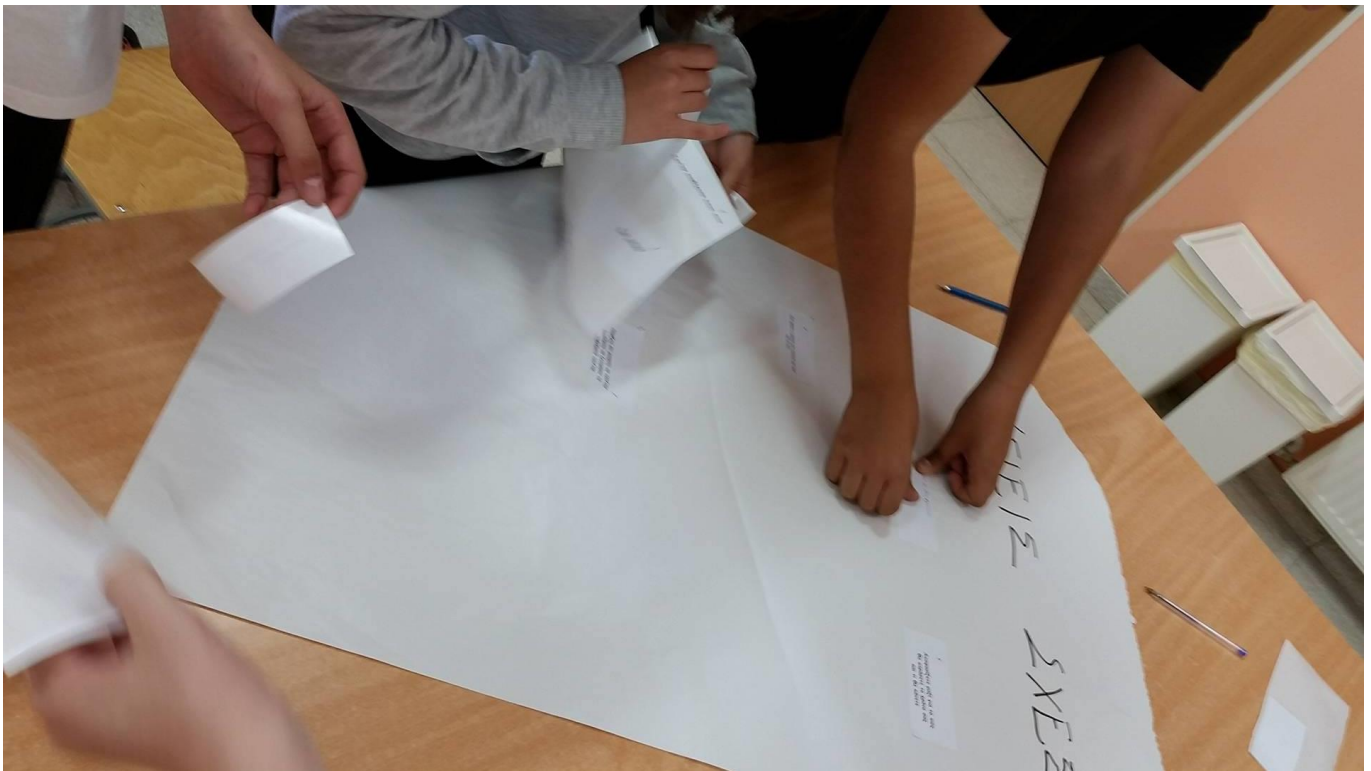
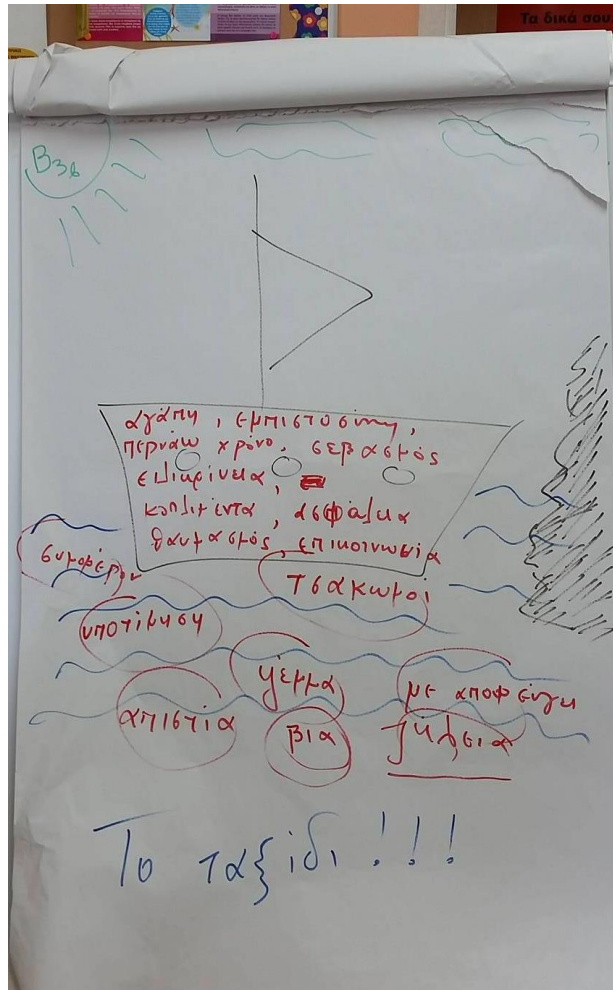
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χρηστών / υποδοχών

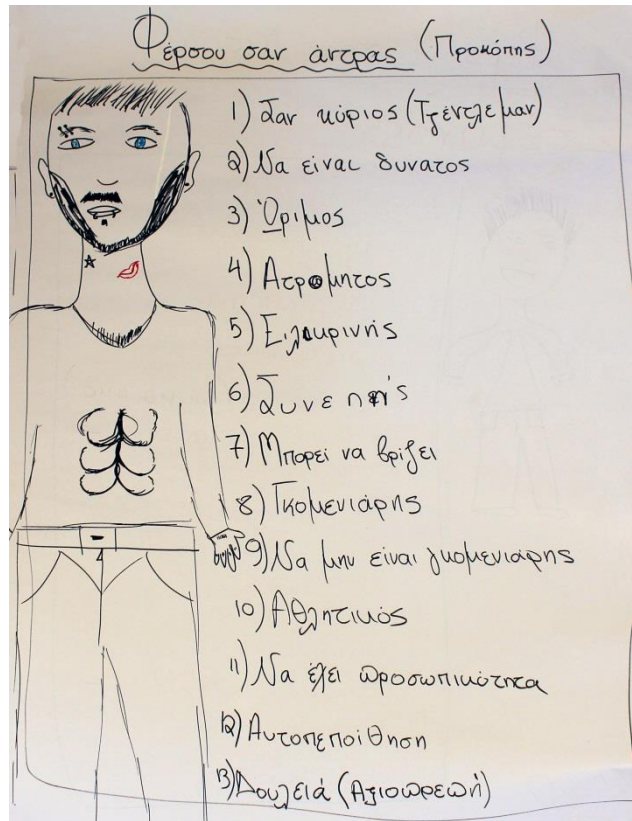














## **Annex 2a**

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### **Adolescents' Invitation for the development of the campaign**



Πρόσκληση Συμμετοχής Εμπειρογνωμόνων  
σε Εκστρατεία  
κατά της Βίας στις Σχέσεις των Εφήβων

• Μεσογειακό Ινστιτούτο Μελετών Κοινωνικού Φύλου (MIGS)



# Πρόσκληση Συμμετοχής Εμπειρογνωμόνων σε Εκστρατεία κατά της Βίας στις Σχέσεις των Εφήβων

Αγαπητέ Έφηβε,

Αγαπητή Έφηβη,

Στο πλαίσιο του Προγράμματος «**Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα**», στο οποίο ήδη συμμετέχεις, θα υλοποιηθεί μια εκστρατεία ευαισθητοποίησης εφήβων.

Στόχος της Εκστρατείας θα είναι η ευαισθητοποίηση και ενημέρωση όλων των εφήβων της Ελλάδας για ζητήματα σχετικά με τα θέματα με τα οποία ασχολείστε στο συγκεκριμένο πρόγραμμα.

Η εκστρατεία θα πραγματοποιηθεί κυρίως μέσω διαδικτύου, αλλά όχι μόνο. Το Μεσογειακό Ινστιτούτο Μελετών Κοινωνικού Φύλου έχει αναλάβει την ευθύνη για τα διαδικαστικά θέματα που αφορούν την υλοποίηση της συγκεκριμένης εκστρατείας. Τα μηνύματα όμως που θα περιλαμβάνει, όπως σε κάθε σοβαρή εκστρατεία που «σέβεται τον εαυτό της», πρέπει να προέλθουν από εμπειρογνώμονες: δηλαδή, από άτομα που είναι ειδικές και ειδικοί στο θέμα στο οποίο επιθυμεί να παρέμβει η εκστρατεία.

Επειδή όλες και όλοι εσείς είστε οι αρμοδιότερες/-οι για να μιλήσετε για το θέμα των σχέσεων των εφήβων, **έχουμε την χαρά και την τιμή να σας προσκαλέσουμε**, ως εμπειρογνώμονες, να σχεδιάσετε και να δημιουργήσετε τα έργα, μέσω των οποίων, θα μεταδοθούν σχετικά μηνύματα στα συνομήλικά σας άτομα. Μηνύματα για το πώς μπορούν να χτίζουν υγιείς, ισότιμες σχέσεις, που βασίζονται στον αμοιβαίο σεβασμό και είναι απαλλαγμένες από κάθε μορφής βία καθώς και για το τι μπορούν εκείνοι και εκείνες να κάνουν για να αντισταθούν στη βία (σε όποια μορφή κι αν την συναντούν στη ζωή τους).

## **Το έργο των εμπειρογνωμόνων**



Δημιουργία ενός ή περισσότερων μηνυμάτων που σχετίζονται με ένα ή περισσότερα από τα θέματα που πραγματεύεστε στο Πρόγραμμα «**Χτίζοντας υγιείς σχέσεις ανάμεσα στα δύο φύλα**»: ισότητα των δύο φύλων, ισότιμες και υγιείς σχέσεις, βία στις ρομαντικές και ερωτικές σχέσεις των εφήβων, τρόποι αντίδρασης και απόρριψης κάθε μορφής έμφυλης βίας.

Το μέσο για να περάσετε το μήνυμά σας θα είναι **ένα έργο** που θα δημιουργήσετε όλοι/-ες μαζί, ως ομάδα. Το έργο που θα φτιάξετε μπορεί να έχει οποιαδήποτε μορφή (κείμενο, ζωγραφιά, κολάζ, αφίσα, τραγούδι, θεατρικό δρώμενο, βίντεο ή ότι άλλο επιλέξει η ομάδα σας).



Ανάλογες εκστρατείες θα σχεδιαστούν και θα διεξαχθούν στην Κύπρο, την Κροατία, την Ισπανία και την Ρουμανία από μαθητές και μαθήτριες που, όπως κι εσείς, συμμετέχουν στο ίδιο Πρόγραμμα.

## Όροι διεξαγωγής της Εκστρατείας

Όλα τα έργα που θα δημιουργηθούν από τις ομάδες εμπειρογνομόνων θα περιληφθούν στην διαδικτυακή εκστρατεία (εκτός από την απίθανη περίπτωση που τα μηνύματα ενός έργου έρχονται σε αντίθεση με τους σκοπούς της Εκστρατείας).

Επιπλέον, ευελπιστούμε ότι από τα έργα που θα δημιουργηθούν θα προκύψει και ο τίτλος της εκστρατείας.

Το έργο κάθε ομάδας πρέπει να συνδέεται οπωσδήποτε με το όνομα της ομάδας που το δημιούργησε, αλλά μπορεί να έχει και πολύ περισσότερες πληροφορίες: εσείς θα επιλέξετε ποιες από τις παρακάτω πληροφορίες θέλετε να εμφανίζονται μαζί με το έργο σας:

- όνομα της Ομάδας σας (δικής σας επινοήσης, πραγματικό ή φανταστικό)
- τα ονόματα όλων των δημιουργών του έργου
- το όνομα του ατόμου που υλοποίησε το Πρόγραμμα μαζί σας
- την περιοχή του σπιτιού σας

Η διαδικτυακή εκστρατεία θα ξεκινήσει μετά τον Απρίλιο του 2016 και θα υλοποιείται από την ιστοσελίδα του Προγράμματος ([www.gear-ipv.eu/campaigns](http://www.gear-ipv.eu/campaigns)), και την Ιστοσελίδα του MIGS [www.medinstylegenderstudies.org](http://www.medinstylegenderstudies.org) το Facebook και ιστοσελίδων του Συλλόγου Το Χαμόγελο του Παιδιού και του Ευρωπαϊκού Δικτύου κατά της Βίας, ενώ σημαντικό λόγο θα διαδραματίσει και η πλατφόρμα YouSmile του Συλλόγου Το Χαμόγελο του Παιδιού. Τέλος θα προσκληθούν να έχουν ενεργό ρόλο στην διεξαγωγή της Εκστρατείας νεανικοί φορείς αλλά και άλλοι φορείς που σχετίζονται με το εκπαιδευτικό πλαίσιο (π.χ. ιστοσελίδες και FB σχολείων, του Υπουργείου Παιδείας και των εποπτευόμενων δομών του), κλπ.



## Διαγωνισμός για επιλογή ενός έργου προς παραγωγή

Αφού συλλεχθούν τα έργα όλων των ομάδων θα επιλεγεί το έργο ή τα έργα που εκπέμπουν τα ισχυρότερα μηνύματα. Ανάλογα με τη φύση των έργων που θα επιλεγούν, ενδέχεται να αποφασιστεί η παραγωγή ενός ή περισσότερων από αυτά (π.χ. αν είναι ζωγραφιά μπορεί να παραχθεί σε αφίσες, μπλουζάκια ή άλλο υλικό, αν είναι τραγούδι ή άλλο οπτικοακουστικό υλικό, μπορεί να επιχειρηθεί η παραγωγή του σε επαγγελματικό στούντιο, κ.α.).



Κάθε ομάδα μπορεί να λάβει μέρος στο διαγωνισμό με **ένα μόνο έργο**. Σε περίπτωση που η ομάδα σας δημιουργήσει περισσότερα από ένα έργα, παρότι θα τα συμπεριλάβουμε όλα στην καμπάνια, θα χρειαστεί να επιλέξετε ποιο από αυτά θέλετε να συμπεριλάβουμε στο διαγωνισμό.

Ελπίζοντας ότι σας ενδιαφέρει να στηρίξετε, ως εμπειρογνώμονες, τη συγκεκριμένη εκστρατεία που, στην πραγματικότητα, σας ανήκει,

Σας ευχαριστούμε θερμά εκ των προτέρων

Σας ευχόμαστε καλή έμπνευση

και

Περιμένουμε με ανυπομονησία να δούμε τα έργα με τα μηνύματά σας!

Μεσογειακό Ινστιτούτο Μελετών Κοινωνικού Φύλου (MIGS)

Σουσάνα Ελίζα Παύλου, Διευθύντρια

## Annex 2b

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### Materials developed for the realization of the Campaign



Agios Ioannis Chrysostomos Gymnasium – Class B3



Agios Ioannis Chrysostomos Gymnasium – Class B3



## Ο ΠΟΝΟΣ ΤΟΥ ΦΥΛΟΥ

Στον καθρέφτη που κοιτάω  
εφαίξε να χαμογελάω  
είμαι ένα πρόσωπο θλιμμένο  
της κοινωνίας πληγωμένο.

Χειρώνος στην καρδιά μου υπάρχει  
μια πολιτεία σκοτεινή  
με τα δύο φύλα να θρηνούν  
την ανισότητα που είναι.

Πως μπορούν να την αλλάξουν σκέφτονται  
μα μόνοι δεν μπορούν  
τα κομμάτια να σπείρουν  
δυνατά να φωνάζουν  
την ανισότητα ν' αλλάξουν

Αν τα χέρια ενώσουμε  
και σκεφτούμε σοβαρά  
όλοι να είμαστε μαζί  
όλοι ίσοι στη ζωή

Δεν πρέπει να υποκύψουμε  
να φανούμε δυνατοί  
θαραλλείοι να 'μαστε  
να νικούμε τη σιωπή.

Πως μπορούν να την αλλάξουν σκέφτονται  
μα μόνοι δεν μπορούν  
τα κομμάτια να σπείρουν  
δυνατά να φωνάζουν  
την ανισότητα ν' αλλάξουν.



**Agios Ioannis Chrysostomos Gymnasium – Class B4**



**Agios Chrysostomos Gymnasium – Class B3- 1st Prize**

## 1. "If I were a boy / If you were a girl" - Class: B4- 2nd Prize

Σκεπτικό για το τραγούδι:

«Όταν ξεκινήσαμε το Πρόγραμμα, μιλώντας για στερεότυπα, το μυαλό μας πήγε στο τραγούδι *If I were a boy*, το οποίο ουσιαστικά εκφράζει το παράπονο της ηρωίδας για τις διακρίσεις που δέχεται λόγω των στερεότυπων για το φύλο της και την αρνητική συμπεριφορά του συντρόφου της. Αποφασίσαμε να κάνουμε μια δική μας διασκευή με κάπως πιο διαφορετικό ρυθμό, χαρακτήρα και μουσικά όργανα στη μουσική, να κρατήσουμε μόνο την πρωτότυπη πρώτη στροφή και το ρεφρέν και να προσθέσουμε τη δική μας δεύτερη στροφή, *If you were a girl*, ένα προσαρμοσμένο ρεφρέν και έναν επίλογο που ενώνει και τα δύο. Οι δικές μας προσθήκες και αλλαγές φαίνονται με **bold**. Πιστεύουμε, ότι με το να απευθύνουμε το λόγο στον άλλο λέγοντάς του, "Αν ήσουν κορίτσι" είναι πιο δυνατό, από το να λέμε "Αν ήμουν αγόρι". Το να κάνει κάποιο κορίτσι τα ίδια που κάνει ένα αγόρι δεν λύει το πρόβλημα. Το θέμα είναι να μπει στη θέση του κοριτσιού το αγόρι και να την καταλάβει ...»

Rationale:

"When we began participating in the program, talking about stereotypes, our minds went to the song *"If I were a boy"*, which essentially is a complaint of the heroine on discrimination faced due to gender stereotypes and the negative behavior of her partner. We decided to make our own arrangement with somewhat different pace, character and musical instruments in music; keep the original first verse and the chorus and add our own second turn, *If you were a girl*, a custom chorus and an epilogue that unites both. Our own additions and changes are shown in **bold**. We believe that by giving the floor to the other partner by saying, "If you were a girl" is a stronger message than saying "If I were a boy." Asking a girl to act like a boy does not solve the problem. The point is to be able to "get in the shoes" of a girl and to understand ..."

Κόμπου Άλκηστη (τραγούδι)

Κρίμε Εύα (τραγούδι)

Κυπραγώρας Αντώνης (πιάνο)

Λαζαρίδου Χριστίνα (κιθάρα)

Μιχαήλ Χριστιάνα (κιθάρα)

Φιλική συμμετοχή: Χατζηγιάννη Δέσποινα, B1 (τραγούδι)

### "If I were a boy / If you were a girl"

(Ο προσαρμοσμένος τίτλος είναι εισήγηση του B4)

(Toby Gad / Britney Carlson)

If I were a boy  
Even just for a day  
I'd roll outta bed in the morning  
And throw on what I wanted and go  
Drink beer with the guys  
And chase after girls  
I'd kick it with who I wanted  
And I'd never get confronted for it.  
'Cause they'd stick up for me.

If I were a boy  
I think I could understand  
How it feels to love a girl  
I swear I'd be a better man  
I'd listen to her

'Cause I know how it hurts  
When you lose the one you wanted  
'Cause he's taken you for granted  
And everything you had got destroyed

**If you were a girl  
You would know how I feel  
When you say the words that hurt me  
And when you make me feel that I'm small  
Hang out with the girls  
And never feel bad  
I'd wear what I wanted  
And I'd never get criticized for it  
I'd simply be me**

**If you were a girl**  
I think you could understand  
**How it feels to treat a girl**  
I swear you'd be a better man  
**You'd listen to her**  
'Cause **you** know how it hurts  
When you lose the one you wanted  
'Cause **you're** taken for granted  
And everything you had got destroyed

**If you were a girl,  
If I were a boy,  
We would listen to each other  
And our world would be a better place  
Cause we would understand  
If you were a girl ... If I were a boy ...**



## 2. THE GEAR RELATION-SHIP

Dianellou and Theodotou Gymnasium, Nicosia

Class: B4



Σκεπτικό:

«Το καράβι μας είναι ένα καλό πειρατικό πλοίο! Διασχίζει τις θάλασσες με όλα τα θετικά μιας υγιούς σχέσης πάνω στα πανιά του για να τα βλέπουν όλοι και όλες, διαδίδοντας παντού τα μηνύματά του και αφηφώντας όλους τους κινδύνους. Το όνομα του καραβιού μας είναι ένα λογο-παίγνιο της έννοιας σχέσης και της λέξης καράβι!»

Rationale:

"Our boat is a good pirate ship! Crossing the seas with all the positive characteristics of a healthy relationship on the sails for all to see, spreading everywhere its messages and defying all dangers. The name of our boat is a word-game between the term relationship and the word boat!"



### 3. ΑΓΑΠΗ ΜΟΝΟ!// LOVE ONLY!

Dianellou and Theodotou Gymnasium, Nicosia

Class: B4

3<sup>rd</sup> Prize

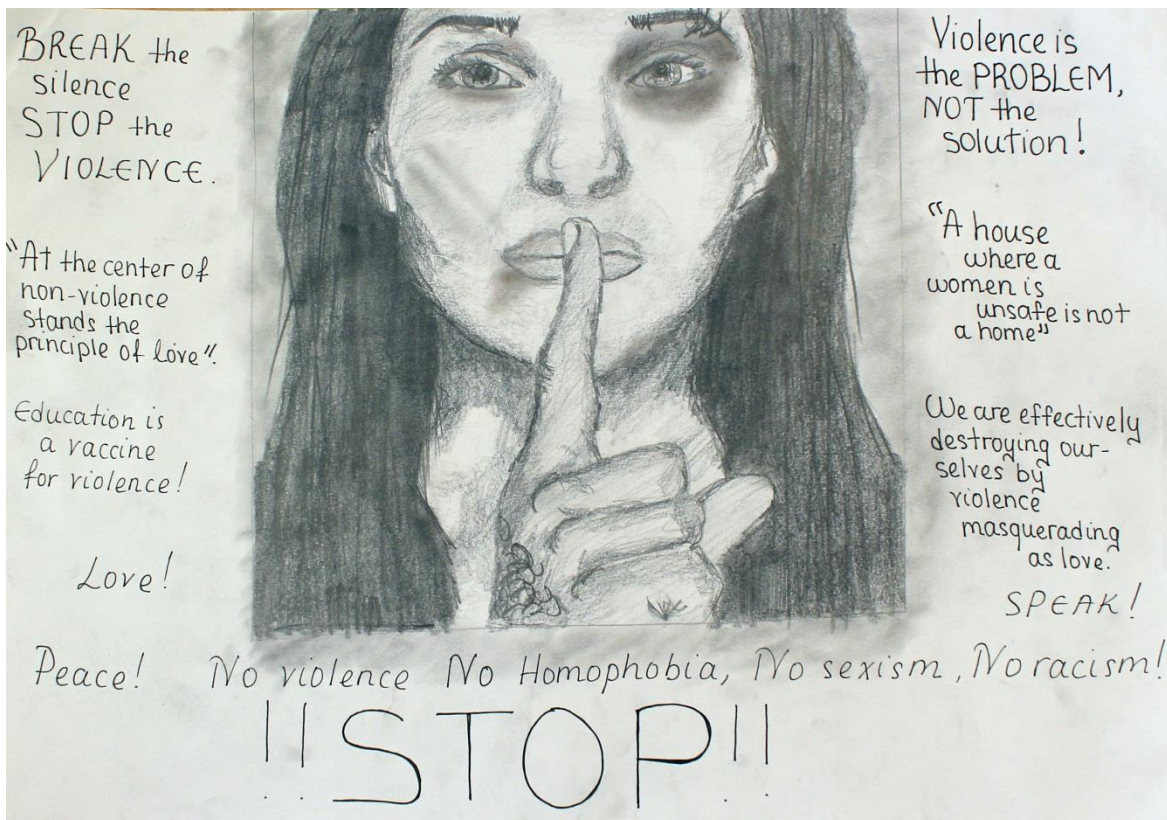


#### ΣΚΕΠΤΙΚΟ:

«Φτάνοντας στο τέλος του Προγράμματος σκεφτήκαμε να αφήσουμε το αποτύπωμά μας ... κυριολεκτικά! Μαζευτήκαμε όλοι και ο καθένας και η κάθε μία από εμάς ζωγράφισε το σχήμα της παλάμης του/της, επιλέξαμε το χρώμα που μας αντιπροσωπεύει και γράψαμε το όνομά μας και με μία λέξη που ήταν αυτό που πήραμε από το Πρόγραμμα. Τα υλικά που χρησιμοποιήσαμε είναι: κιμωλία, μαρκαδόροι, παστέλ και χρωματιστά. Στη μέση της εικαστικής μας δημιουργίας γράψαμε αυτό που μας αντιπροσωπεύει: ΑΓΑΠΗ ΜΟΝΟ! Τα γράμματα της φράσης σχηματίζονται από θετικά μηνύματά μας για το τι πιστεύουμε πρέπει να χαρακτηρίζει μια υγιή σχέση!!»

#### Rationale:

"Reaching the end of the GEAR IPV program we wanted to leave our footprint ... literally! We gathered each and every one of us painted the shape of his / her palm, with the color that represents us and wrote our name and a word about what we gained from the GEAR IPV Program. The materials used are: chalk, markers, pastels and coloring pencils. In the middle of our artistic creation we wrote what represents us: LOVE ONLY! The letters of the words formed by our positive messages about what we should characterize a healthy relationship!! "



Apostolos Varnavas Lyceum

## Υγιείς και μη υγιείς σχέσεις

**Μια σχέση είναι υγιής όταν:**

- ✓ Υπάρχει αμοιβαίος σεβασμός, ειλικρίνεια και εκτίμηση.
- ✓ Δεν περιορίζει και ελέγχει ο ένας τον άλλον.
- ✓ Αισθανόμαστε άνετα και έχουμε προσωπικό χρόνο.
- ✓ Παίρνουμε μαζί αποφάσεις.
- ✓ Ηλώθουμε συναισθήματα αυτοεκτίμησης και ευχαρίστησης.
- ✓ Διαπραγματευόμαστε όταν υπάρχει σύγκρουση.
- ✓ Υποστηρίζουμε ο ένας τον άλλον.
- ✓ Δεν υπάρχει φόβος στη σχέση.

**Πώς μπορώ να αποκτήσω μια υγιή σχέση:**

- ✓ Όταν είμαστε ειλικρινείς μεταξύ μας από την αρχή.
- ✓ Αφήνοντας χώρο να αναπνεύσουμε.
- ✓ Αναλαμβάνουμε την ευθύνη των πράξεών μας.
- ✓ Όταν συμπεριφερόμαστε όπως θα θέλαμε να μας συμπεριφέρονται.
- ✓ Υποχωρούμε στους καυγάδες.
- ✓ Υπάρχει αγάπη μεταξύ μας.

**Μια σχέση δεν είναι υγιής όταν:**

- ✓ Υπάρχει βία.
- ✓ Ο ένας από τους δύο ζηλεύει υπερβολικά.
- ✓ Χρησιμοποιούνται υποτιμητικοί χαρακτηρισμοί.
- ✓ Ασκειται πίεση για οποιοδήποτε αριθμό πραγμάτων.
- ✓ Δεν μπορούν να συμβιβαστούν.
- ✓ Δεν σέβονται τις απόψεις και τα συναισθήματά τους.

ΜΑΘΗΜΑ: Οικιακή Οικονομία/Αγωγή Υγείας  
ΟΜΟΝΗ: Κλάση Γ' Γυμνασίου  
ΟΜΟΝΗ ΚΑΘΗΓΗΤΡΙΑ: Ελισάβετ Παπούσα  
ΣΧΟΛΙΚΟ ΕΤΟΣ: 2015-2016  
ΘΕΜΑ: Υγιείς και μη υγιείς σχέσεις.




Σχολείο: Αγιος Ιωάννης Χρυσόστομος  
 Μαθητές: Ουρανός, Αγγελική, Γιώργος  
 Όλη ομάδα: Μαρία-Ελένη, Διονύσιος  
 Όλη ομάδα: Γεωργία, Μαρίας  
 Σχολικό έτος: 2015-2016

## ΣΤΑΖΟΥΜΕ ΤΙΣ ΑΛΥΣΙΔΕΣ ΤΩΝ ΕΜΦΥΛΩΝ ΣΤΕΡΕΟΤΥΠΩΝ

Ποιος πολλές φορές να έχει ακούσει εκφράσεις όπως: "Οι γυναίκες πρέπει να είναι νοικοκυράδες και να κάνουν τις δουλειές του σπιτιού", "Οι άντρες πρέπει να κάνουν τις βαριές δουλειές". Αυτές είναι εκφράσεις-στερεοτύπων που δυσκολεύουν πολύ ανθρώπους πιστεύουν και έτσι οι "αγριότητες".


Υπάρχουν όμως και μερικοί άνθρωποι που νιώθουν πως αυτά τα "πρέπει" τους καταπιάνουν. Αλλάζει νιώθουν σαν αυτά τα "πρέπει" να είναι χροιάς αλλοίωσης που είναι δύσκολο σπύρα με αυτού για γρήγορα τους το ίδιο!

Παρόλο αυτά όμως άνθρωποι αυτοί δεν υποκύπτουν στα "πρέπει" και έτσι σπάσουν τις αλυσίδες χωρίς να τους ενδιαφέρει ιδιαίτερα το τι θα πουν οι άλλοι για αυτούς, και έτσι μπορούν να βουν μια ελεύθερη.




Τίτλος:

<http://www.surrealistart.com/american/steve-papadimitriou/steve-papadimitriou/>



<http://www.surrealistart.com/american/steve-papadimitriou/steve-papadimitriou/>



<http://www.surrealistart.com/american/steve-papadimitriou/steve-papadimitriou/>