

# Gender Equality Awareness Raising against Intimate Partner Violence II

## GEAR against IPV II

### Report

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



***European Anti-Violence Network (EAVN) - Greece***

*November, 2016*

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





# Credits

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# Project Identity

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**Title:** Gender Equality Awareness Raising *against* Intimate Partner Violence – II (GEAR *against* IPV - II)

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

## Partners

- 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
- The Smile of the Child, Greece

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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 Greece in the context of the "GEAR against IPV II" Project.

Detailed reports for the implementation and evaluation of workshops in the five countries are available [here](#) per country and a short description for all countries can be accessed at the [Policy Brief](#) entitled *Building Healthy Intimate Relationships. The Role of School: Evidence-based Policy Recommendations for Adolescents' Empowerment*.

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

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## Background

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### Material

The adolescents' Awareness Raising Workshops' organization, implementation and evaluation was based on the Greek "GEAR against IPV" **Booklet III: Teacher's Manual** and the Greek "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, European Anti-Violence Network updated the already existing Greek Booklet III and IV from the 1<sup>st</sup> GEAR against IPV project. Therefore, the revised Greek<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 are needed 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.



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<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***

EAVN organized, implemented and evaluated **three 3-day training seminars** for **93 trainees** in Greece.

The **first 3-day seminar** was held in Athens on 1<sup>st</sup> – 3<sup>rd</sup> April 2015. The trainees were teachers and psychologists who work with children/adolescents/young people who are either hosted or visiting the facilities of organizations offering services to vulnerable and/or high risk groups of children/adolescents. The Seminar was organized by the project's coordinator (EAVN, Greece) in collaboration with the Project's Partner "The Smile of the Child" and a total of 20 trainees attended the seminar (the results of the workshops implemented by the trained teachers of the 1<sup>st</sup> seminar are not reported here).

The **second 3-day seminar** was held in Athens on 31<sup>st</sup> October - 2<sup>nd</sup> November 2015. The trainees were secondary education teachers from various areas of Greece. The Seminar was organized by the project's coordinator (EAVN) and a total of 52 trainees attended the seminar.

The **third 3-day seminar** was held in Athens on 5<sup>th</sup> – 7<sup>th</sup> December 2015. The trainees were secondary education teachers from various areas of Greece. The Seminar was organized by the project's coordinator (EAVN) and a total of 21 trainees attended the seminar.

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

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

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

EAVN prepared and submitted application to the **Greek Ministry of Education, Research and Religious Affairs** in order to obtain approval for the workshops' implementation in the schools that expressed their interest to implement a Workshop during the school year 2015-2016. The application was submitted to the Section C', Student's Care and School Life of the Directorate for Studies, Programs and Organization of Secondary Education (on 23.10.2015). The application was then forwarded from the Ministry to the Institute of Educational Policy (IEP). IEP requested in December additional information for teachers' training seminars, the workshops' implementation and the educational material (all information and the material were sent to IEP).

IEP approved the project's implementation at the interested schools via the suggested project's methodology and material and the respective approval from the Ministry of Education was obtained on 19<sup>th</sup> February 2016 (4 months later).

This delay, urged some teachers to start the implementation of their workshops via the obtainment of other permissions (such as, partners' consent, the permission from the school principal and the teachers' association, the permission of the regional secondary education directorate) until the obtainment of the permission from the Ministry. However, some teachers waited the permission from the central ministerial authority before starting.

It should be noted here that this is the first time that the competent authorities requested to receive the GEAR against IPV material and provided permission to use it for the workshops' implementation almost without modification (only some minor modifications were requested for Booklet III and IV).

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

During the training seminars, the trainees were informed that the desired age for the workshop's implementation was the second grade of Junior High-School (13-14 years old) or the first grade of Senior High-School. Initially, during the trainees registration phase (before the onset of the teachers' seminar), 41 teachers had declared their interest to implement the workshops during the school year 2015-2016 at the targeted students' ages.

At the end of the two training seminars, a total of 36 teachers (out of the 73 trained, namely the 49.3%) declared their interest to implement the workshops within the project's framework with the support of EAVN and by following the procedures established.

After the end of the training seminars, it was requested from the 36 teachers to complete and send to EAVN the details of the workshop that they planned to implement (namely, the C1 Reporting Form completed). A total of 21 trained teachers responded and implemented the workshops<sup>4</sup> within the framework of the project and with the support of EAVN. In addition, 11 teachers implemented the workshops on their own. In general, a total of 32 teachers out of the 73 trained, implemented the workshops (with or without the support of EAVN).

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<sup>4</sup> Initially, when the project was designed, 15 implementers was anticipated to be recruited.

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

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

- investigation of possibilities to implement the workshops within or outside of the regular school curriculum or both combined
- recruitment of students
- teachers' self-preparation
- selection of activities to be implemented
- development of the workshops' schedule/program

Regarding the implementation of the workshops **within or outside of the regular school curriculum** it is 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 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 each "GEAR against IPV" Workshop depended on the duration each teacher set for her/his Workshop; which, in turn, depended upon the schools' and teachers' availability; sometimes, the initial duration was necessary to be modified on the basis of the time schedule of the school. For the selection of the activities, teachers were instructed to choose those 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], b) to select some "back-up activities", that would 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) and c) to select only one or two among the activities having similar objectives (according to the instructions in the Table included in Booklet III in pages 20-23). 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, supervision and reporting of the workshop's results***

The methods used for monitoring the workshops by EAVN included, apart from constant communication with the implementers (via e-mail or phone calls and face-to-face meetings, whenever necessary), 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 planned to implement, such as: the grade that the workshop would be implemented in (e.g. 1<sup>st</sup> 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 EAVN about the characteristics of the workshop that s/he planned to implement and therefore, to enable EAVN 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 providing suggestions for omission or inclusion of few activities from a Module). Additionally, on the basis of the C1 Form, EAVN prepared the material needed for the selected activities as well as for the Workshop's evaluation and sent it to each 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 to complete the 2<sup>nd</sup> part of C2 Reporting Form -entitled “C2<sup>EV</sup>. Reporting Form for Evaluation” (along with this Form –when they completed it for first time for the 1<sup>st</sup> session- implementers had to also send to EAVN 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 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 to send to EAVN the following:

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

The three types of reporting forms were developed in such a format that allows online completion and submission. This

The image displays two screenshots of online reporting forms from the European Anti-Violence Network (EAVN). The top form is titled 'Γ1. ΦΟΡΜΑ ΑΝΑΦΟΡΑΣ' (Form A) and is for the 'DESIGN OF THE WORKSHOP'S IMPLEMENTATION'. It includes fields for personal information, workshop details, and a progress bar. The bottom form is titled 'Γ2. ΦΟΡΜΑ ΑΝΑΦΟΡΑΣ' (Form B) and is for the 'OVERALL RESULTS OF THE IMPLEMENTATION OF THE WORKSHOP'. It includes a section for overall results, a progress bar, and a section for evaluation. Both forms are part of the 'Ευρωπαϊκό Δίκτυο κατά της Βίας (Ε.Δ.Κ.Β.)' (European Anti-Violence Network) and are accessible at [www.antiviolence-net.eu](http://www.antiviolence-net.eu).

decision was taken due to the many advantages online completion offers in comparison to either paper or electronic document completion: the application does not allow missing values by indicating to the respondents the questions that they left unanswered, it facilitates more the respondent (easier completion for the teachers, as specific questions “are hidden”, according to the respondent’s answer in filter questions- more user friendly and also respondents can pick a time that suits them best). Additional benefit is the immediate/automatic extract of responses to excel.

## A.2. Implementation of workshops

### A.2.1. Participants

#### *Implementers*

The 21 workshops were implemented by **19 female and 3 male teachers**. The specialties of teachers that implemented the workshops were:

- Languages (English – French – German) (9 teachers)
- Literature (philologist) (5 teachers)
- Gymnastics (2 teachers)
- Physics (1 teacher)
- Theology (1 teacher)
- Biology (1 teacher)
- Home economics (1 teacher)
- Civil engineering (1 teacher)
- Informatics (1 teacher)

All implementers had been trained<sup>5</sup>; in 1 Workshop, a trained teacher collaborated with an untrained one, who undertook the role of the co-facilitator.

#### *Adolescents*

A total<sup>6</sup> of **413 students** participated in the 21 workshops (198 males and 215 females). No drop outs were reported for reasons related to the intervention; only 7 students (4 boys and 3 girls) discontinued their participation (either in the middle of the workshop or close to the end) for practical reasons e.g. change of school, inability to participate in the sessions due to changes that occurred in student’s post-school obligations.

Students’ demographic characteristics derived from their pre-questionnaires for the majority of the participants. In cases where the student had not completed his/her pre-questionnaire or a question about demographic data, this information derived from their post-questionnaire. The mean age of participants (195 boys and 214 girls) was 14.25 years S.D. = 2,85 (boys:  $M = 14,39$ ,  $SD = 3,36$ , girls:  $M = 14,11$ ,  $SD = 2,29$ ).

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

<sup>6</sup> The total number derives from the demographic data of completed questionnaires, and it is slightly different from the total number of participants, as indicated in the implementers’ reports (see Table 2).



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

Demographic Characteristics		Participants	
		N	%
Sex	Male	198	47,9
	Female	215	52,1
	<b>Total</b>	<b>413</b>	<b>100,0</b>
Age	12	11	2,7
	13	126	30,8
	14	165	40,3
	15	90	22,0
	16	7	1,7
	17	2	0,5
	20-43	8	2,0
	<b>Total</b>	<b>409</b>	<b>100,0</b>
Nationality	Missing	4	
	Greek	366	90,8
	Albanian	21	5,2
	Mixed Greek	7	1,7
	Other*	9	2,2
	<b>Total</b>	<b>403</b>	<b>100,0</b>
	Missing	10	

\* **Other:** English, French, Indian, Libanese, Polish, Romanian, Russian.

The majority of students attended Junior High Schools (in 11 schools attended the B grade, in 5 schools attended the C grade of Junior High School, in one school the group consisted of students that attended the B and C grade of Junior High School and in one school attended the A grade of Junior High School). Two groups consisted of students that attended the A grade of Senior High School while in one case the students attended the A grade of night junior high school. The distribution of students per grade is presented in Table 1<sup>a</sup>.

**Table 1<sup>a</sup>.** Distribution of students that participated in the workshops per grade

		Participants					
		Boys		Girls		Total	
		N	%	N	%	N	%
Grade	A' grade of Junior High School	14	7,1	10	4,7	24	5,8
	B' grade of Junior High School	111	56,1	113	52,6	224	54,2
	C' grade of Junior High School	47	23,7	70	32,6	117	28,3
	A' grade of Senior High School	17	8,6	18	8,4	35	8,5
	A' grade of Evening Junior High School	9	4,5	4	1,9	13	3,1
	<b>Total</b>	<b>198</b>	<b>100,0</b>	<b>215</b>	<b>100,0</b>	<b>413</b>	<b>100,0</b>



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

During the teachers' seminar, all trainees were provided with a hardcopy of the Greek "GEAR against IPV" Booklets III and IV, on the basis of which implementers designed and conducted the workshops. They were also instructed to download the electronic version of the material from the "download page" of the project's website. 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 each Teachers' Seminar, EAVN sent each teacher that had declared interest to implement a workshop an electronic version of the C1 Reporting Form (for online completion) 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 EAVN with information about the:

- a. expected number of participants by sex, grade, classroom
- b. anticipated start and end date of the workshop
- c. activities planned to be implemented (including "back-up activities")
- d. number of workshop's planned meetings/sessions, planning to be conducted inside/outside the school regular curriculum or both, number of (teaching) hours
- e. materials that they would need for the implementation (e.g. markers, flipchart paper, tape)

Upon receipt of the completed C1 Form from each implementer, the project's staff on the basis of their experience, provided feedback/recommendations to teachers (wherever necessary) concerning the planning that they had made (e.g. to select more or less activities, to include or exclude specific activities etc.) or requested clarification in cases that something was not clear (e.g. the composition of the students' group, the number of hours that intended to dedicate to the workshops).

**Stage 2:** the above information was used by EAVN in order to prepare and send to each implementer:

- a. copies of the pre- and post- questionnaires (as many as needed) for the students; the questionnaires were packed separately in 2 packets, which were very carefully and clearly labeled in order to ensure that the teacher would not confuse which questionnaire must be administered and at what time
- b. copies of students' worksheets and handouts that were necessary for the implementation of all the activities that teachers had selected to implement (including "back up" activities). 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
- 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 and envelopes for sending back to EAVN the collected questionnaires by post

- e. other materials that were necessary for the activities' implementation in the classroom (e.g. flipcharts, colored markers, scotch tape) according to what teachers had indicated in their C1 Forms.

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

**Stage 4:** teachers sent EAVN the pre-questionnaires immediately after completion by the students in order to be checked and coded and to send suggestions to implementers (if any) according to the students' responses (e.g. in case of high tolerance of a specific group to sexual violence, the EAVN team suggested the teacher to give more emphasis on this aspect during the workshop's implementation).

**Stage 5:** upon completion of each session with the students in classroom, each teacher was sending a completed C2 Reporting Form to EAVN (via the online platform). Two supervisors from the project's staff had the responsibility to monitor the workshops' implementation, to contact teachers in case of questions and provided feedback to them after each session. The aim of this process was first of all the recording of the process per session as well as monitoring of the implementation with the aim of identifying at an early stage any problems or flaws in order for corrective actions to be undertaken as well as providing feedback and support to teachers whenever necessary. The monitoring process also included communication with implementers through e-mail or telephone (when necessary).

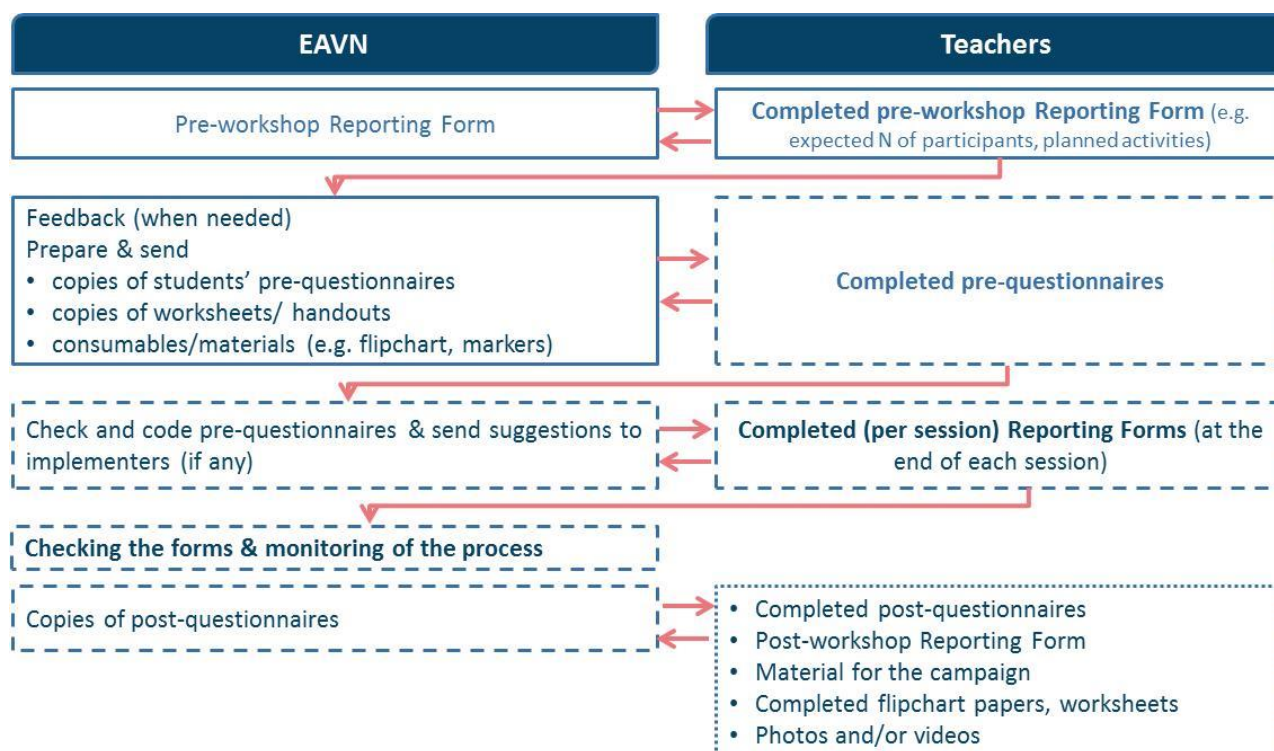
**Stage 6:** as soon as the Workshop was finished in each school (April-May 2016) implementers sent EAVN:

- a. the completed post-questionnaires by the students
- b. the completed flipcharts and worksheets from the activities' implementation<sup>7</sup>
- c. the material prepared by the students for the realization of the campaign
- d. other material or results of the workshops such as posters, drawings
- e. a record of participants' names, presences or absences (that was also used for the development of commemorative certificates)
- f. photos<sup>8</sup> and videos from the implementation
- g. C3 Reporting Form, completed by the implementer.

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<sup>7</sup> Examples of the completed flipcharts are available in Annex 1.

<sup>8</sup> Samples of photos (with blurred faces of minors except for photos that were published online by the teachers) are also available in Annex 1.



**Picture 1.** Flowchart of organization and monitoring of the workshops' implementation

Last but not least, on 27th June 2016 was held the project's National Conference in Athens with the participation of more than 165 people. Participants of the National Conference were mainly teachers and adolescents as well as key stakeholders (e.g. representatives of the Ministry of Education, the General Secretariat for Gender Equality, the Municipality of Athens). The implementer and 2 children/adolescents from 17<sup>9</sup> out of the 21 implemented workshops at schools and from the 11 workshops implemented with high risk groups, participated and presented their workshop's results and their experiences (28 teachers and 51 adolescents). At the end of the Conference, were formed three discussion groups: two with children that participated in the workshops and one with the teachers/implementers. The aim of discussion groups were:



- Teachers: to discuss a) if they would like to have done something differently in the way they implemented the workshop, b) what difficulties did they face and how they handled them, c) what are the prons and cons of the workshops' implantation inside and outside the school curriculum and what do they suggest for the implementation of the workshops in the future and d) did they change

<sup>9</sup> Teachers and students from 4 schools could not attend the conference.

something in themselves after the implementation of the workshop?

- Students: a) suggestions for modifications/improvement of the way workshops are implemented or what they would like the implementer to have done differently, b) activities that they liked most and activities that they did not like at all and why, c) did they change something in themselves after the participation in the workshop?

In addition, it was awarded to each student a commemorative certificate of attendance to the workshops as well as a certificate to the school and the teacher that conducted the workshop. Other material was also distributed to adolescents, i.e. notebooks with messages against gender stereotyping and violence.

### A.2.3. Schools and Workshops implemented

In Greece, 21 students' workshops were implemented in **21 public schools** of secondary education (type of schools: 17 Gymnasiums/junior high schools, 2 Lyceums/senior high schools, 1 Junior Music School and 1 Night school). Six schools were located in the Attica Periphery, while 15 (71%) were located in 12 Prefectures of 9 out of the 13 Peripheries of Greece:

- 4 schools in Crete - Prefecture of Chania (2), Retymnon and Lasithi
- 1 in Eastern Macedonia & Thrace – Prefecture of Xanthi
- 1 in North Aegean – Chios Prefecture
- 3 in Western Greece – Prefecture of Achaia
- 1 in Thessaly – Prefecture of Trikala
- 1 in Ionian Islands – Zakynthos Prefecture
- 1 in Central Macedonia – Imathia Prefecture
- 1 in South Aegean – Cyclades Prefecture
- 2 in Peloponnese - Messinia and Corinthia Prefectures



Picture 2. Location of Schools

Totally, the schools were located in 14 Prefectures in 10 out of the 13 Peripheries of Greece.

In the cases where students from an entire classroom were invited to participate in the workshop (11 schools) all students in the classroom could participate in the workshops. In 9 schools students from different classrooms were invited (or selected) to participate in the workshops and in one school students from two different grades were invited to participate.

The workshops were conducted either **within** the regular **school curriculum** or **outside** or both; more specifically, 14 workshops were conducted inside the school curriculum -during the regular hours of the school- and 3 workshops were conducted outside the regular school curriculum (e.g. at the end of the school hours); 4 workshops were conducted at hours both inside and outside the school curriculum.

**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	Age range	Participants		
						N <sup>10</sup>		
						Male	Female	Total
1 <sup>st</sup> Gymnasium of Elefsina (Attica)	1	Yes	inside	1 <sup>st</sup>	12-13	13	8	21
1 <sup>st</sup> Gymnasium of Zakynthos	1	Yes	both	2 <sup>nd</sup>	13-14	11	14	25
2 <sup>nd</sup> Gymnasium of Kalamata	1	Yes	inside	2 <sup>nd</sup>	13-14	9	9	18
2 <sup>nd</sup> Gymnasium of Chania	1	No	outside	2 <sup>nd</sup>	13-14	9	12	21
3 <sup>rd</sup> Gymnasium of Syros	1	Yes	both	2 <sup>nd</sup>	13-14	11	9	20
3 <sup>rd</sup> Gymnasium of Trikala	1	Yes	inside	2 <sup>nd</sup>	13-14	15	8	23
4 <sup>th</sup> Gymnasium of Rethimnon	1	No	inside	2 <sup>nd</sup>	13-14	9	9	18
4 <sup>th</sup> Gymnasium of Chios	1	No	outside	2 <sup>nd</sup>	13-14	7	8	15
5 <sup>th</sup> Gymnasium of Ksanthi	1	Yes	inside	2 <sup>nd</sup>	13-14	10	12	22
9 <sup>th</sup> Gymnasium of Patra	1	Yes	inside	2 <sup>nd</sup>	13-14	10	9	19
Gymnasium of Krioneri Korinthias	1	Yes	inside	2 <sup>nd</sup>	13-14	7	7	14
Gymnasium Plateos Imathias	1	Yes	inside	2 <sup>nd</sup>	13-14	8	9	17
Gymnasium Lakkopetras Achaia	1	No	both	2 <sup>nd</sup> & 3 <sup>rd</sup>	13-15	9	11	20
1 <sup>st</sup> Gymnasium Agiou Nikolaou (Creta)	1	No	both	3 <sup>rd</sup>	14-15	7	7	14
1 <sup>st</sup> Gymnasium Markopoulou Mesogaia (Attica)	1	No	outside	3 <sup>rd</sup>	14-15	6	19	25
Gymnasium of Anoixi (Attica)	1	Yes	inside	3 <sup>rd</sup>	14-15	13	10	23
Gymnasium of Kalavrita	1	No	inside	3 <sup>rd</sup>	14-15	9	18	27
Music School of Pallini (Attica)	1	Yes	inside	3 <sup>rd</sup>	14-15	11	13	24
Lyceum of Vouliagmenis (Attica)	1	No	inside	1 <sup>st</sup>	15-16	7	8	15
Lyceum of Eleftherios Venizelos Chania	1	No	inside	1 <sup>st</sup>	15-16	10	10	20
Esperino Gymnasium – Lyceum Elefsinas (Attica)	2	No	inside	1 <sup>st</sup>	N/A	9	4	13
<b>Total</b>	<b>22</b>					<b>200</b>	<b>214</b>	<b>414</b>

<sup>10</sup> The total number of students derives from the implementers' reports and is slightly different from the total number that derives from the demographics of completed questionnaires (see Table 1 & 7)



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

As illustrated on Table 3, the duration of workshops in Greece ranged from **13 to 26 teaching hours** ( $M = 20,14$ ,  $SD = 4,22$ ) in different schools. One teaching hour in Greek schools consists of about 45 minutes, which means that the **real time duration** of workshops ranged from **9h & 45' to 19 & 30'** ( $M = 15,11$ ,  $SD = 3,17$ ) 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 duration of 7 workshops ranged from 13-17 teaching hours while the duration of 14 workshops ranged from 19 to 26 teaching hours. Only one school dedicated the minimum number of teaching hours, while all others dedicated as much hours as possible over the minimum duration that was set.

All **workshops started** either at the end of November/beginning of December 2015 or January 2016 – except for 4 schools that started in February/March 2016. All workshops were **completed** by the end of April/beginning of May 2016.

The workshops' implementation lasted from **1 or 2 months (in 3 schools) to 4-5 months (in 14 schools)**. In 4 schools the workshops lasted 3 months. In schools where the workshop lasted 1-3 months this happened due to the delay in obtaining the Ministry's permission. In general, the length of the duration of the implementation is considered to be quite spread out over time.

The fact that in 17 out of the 21 schools the workshops' duration ranged from 16 to 26 hours -with more than half of the schools being able to dedicate from 20 to 26 hours- was quite impressive considering that the workshops did not start at the beginning of the school year (some had even to start close to the end of the school year due to the delay faced in obtainment of the Ministry's permission). Thus, even though most of the schools had planned to implement an even longer workshop, teachers had to implement less activities than the selected ones (in all cases under the instructions of EAVN about which activities to eliminate) in order to conclude the workshop. Last but not least, the fact that in all but one schools the implementers exceeded their minimum obligation by 1 – 13 hours is a strong indication of their satisfaction with the Workshop's process and outcome and the students' response to the workshop. The number of activities that were implemented ranged from 11 to 24 ( $M = 16,29$ ,  $SD = 3,48$ ) in different schools. Eleven schools implemented between 11-16 activities and 10 schools implemented between 17-24 activities. All schools, though, had planned to implement more activities than those that were implemented due to time restrictions that were mentioned above.

In all schools teachers ensured the implementation of activities from all four Modules 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'. It should be noted that most of the activities that were simulated in the teachers' seminars (namely, activities No, 1.2., 1.3., 2.1.1., 2.1.2, 2.1.11., 2.2.4., 3.3., 3.4., 4.1.2., 4.1.7., 4.2.1) were implemented in the majority of workshops. This fact can be an indication of the –still inexperienced as implementers- teachers' preference to include in their activities' selection those activities that they felt more confident to implement due to the fact that they had seen them implemented during the teachers' seminar. Furthermore, by examining what the most popular activities had in common, one can assume that teachers had a tendency to select activities which included worksheets and/or handouts; in other words after examining the activities that were implemented in more than half of the workshops (implemented in 11 or more workshops), it was found that all but two included such material. The two 'popular' activities that didn't follow this pattern were two that included a drawing process (2.1.11 Gender Box) by students (a task that students like a lot) and an activity that included role play and movement (3.4 Persons and Things). Moreover, among the total number of 53 activities that were available in Booklet III, only two activities were not selected by any implementer and four of the 5 work group exercises (even though teachers included them in their workshops' design at the end due to the lack of time they chose not to implement and they were also instructed to do so in order to have time to cover the topics under Module 3 and 4 more intensively).

**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>11</sup>	End date <sup>12</sup>	Nb of meetings	Nb of teaching hrs <sup>13</sup>	Real time duration	Planned					Implemented				
						Module				Total N of activities <sup>14</sup>	Module				Total N of activities
						1	2	3	4		1	2	3	4	
1 <sup>st</sup> Gymnasium of Elefsina (Attica)	9 Dec 15	15 Apr 16	15	17	12h & 45'	2	10	2	4	18	2	7	1	4	14
1 <sup>st</sup> Gymnasium of Zakynthos	14 Jan 16	13 Apr 16	13	14	10h & 30'	2	5	3	3	13	2	6	3	3	14
2 <sup>nd</sup> Gymnasium of Kalamata	9 Mar 16	5 Apr 16	8	25	18h & 45'	3	10	3	6	22	2	10	3	6	21
2 <sup>nd</sup> Gymnasium of Chania	25 Nov 15	18 Apr 16	15	25	18h & 45'	2	16	4	8	30	2	13	1	3	19
3 <sup>rd</sup> Gymnasium of Syros	11 Dec 15	4 Apr 16	18	24	18h	2	8	2	4	16	2	8	2	5	17
3 <sup>rd</sup> Gymnasium of Trikala	17 Dec 15	9 May 16	14	23	17h & 15'	2	12	4	5	23	3	8	5	8	24
4 <sup>th</sup> Gymnasium of Rethimnon	30 Nov 15	20 Apr 16	14	15	11h & 15'	2	14	2	5	23	3	5	2	3	13
4 <sup>th</sup> Gymnasium of Chios	4 Dec 15	22 Apr 16	15	24	18h	2	7	2	6	17	2	7	1	4	14
5 <sup>th</sup> Gymnasium of Ksanthi	12 Jan 16	15 Feb 16	12	13	9h & 45'	2	5	2	2	11	2	5	2	3	12
9 <sup>th</sup> Gymnasium of Patra	20 Jan 16	1 Apr 16	13	16	12h	3	6	3	3	15	3	7	1	3	14
Gymnasium of Krioneri Korinthias	1 Dec 15	22 Apr 16	9	19	14h & 15'	3	9	3	5	20	3	9	2	3	17
Gymnasium Plateos Imathias	4 Dec 15	9 May 16	18	23	17h & 15'	3	14	3	3	23	3	9	3	2	17
Gymnasium Lakkopetras Achaia	5 Feb 16	10 May 16	13	19	14h & 15'	2	20	4	4	30	2	10	2	3	17
1 <sup>st</sup> Gymnasium Agiou Nikolaou (Creta)	16 Dec 15	19 Apr 16	15	23	17h & 15'	2	8	3	4	17	2	7	4	3	16
1 <sup>st</sup> Gymnasium Markopoulou Mesogaia (Attica)	26 Feb 16	17 May 16	11	20	15h	2	5	3	4	14	2	6	4	4	16
Gymnasium of Aniksi (Attica)	4 Dec 15	22 Apr 16	15	17	12h & 45'	2	9	2	6	19	2	10	2	4	18
Gymnasium of Kalavrita	26 Feb 16	22 Apr 16	12	14	10h & 30'	2	13	5	4	24	2	7	1	2	12
Music School of Pallini (Attica)	4 Dec 15	18 Apr 16	18	22	16h & 30'	2	4	2	3	11	2	4	2	3	11
Lyceum of Vouliagmenis (Attica)	10 Dec 15	11 Apr 16	13	25	18h & 45'	2	13	3	9	27	2	8	5	5	20
Lyceum of Eleftherios Venizelos Chania	27 Nov 15	13 Apr 16	14	26	19h & 30'	2	10	4	10	26	2	10	2	8	22
Esperino Gymnasium – Lyceum Elefsinas (Attica)	27 Nov 15	8 Apr 16	18	19	14h & 15'	2	10	3	8	23	2	7	2	3	14
Min			8	13	9h & 45'	2	4	2	2	11	2	4	1	2	11
Max			18	26	19h & 30'	3	20	5	10	30	3	13	5	8	24
Total (SUM)			293	423	317 h 15'	46	208	62	106	422	47	163	50	82	342

<sup>11</sup> On the basis of the date when the W(pre) questionnaire was completed

<sup>12</sup> On the basis of the date when the W(post) questionnaire was completed

<sup>13</sup> Each teaching hour consists of 45 minutes

<sup>14</sup> Including the selected “back-up activities”.

**Table 4.** Frequency of activities implemented in 21 Workshops

Number & Title of Activity	Frequency
<b>Module 1</b>	
1.1: The Name Game: the meaning of our Names	5
1.2: Expectations and objectives	21
1.3: Ground Rules	21
<b>Module 2</b>	
<b>Unit 1</b>	
2.1.1 How it is being a girl... how it is being a boy...	21
2.1.2 Social Gender Roles	10
2.1.3 What I like – What I don't like	16
2.1.4 Men, Women and Society	3
2.1.5 Self Discovery	2
2.1.6 Sex and Gender	10
2.1.7 Agree and Disagree	9
2.1.8 Quiz: Professions, Roles & activities of men & women	11
2.1.9 At the end it says...	1
2.1.10 Gender not Sex	1
2.1.11 Gender Box	20
2.1.12 Real Man & Real Woman	1
2.1.13 Step Forward	0
2.1.14 Myths about Women & Men & their Consequences	1
2.1.15 Life Path	1
2.1.16 Proverbs and Sayings	6
2.1.17 Sex Stereotyping	4
2.1.18 Advertising Industry	2
2.1.19 That's my Music	1
2.1.20 Gender Performance	0
2.1.21 Role Play	4
2.1.22 Imagine that...	1
<b>Unit 2</b>	
2.2.1 The Benefits of Being Male	10
2.2.2 Power Chart	3
2.2.3 Frozen Pictures	1
2.2.4 Continuum of Harmful Behaviours to Girls and Boys	18
2.2.5 Dominant Behaviour	5

Number & Title of Activity	Frequency
<b>Working Group Exercises</b>	
Exercise 1: "Gender through the eyes of the Press"	0
Exercise 2: "Gender through the eyes of the School"	1
Exercise 3: "Gender through the eyes of the Mass Media"	0
Exercise 4: "Gender through the eyes of the Internet"	0
Exercise 5: "Playing roles... about equality and ...inequality"	0
<b>Module 3</b>	
3.1. What is Love?	4
3.2. Adolescent Relationships	7
3.3. Healthy & Unhealthy Relationships-Recognizing warning Signs	21
3.4. Persons and Things	15
3.5. To address a Problem Matter-of-Factly	2
3.6. Body awareness	1
<b>Module 4</b>	
<b>Unit 1</b>	
4.1.1. Definition & Types of Relationship/Dating/Intimate Partner Violence	4
4.1.2. Anna and Dimitris	16
4.1.3. Relationship Violence Stories	7
4.1.4. Cases of Violence	7
4.1.5. The Power and Control Wheel & Equality Wheel	2
4.1.6. Raise young peoples' awareness on recognizing warning signs indicating IPV and on ways to offer help	5
4.1.7. Myth or Reality?	16
4.1.8. Myths about Violence	1
<b>Unit 2</b>	
4.2.1 What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies	8
4.2.2 Taking a Stand	9
4.2.3 From Violence to Respect in an Intimate Relationship	3
4.2.4 Look, Listen & Learn –enhance good communication	4



### 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, as experts on the adolescents’ intimate relationship, 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 Greece about the issues that they dealt with during the Workshop (see in ANNEX 2a the invitation that was given to adolescents).

The students were invited to create products in order to deliver campaign’s messages to their peers: messages about how to build healthy, equal relationships, that are based on mutual respect and free from any form of violence, as well as about what one can do to resist to any form of violence that they may face during their life. The students were free to choose the format of the product they wished to develop (text, drawing, collage, poster, song, theatrical play, film etc.).

Out of the 21 workshops implemented at schools and the 11 workshops implemented at The Smile of the Child, 26 groups prepared at least one material that participated in the competition (conducted from 30<sup>th</sup> May 2016 – 20 June 2016) for the selection of the winner.

More specifically the adolescents developed the following materials which took part in the competition:

- 9 videos
- 10 drawings
- 5 collages – art works
- 1 poster
- 1 calendar

Six schools were not able to prepare a material for the campaign. The reasons were mainly the lack of time. However, some groups of adolescents developed more than one material that participates in the campaign. More specifically, EAVN received 18 more drawings from 3 schools and from one group from The Smile of the Child.

#### **Competition**

For the realization of the competition all materials were uploaded on the YouTube channel of the YouSmile platform of The Smile of the Child (<https://www.youtube.com/playlist?list=PLPXX1PG2PILavC4s6YaVgKJCq14C15loH>).

The Campaign's phases were:

**A. Competition** for the selection of the winner: the materials were published on the 30th of May 2016 for voting (number of likes on YouTube and voting of a special committee) and ended on the 20 June 2016.

**B. Exhibition** of all materials in the framework of the National Conference that was held on 27th June 2016 and announcement of the winners.

**C. Duration of the campaign:** there was no expiration date: the campaign will be "alive" as far



as adolescents are interested in the campaign's messages.

The campaign's material received from 30<sup>th</sup> May 2016 until 20<sup>th</sup> June 2016 a total of 18.304 views from 10.599 people (every day 530 people were viewing about 2 materials). The views per material ranged from 262 to 3281 views. The materials received 1.655 votes (cumulatively for the 26 materials) from the public (1 vote every 11 views). The materials were ranked according to the number of votes they received (1 = material with the least votes... 26 = material with the most received votes). For the final rating of every material it was used a) the votes of the public (1-26) and b) the rating of the Committee (0-42; 14 members of the committee had to select 3 materials and to rank them). The committee had 14 members composed by 8 professionals with related professional capacity and 6 women survivors of violence. For the voting the members of the committee after reviewing the materials they had to select three materials and to rank them (1<sup>st</sup> – 2<sup>nd</sup> – 3<sup>rd</sup>).

The winners of the competition were the following

Video



*Junior High School of Krioneri  
Korinthias | Team: "Schedia" |  
Teacher: Vassiliki Micha*

**WINNER OF THE COMPETITION**  
(1<sup>ST</sup> - votes from the general  
public and special committee)

Video



*1st Junior High School of Agios  
Nikolaos, Crete, Class C4 |  
Teacher: Maria Karakou*

**WINNER OF THE COMPETITION**  
(2<sup>ND</sup> - votes from the general  
public and special committee)

Video



*The Smile of the Child - Kareas |  
Title: "I intervene now"*

**WINNER OF THE COMPETITION**  
(3<sup>RD</sup> - votes from the general  
public and special committee)

Video



*5th Junior High School of Ksanthi | Teacher: Stavroula Mpouziani*

**WINNER OF THE COMPETITION** (received 557 votes from the general public)

The campaign was realized electronically (via YouTube, Facebook pages of EAVN and The Smile of the Child, by the schools that participated in the competition and the adolescents).

It is worth to notice that all materials developed were very targeted on the issue of gender stereotyping, healthy and unhealthy behaviours and abuse, presenting the desired messages and EAVN did not have to intervene in any of the developed materials or to reject any of them.



In addition, bracelets were developed (with the message of “equality = love = respect / jealousy # love # control on the outside and the contact details of EAVN and funding source on the inner side) and provided them to the adolescents that participated in the campaign. The winners of the campaign were provided with additional bracelets in order to be disseminated to their peers.

At the time of writing this report, the total number of views of all materials was 24.566 views from 13.803 individuals, a fact that indicates that adolescents still keep “alive” their campaign, since EAVN has not proceeded to additional dissemination actions (*see in ANNEX 2b all the materials*).

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

In some schools **additional** (not provisioned) **activities** were implemented, which included:

- students from three schools prepared a presentation on their participation in the workshop and presented it to the local school community and hold an exhibition with the products of their workshop (e.g. completed flipchart papers)
- the workshop’s participants in one school received a visit from the participants in a workshop conducted in another school (from a different prefecture) and exchanged views
- students that participated in the workshop invited students from another school and exchanged views about violence in general and gender based violence specifically
- students from one school presented the workshop at a local radio broadcast in a different prefecture, and thus they combined this activity with an excursion
- in two schools professionals from a local shelter for abused women and a women’s counseling center were invited and discussed with students on the workshop’s topics
- teachers published articles to local press about the workshops’ implementation and results

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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, evaluation process and hypothesis are described in the sections below.

#### *Evaluation by adolescents*

**Evaluation design.** A simple, within subjects, design 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. The **long-term sustainability of any observed effect** is also planned to be tested, namely to test whether the modifications that were observed immediately after the workshop were preserved in time; this is planned to be achieved via the comparison between the results of the post-workshop and of the follow-up questionnaire (that is planned to be completed about 6 months after the end of the workshops). A control group<sup>15</sup> was also included in order to test that the observed modifications in the intervention group could be safely attributed to the effect of the workshop rather than to any other external factor that may have occurred at the same time resulting in an improvement of students' knowledge, attitudes or behaviour (e.g. a campaign against violence, an abuse case that received special attention by the media). The results from the follow-up questionnaires and the control group are not included in this report as they are out of the project's scope.

**Evaluation tools and process.** The evaluation tools<sup>16</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 at the beginning of the 1<sup>st</sup> session of the workshop [the time of the distribution of W(pre) questionnaires ranged from 25 November 2015 to 9 March 2016, in different schools, depending on the time that the workshops started in each school]

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<sup>15</sup> As a result, the evaluation design was a mixed (2 x 3) factorial, with the "students' group" (intervention vs. control) being the between subjects variable and the "time interval" (pre-, post- and follow-up) being the within subjects variable. A follow-up measurement was taken about 6 months after the end of each Workshop; measurements from the control group were taken at the same time intervals with the intervention group's measurements (not reported here).

<sup>16</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)

- the **post-questionnaire [W(post)]** during the last session of the workshop or a few days later; the W(post) questionnaires were completed between 15 February 2016 and 17 May 2016, 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.

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

Name of School	Dates of Completion of Questionnaires	
	W(pre)	W(post)
1 <sup>st</sup> Gymnasium of Elefsina (Attica)	9 Dec 15	15 Apr 16
1 <sup>st</sup> Gymnasium of Zakynthos	14 Jan 16	13 Apr 16
2 <sup>nd</sup> Gymnasium of Kalamata	9 Mar 16	5 Apr 16
2 <sup>nd</sup> Gymnasium of Chania	25 Nov 15	18 Apr 16
3 <sup>rd</sup> Gymnasium of Syros	11 Dec 15	4 Apr 16
3 <sup>rd</sup> Gymnasium of Trikala	17 Dec 15	9 May 16
4 <sup>th</sup> Gymnasium of Rethimnon	30 Nov 15	20 Apr 16
4 <sup>th</sup> Gymnasium of Chios	4 Dec 15	22 Apr 16
5 <sup>th</sup> Gymnasium of Ksanthi	12 Jan 16	15 Feb 16
9 <sup>th</sup> Gymnasium of Patra	20 Jan 16	1 Apr 16
Gymnasium of Krioneri Korinthias	1 Dec 15	22 Apr 16
Gymnasium Plateos Imathias	4 Dec 15	9 May 16
Gymnasium Lakkopetras Achaia	5 Feb 16	10 May 16
1 <sup>st</sup> Gymnasium Agiou Nikolaou (Creta)	16 Dec 15	19 Apr 16
1 <sup>st</sup> Gymnasium Markopoulou Mesogaia (Attica)	26 Feb 16	17 May 16
Gymnasium of Aniksi (Attica)	4 Dec 15	22 Apr 16
Gymnasium of Kalavrita	26 Feb 16	22 Apr 16
Music School of Pallini (Attica)	4 Dec 15	18 Apr 16
Lyceum of Vouliagmenis (Attica)	10 Dec 15	11 Apr 16
Lyceum of Eleftherios Venizelos Chania	27 Nov 15	13 Apr 16
Esperino Gymnasium – Lyceum Elefsinas (Attica)	27 Nov 15	8 Apr 16

The minimum and maximum time interval between completion of W(pre) and W(post) ranged from 1 to 5 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 Greece, 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)
	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 Greece	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 Q.5
▪ Self assessed personal satisfaction with the workshop, usefulness (for self and others), fulfilment of expectations		
▪ 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) 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				
	a	b	c	c	d d
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### 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 questionnaires before [W(pre)] and at the end [W(post)] of the Workshop.

**Table 7.** Number of participants in 21 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	198	195	98,48%	186	93,94%
	Girls	215	210	97,67%	207	96,28%
Total		413	405	98.06%	393	95.16%

Both boys' and girls' response rates are exceptionally high not only in the pre-, but also in the post- questionnaires, indicating that adolescents are genuinely and highly interested in the subject of the Workshop.

Reasons for non-completion –as reported by teachers- were that some children were absent from school on the day the questionnaires were administered and they were not given the opportunity to complete them on another day. Refusal to complete the questionnaire was reported in only one case with respect to the post-questionnaire and in one cases regarding both the pre- and post-questionnaires.

In total, 383 children completed both pre- and post-questionnaires, 382 of which were matched in pairs (180 boys and 202 girls). Twenty children (12 boys and 8 girls) completed the pre-questionnaire only, while 8 children (3 boys and 5 girls) completed only the post-questionnaire. **Fifteen students were excluded** from the sample: the 13 students from the Evening Junior High School (9 boys and 4 girls) because they were adults, as well as one boy and one girl that, although they had completed pre- and post-questionnaires, had attended very few Workshop sessions.

Therefore, the database with which all statistical analyses were conducted containing data from **398 children (210 girls and 188 boys)**, out of which 18 children (10 boys and 8 girls) completed only the pre-questionnaire, 8 children (3 boys and 5 girls) completed only the post-questionnaire and 372 (175 boys and 197 girls) completed both questionnaires. Out of all children who completed both questionnaires, three of them had not filled in their personal code in the pre-questionnaires and, thus, it was not possible to match their pre- and post- questionnaires into pairs. Therefore, the questionnaires from **369 children (172 boys and 197 girls)** were matched into pairs and are used to conduct **the pre-post analyses in Chapter B.3.2. (Effectiveness of the GEAR against IPV Workshop)**. For the remaining statistical analyses data from all children having completed questionnaires are used, that is, analyses of the items included **only in the pre-questionnaire (Chapter B.3.1. Relevance of the GEAR against IPV Workshop's Activities)** derive from data from **390 children (185 boys and 205 girls)**, whereas analyses of the items included **only in the post-questionnaire (Chapter B.3.3. Adolescents' Subjective Evaluation)** have been conducted on data from **381 children (178 boys and 203 girls)**.



## **Implementers**

All Implementers, namely 22 teachers, were asked to complete the C3 Reporting Form upon workshop's completion. In cases where the workshops were conducted by two teachers, one form was jointly completed. A total of 21 Forms were collected from the 21 schools where the Workshop implemented (100% response rate).

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

In order **to test for an effect of students' sex**, namely to test if before the Workshop boys and girls **were equivalent** in terms of their attitudes and knowledge, separate t-tests or  $\chi^2$  were conducted in each of the pre-questionnaire's items. The results revealed a great effect of sex: out of the 122 items that were tested with  $\chi^2$ , 52 were found to be significantly different between the two groups; out of the 64 items that were tested with t-test, girls ratings were found to be significantly different from the boys' in 41 items. As boys' answers differ from girls' in 50% of the items (which are indicated with **blue font** in the tables that follow), in most of the analyses the students' sex is also included as a variable.

It is worth mentioning that the direction of difference in each and every comparison was in favor of girls: namely, when their answers differ significantly, boys have more stereotypical or more tolerant attitudes towards violence or less knowledge (less correct answers), than girls.

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

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

More specifically, the measurements that were taken - and are 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 Greece; students' self-reported experiences of suffering or perpetrating gender discriminative and/or IPV behaviours were also assessed. 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 on their exposure to IPV behaviours in their own and their peers' relationships. It is needless to say that, ideally, interventions on 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 presented below, not only reveal the great relevance of the GEAR against IPV Workshop, but also provide a clear picture of the real situation in Greece with regard to the extent of gender inequality and of IPV in adolescents' relationships.

### **Extent of gender inequality in Greece**

**Societal expectations.** Adolescents were asked (Q.6-pre) to rate (on a scale from 0 = not at all to 10 = absolutely) the importance attributed by our society to the accomplishment of 4 goals for both a man and a woman.

The findings reveal that motherhood is on the top of the “**woman’s hierarchy**”, followed by getting married, while professional and financial success share the third position. On the opposite, professional and financial success lie on the top of the “**man’s hierarchy**”, whereas fatherhood and getting married do not seem to be considered so important goals for men.

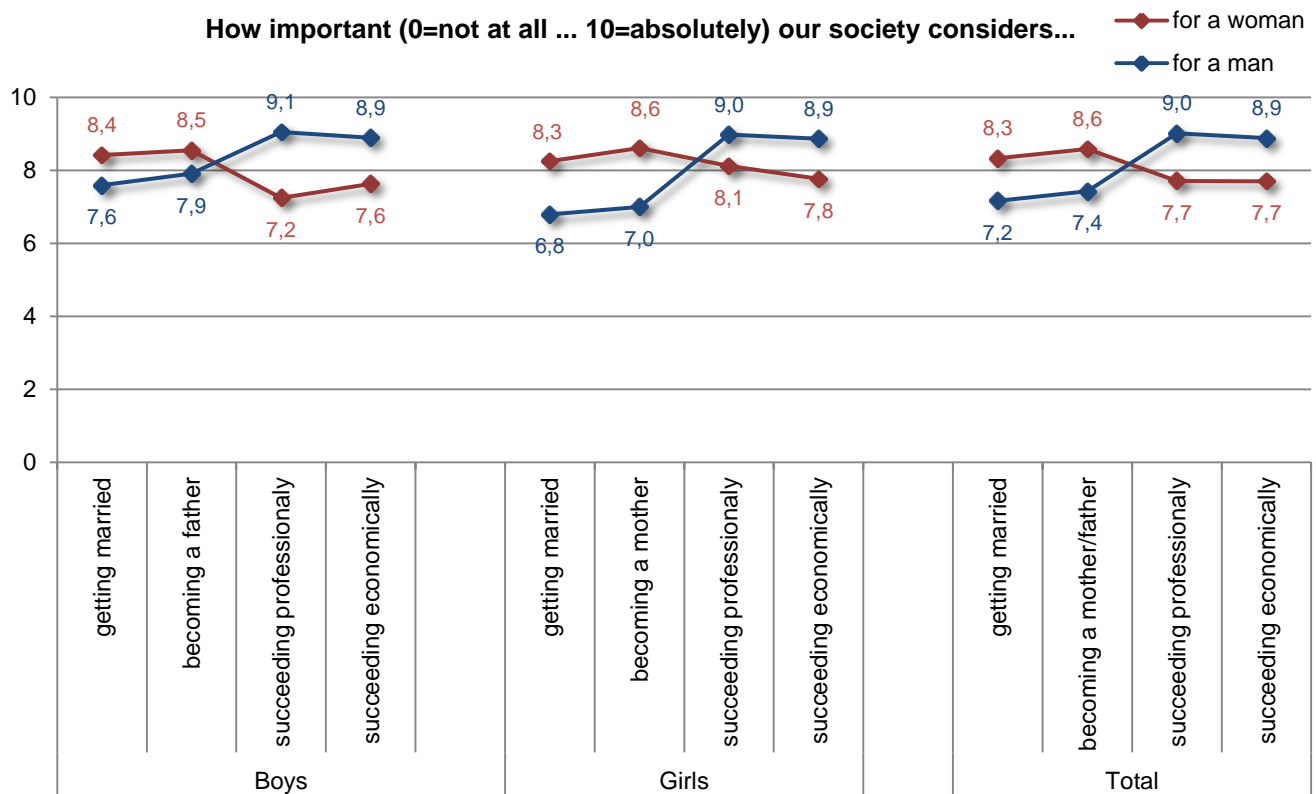
Comparing the assessments (paired t-tests) of the societal importance attributed to the same goal “for a woman” and “for a man” reveals statistical significant differences for all 4 goals examined, both on the total sample as well as when each sex was analysed separately (see footnotes of Table 8).

**Table 8.** Mean ratings of the importance of 4 goals for women and men (Q. 6-pre)

On a scale of 0 to <b>10 (0 = not at all ... 10 = absolutely)</b> , please <b>rate each of the following goals</b> , according to <b>how important our society considers</b> it for women and men, respectively	Mean	
	For a woman (N=383)	For a man (N=384)
getting married <sup>17</sup>	8,3	7,2
becoming a parent (mother or father) <sup>18</sup>	8,6	7,4
succeeding professionally <sup>19</sup>	7,7	9,0
Succeeding economically <sup>20</sup>	7,7	8,9

Boys’ and girls’ assessments were also compared (t-tests) for each goal separately (see Figure 1); they both appear to similarly perceive society’s expectations to achieve five out of the 8 goals examined, since their responses did not show any statistical significant differences. There were, however, three goals with significant differences between boys and girls: **a woman’s professional success**<sup>21</sup> is rated significantly higher by girls (8,1) rather than boys (7,2) whereas **a man getting married**<sup>22</sup> and **becoming a father**<sup>23</sup> are rated higher by boys (7,6 και 7,9) compared to girls (6,8 και 7). These findings illustrate that, for each of the three aforementioned goals, the social pressure felt by the sex addressed in the societal expectation is higher than what the other sex perceives it to be: girls feel more social pressure to succeed professionally than what boys believe and boys feel more social pressure to get married and have children than girls think.

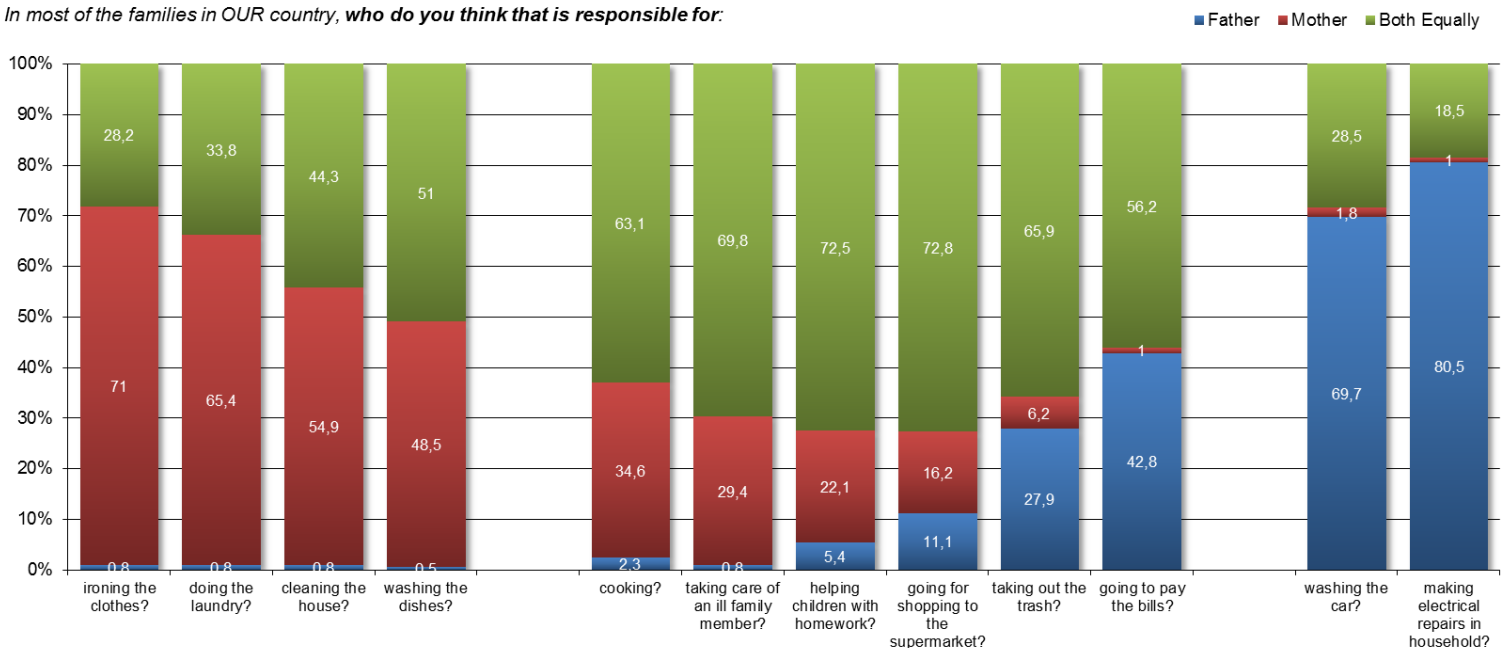
<sup>17</sup> <b>Total:</b> t(382) = -10,266, p = ,000	<b>boys:</b> t(178) = 5,369, p = ,000	<b>girls:</b> t(203) = 9,009, p = ,000
<sup>18</sup> <b>Total:</b> t(382) = 10,154, p = ,000	<b>boys:</b> t(178) = 4,348, p = ,000	<b>girls:</b> t(203) = 9,779, p = ,000
<sup>19</sup> <b>Total:</b> t(382) = -10,412, p = ,000	<b>boys:</b> t(178) = -9,792, p = ,000	<b>girls:</b> t(203) = -5,234, p = ,000
<sup>20</sup> <b>Total:</b> t(382) = -9,655, p = ,000	<b>boys:</b> t(178) = -7,792, p = ,000	<b>girls:</b> t(203) = -6,112, p = ,000
<sup>21</sup> t(381) = -3,972, p = ,000		
<sup>22</sup> t(382) = -3,427, p = ,001		
<sup>23</sup> t(382) = -3,931, p = ,000		



**Figure 1.** Mean ratings of the importance of 4 goals for women and men, in total and by adolescents' sex (Q. 6-pre,  $N_{\text{boys}}=179-180$ ,  $N_{\text{girls}}=204$ ).

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

In most of the families in OUR country, who do you think that is responsible for:



**Figure 2.** Distribution of adolescents' answers in regards to the (un)equal distribution of duties in the family (Q.3-pre,  $N=387-390$ ).

According to adolescents' answers (see Table 9 and Figure 2), when they were asked to indicate the person (mother, father or both equally) they think is responsible in most families in Greece for various duties related to the household, it seems that, ironing, doing the laundry, washing the dishes and house cleaning are clearly **mother's duties**. Making electrical repairs and washing the car appear to be solely the **father's duties**. The responsibilities that are **undertaken by both equally** are related with duties like cooking, taking care of an ill family member, helping children with homework, going for shopping to the supermarket, taking out the trash and paying the bills. When, however, the aforementioned duties are undertaken by one person only, fathers tend to be responsible for paying bills, taking the trash out and, perhaps, going for shopping to the supermarket, whereas all remaining duties are taken over by mothers.

**Table 9.** Percentage of adolescents' answers in regards to the (un)equal distribution of duties in the family (Q.3-pre, N=387-390)

In most of the families in OUR country, who do you think that is responsible for:	Answer (%)		
	mother	father	Both equally
washing the dishes?	<b>48,5</b>	0,5	51,0
doing the laundry?	<b>65,4</b>	0,8	33,8
Ironing the cloths?	<b>71,0</b>	0,8	28,2
cooking?	34,6	2,3	<b>63,1</b>
helping children with homework?	22,1	5,4	<b>72,5</b>
going for shopping to the supermarket?	16,2	11,1	<b>72,8</b>
taking care of an ill family member?	29,4	0,8	<b>69,8</b>
cleaning the house?	<b>54,9</b>	0,8	44,3
going to pay the bills?	1,0	42,8	<b>56,2</b>
taking out the trash?	6,2	27,9	<b>65,9</b>
washing the car?	1,8	<b>69,7</b>	28,5
making electrical repairmen's in household?	1,0	<b>80,5</b>	18,5

Boys and girls are shown to share common representations regarding how family duties are distributed, since only 3 out of 12 items exhibited statistically significant differences (illustrated in blue font in Table 9):

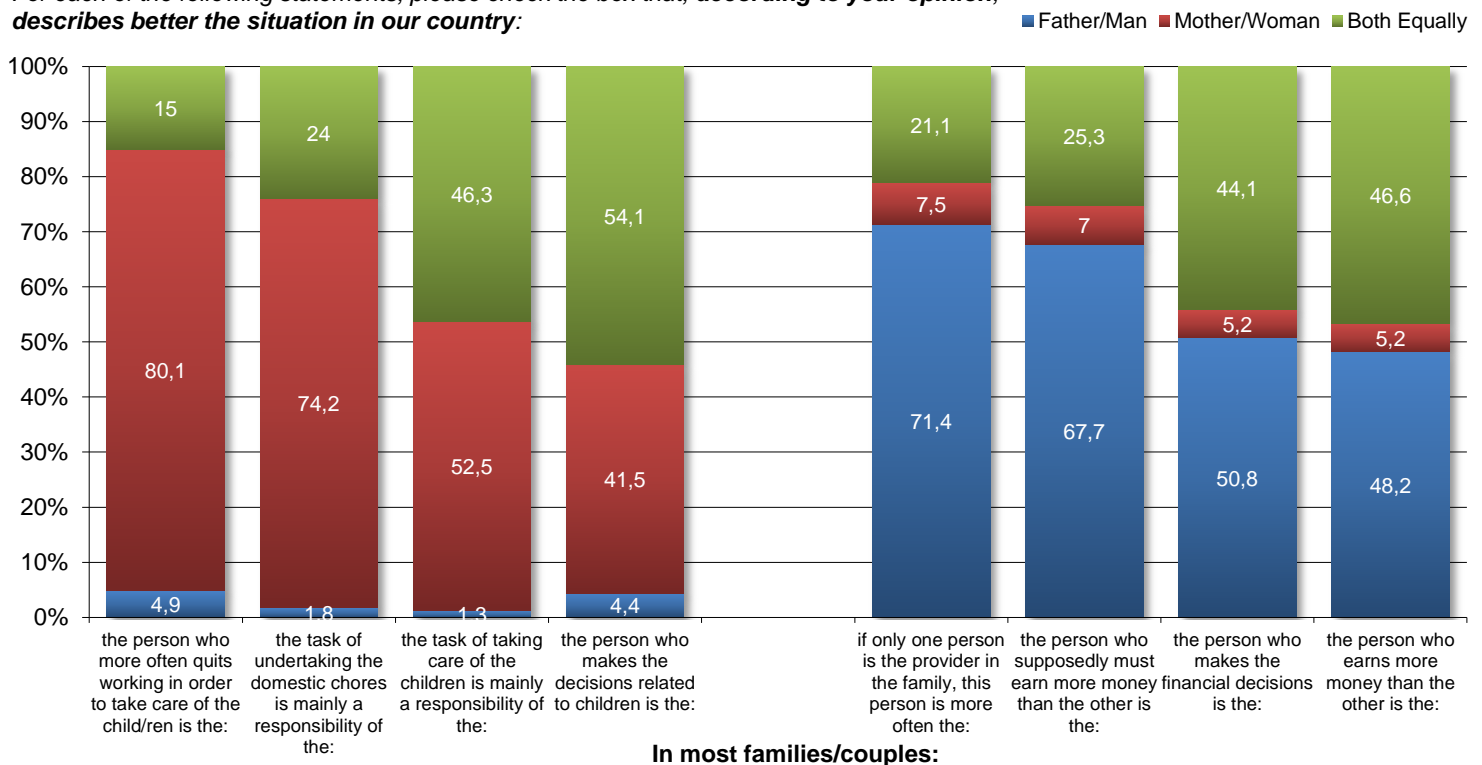
- *helping children with homework* [ $\chi^2$  (2, N=389) = 11,610,  $p = ,003$ ], with higher percentage of girls than boys selecting the *mother* (25,5% vs. 18,4%) and higher percentage of boys than girls selecting the *father* (9,2% vs. 2%)
- *taking care of an ill family member* [ $\chi^2$  (2, N=388) = 6,831,  $p = ,033$ ] with more girls indicating the *mother* than boys (33,7% vs. 24,6%) and more boys indicating the *father* than girls (1,6% vs. 0%)
- *cleaning the house* [ $\chi^2$  (2, N=389) = 8,580,  $p = ,014$ ], with the *mother* being more frequently selected by girls rather than boys (60,8% vs. 48,4%), while the *father* or *both equally* being selected by more boys than girls (1,6% vs. 0% and 50% vs. 39,2)

Similar findings are also revealed when analyzing the items pertaining to **power distribution** in the family setting (see Table 10 and Figure 3): from such an early age, children have already clearly understood that issues and decisions regarding home and children are women's responsibility, while financial issues and decisions are men's responsibility.

**Table 10.** Percentage of adolescents' answers in regards to the (un)equal distribution of power in the family (Q.7-pre,N=387-388)

For each of the following statements, please check the box that, according to your opinion, describes better the situation in our country: In most families:	Answer (%)		
	Mother	Father	Both equally
the person who makes the financial decisions is the:	5,2	<b>50,8</b>	44,1
<i>the person who makes the decisions related to children is the:</i>	<b>41,5</b>	4,4	54,1
the task of taking care of the children is mainly a responsibility of the:	<b>52,5</b>	1,3	46,3
the person who more often quits working in order to take care of the child/ren is the:	<b>80,1</b>	4,9	15,0
if only one person is the provider in the family, this person is more often the:	7,5	<b>71,4</b>	21,1
In most couples /families:	Woman	Man	Both equally
<i>the person who earns more money than the other is the:</i>	5,2	<b>48,2</b>	46,6
the person who supposedly must earn more money than the other is the:	7,0	<b>67,7</b>	25,3
the task of undertaking the domestic chores is mainly a responsibility of the:	<b>74,2</b>	1,8	24,0

For each of the following statements, please check the box that, according to your opinion, describes better the situation in our country:



**Figure 3.** Distribution of adolescents' answers in regards to the (un)equal distribution of power in the family (Q.7-pre, N=387-388).

Girls' and boys' views coincide on 6 items and differ only for the following two (illustrated in blue font in Table 10):

- *the person who makes the decisions related to children* [ $\chi^2$  (2, N=388) = 8,702,  $p = ,013$ ]: similar rates of boys and girls choose the most frequent responses, that is "both equally" (52,2% of boys and 55,9% of girls) and the "mother" (40,2% vs. 42,6%). However, the "father" response is selected by a higher rate of boys (7,6%) than girls (1,5%).
- *the person who earns more money than the other* [ $\chi^2$  (2, N=388) = 8,141,  $p = ,017$ ]: boys' most frequent response is the "man" (55,7%), followed by "both equally" (40,4%), whereas the reverse order is observed in girls' responses (52,2% for "both equally" and 41,5% for "man").

Last but not least, reflecting on the children's responses to the last set of questions regarding **gender inequality in the family** (see Table 11), it may be safely concluded that children are already familiar with gender inequality, granted that 6 out of 10 children have clearly realized that men can prohibit their wives even to work (whereas the opposite case is not an option). In addition, children, from this early age already, have experienced gender inequality personally, via discriminative behaviors that they are daily faced with within their families, with boys enjoying more freedom than girls of the same age and girls taking over more domestic chores than their same-aged boys.

**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=386-388)

For each of the following statements, indicate what <b>IN YOUR OPINION</b> is "true" or "false" in <b>OUR COUNTRY</b> , by checking the corresponding box:	Answer (%)	
	True	False
In most families, boys have more freedom than girls of the same age	<b>64,2</b>	35,8
In most families, girls have more freedom than boys of the same age	8,2	<b>91,8</b>
In most families, boys are compelled to do more household tasks than girls of the same age	13,7	<b>86,3</b>
In most families, girls are compelled to do more household tasks than boys of the same age	<b>68,5</b>	31,5
There are women who do not work because their husband does not allow them to	<b>63,7</b>	36,3
There are men who do not work because their wife does not allow them to	7,8	<b>92,2</b>

Significant effect of sex is observed only to items regarding the domestic chores:

- *girls are obliged to do more domestic chores than boys of the same age* [ $\chi^2$  (1, N=387) = 23,903,  $p = ,000$ ]: more girls (79,4%) reply "true" than boys (56,3%)
- *boys are obliged to do more domestic chores than girls of the same age* [ $\chi^2$  (1, N=386) = 38,218,  $p = ,000$ ]: more boys (25,1%) reply "true" than girls (3,4%)

**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.

The rates of children reporting that their teachers treat differently boys and girls range from 36,5% to 89,2% with respect to the 14 statements under examination.

**Table 12.** Percentage of adolescents' answers in regards to teachers' gender discriminative behaviour at school towards male and female students (Q.4-pre, N=386-390)

For each of the following, please indicate whether boys and girls are treated differently by teachers in the school:		Boys	Girls	Neither Boys = Girls
Boys or girls				
	are expected to have higher academic performance?	2,6	33,9	63,5
	are punished more strictly, when causing trouble?	75,4	3,6	21,0
	are assigned the most boring tasks?	29,7	22,5	47,8
	are assigned the easiest tasks?	15,4	40,9	43,7
	are suspected more if something has been broken?	73,1	4,6	22,3
	are assigned the task to clean something, if needed?	9,8	45,2	45,0

are assigned the tasks requiring responsibility?	13,7	<b>40,4</b>	45,9
are suspected more if something has been stolen?	<b>61,6</b>	5,4	33,0
are assigned the task to carry something, if needed?	<b>86,6</b>	2,6	10,8
need to study harder in order to get the same grade as the opposite sex?	<b>33,3</b>	7,8	58,9
are praised more when demonstrating good academic performance?	16,5	28,9	54,6
are praised more when they are quiet in the classroom?	30,2	27,6	42,1
receive higher grades for equal performance?	9,0	<b>31,3</b>	59,7
are expected to be quieter in the classroom?	7,8	<b>69,3</b>	23,0

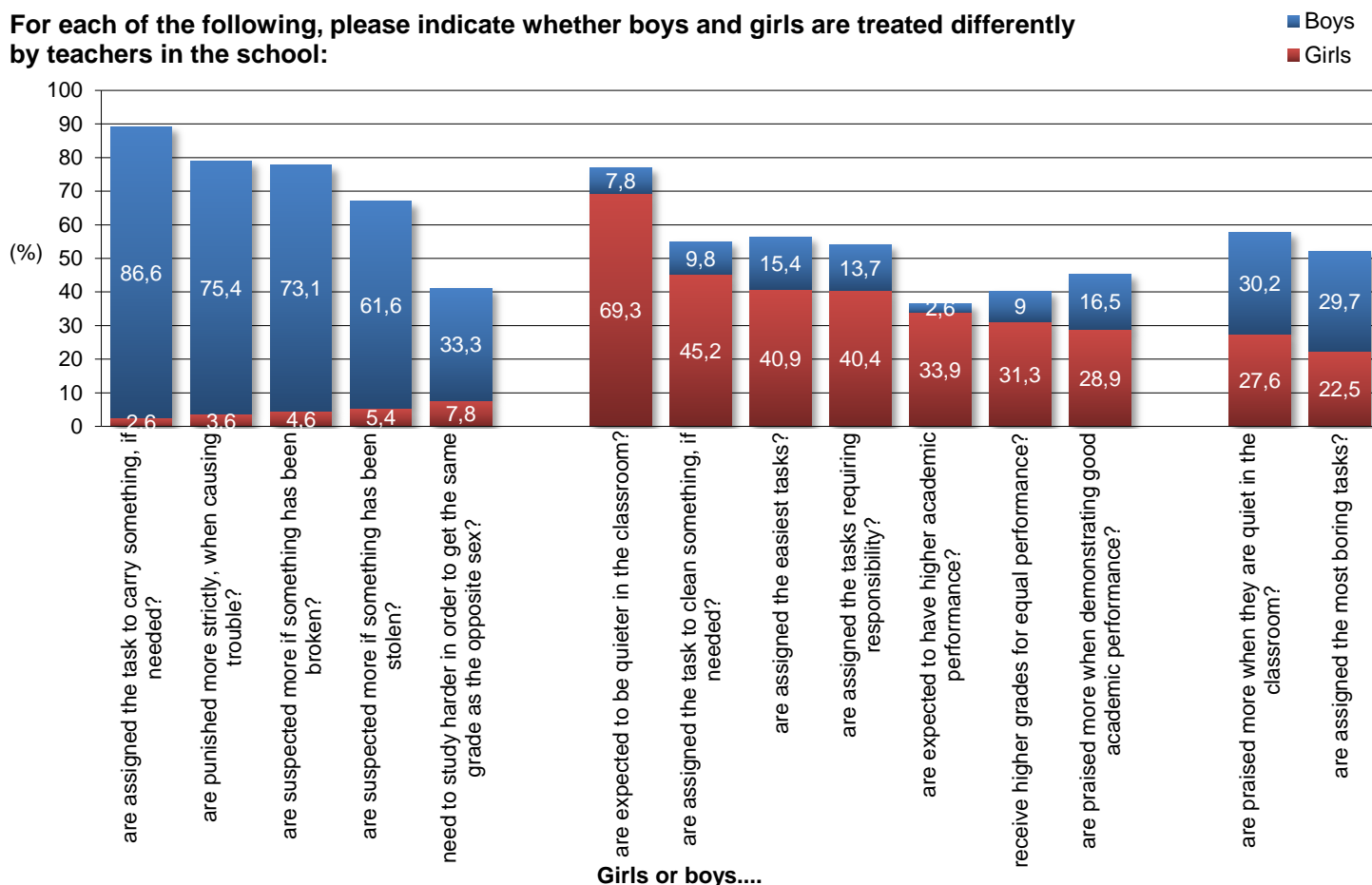
Specifically, according to students' responses, it seems that teachers assign to **boys** to carry things, punish them more strictly when they make trouble, to suspect them when something is broken or stolen and, at the same time, boys are considered to need to study harder in order to get the same grade as the opposite sex. Statistically significant difference between boys and girls [ $\chi^2$  (2, N=388) = 15,253,  $p = ,000$ ] emerged only in the item for stealing, with the percentage of boys who believe that boys experience this discriminative behavior is higher (70,3%) than the percentage of girls (53,7%) who believe the same.

On the other hand, **girls** are faced with completely different discriminative behaviors, as teachers expect from them to be quieter in the classroom and to have higher academic performance, they assign to them the cleaning, the tasks requiring responsibility but also the easiest tasks, they praise them more when they have good academic performance and, at the same time, girls are considered to receive higher grades for equal performance. In contrast with the previous set of questions, significant differences between boys and girls observed in 4 out of 7 items that are related with:

- the expectation for higher academic performance [ $\chi^2$  (2, N=389) = 7,659,  $p = ,022$ ]: girls (35,8%) believe that this specific discriminative behavior is addressed to girls exclusively; even though the majority of boys agrees (31,9%), there still is a 4,9% of boys who believe that boys experience this behavior
- the assignment of the task of cleaning [ $\chi^2$  (2, N=387) = 9,212,  $p = ,01$ ]: out of the 58,5% of girls who report that this is a common discriminative behavior in school, 51,7% of them believe that it is addressed to girls, whereas boys report that, although it is mainly addressed to girls (37,9%) but also to boys (13,2%)
- the assignment of tasks requiring responsibility [ $\chi^2$  (2, N=386) = 21,369,  $p = ,000$ ]: 50% of girls believe that girls experience this discriminative behavior while boys think that this behavior is addressed to girls mainly (29,9%) but also to boys (20,1%).
- the assignment of the easiest tasks [ $\chi^2$  (2, N=389) = 12,095,  $p = ,002$ ]: although more girls believe that this behavior is addressed to girls (33,7%) rather than boys (20%), the majority of boys believe that girls (48,9%) experience this behavior rather than boys (10,3%).



For each of the following, please indicate whether boys and girls are treated differently by teachers in the school:



**Figure 4.** Percentage of adolescents' answers in regards to teachers' gender discriminative behaviour at school towards male and female students (Q.4-pre, N=386-390).

With respect to the two remaining teachers' behaviors, 52,2% and 57,9% of children indicate that these discriminative behaviors exist, even though **it is not evident whether they are more usually addressed to boys or girls**: quite a high percentage of children, regardless of their sex, believe that teachers praise the boys more when they are quiet in the classroom (30,2%) and that they assign them the most boring tasks (29,7%), while a similar share (27,6% and 22,5%) of children believe that these behaviors are addressed to girls. Significant effect of sex [ $\chi^2$  (2, N=387) = 11,236,  $p = ,004$ ] is observed in the item regarding the assignment of boring tasks, with boys considering that such tasks are mainly assigned to boys (37,8%) rather than girls (19,5%) whereas girls' views are equally distributed to boys and girls (22,3% vs. 25,2%).

**Self-reported gender discriminative behavior: 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 behavior.

Examining adolescents' assessments before the Workshop, a significant effect of sex is observed only for the positive discrimination behaviors ( $t(382) = -4,229$ ,  $p = ,000$ ), with boys reporting having experienced them less frequently (1,5) than girls (2).



**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)

Has anybody ever behaved or spoken to you:	Sex				Total	
	Boys		Girls			
	Pre	Post	Pre	Post	Pre	Post
in a favourable for you way, just because you were a girl/boy? (N <sub>boys</sub> =170, N <sub>girls</sub> =194) <sup>24</sup>	1,5	1,1	2,0	1,7	1,7	1,4
in an unfair for you way, just because you were a boy/girl? (N <sub>boys</sub> =167, N <sub>girls</sub> =191) <sup>25</sup>	1,4	1,2	1,6	1,4	1,5	1,3

The comparison of pre-post assessments (paired t-tests, see footnotes of Table 13) show that after the Workshop, adolescents - in total, as well as by sex - report experiencing favorable behaviors significantly less frequently than in their pre-assessments. The same pattern also appears for the unfair behaviors, but only for girls and the total sample of students.

Seven boys and 27 girls reported specific examples to elaborate on the respective open question. Boys reported that:

#### Favorable treatment

- a male teacher favored me with higher grades because he believed that boys have greater chances in Math and Science
- when a boy swears, his parents are tolerant just because he is a boy
- (children) do not tease me, because I am stout
- (he) talks with me for his relationship with a girl because I am a boy

#### Unfair treatment

- at school, boys **are used for small-chores** such as carrying books and chairs
- it is unfair in school because **boys are scolded no matter what has happened/** for example, in the classroom, when I am seated next to a girl, most of the times I will be the one to blame for making fuss, even though it may not have been my fault
- two girls were talking about sex and **they asked me to leave the discussion**
- **when a girl wishes to play football**, she is not allowed to do so, just because she is a girl

On the other hand, girls reported the following examples:

#### Favorable treatment

- (teachers) will talk to me more mildly and nice, but will speak more harsh to a boy classmate
- (s/he) speak to me politely and does not swear at me because s/he respects me due to my gender
- I have argued with someone but he did not insult me just because I am a girl
- they offered me their turn in a row at the cinema because I am a girl
- I have been treated favorably at school and I have been punished less strictly than a boy would have

<sup>24</sup> Total: t(363) = 4,749, p = ,000

boys: t(169) = 3,493, p = ,001

girls: t(193) = 3,212, p = ,002

<sup>25</sup> Total: t(357) = 2,747, p = ,006

boys: n.s. p = ,06

girls: t(190) = 2,002, p = ,047

- when somebody is speaking during class making noise, the teacher does not blame me, because I am a quiet girl, rather punishes the boy
- many times, when something (quarrel) happens, it is forbidden for a boy to hit a girl because he is a boy

### Unfair treatment

- I was not allowed to begin practicing **football** because I am a girl/ often boys tell me not to play football because it is a male sport/ at school, they do not allow me to play football because of being a girl/ I would like to play football but they don't let me because I am a girl/ in elementary school, the boys of my classroom did not allow us, girls, to play football because they thought that this sport is exclusively for men/ I have been unfairly treated by my male classmates when they did not let me joining them in playing football because I am a girl/ it is common for boys to look down on me when I play football, and, although I would like to become involved in this sport, even my mum (who is not stereotypical, in general) tells me that it is not appropriate for girls!/ they thought that I could not play football because I am a girl. But they were so wrong!
- people treat me like I am a freak or something weird, just because **I enjoy things that are supposed to be exclusively for boys** (basketball, football, and video games, mainly)
- boys are often assigned to **carry something** because they have more physical strength/ at school, when students are needed to do some chores, i.e. carry something, boys are usually preferred/ it is considered that I am not able to help in carrying boxes, etc. because "I am a girl"/ at school, I am not asked to help in tasks requiring physical strength; even though that is in my favor, I think it is a repulsive and slightly racist behavior/ in the context of racist issues, i.e. (physical) strength or male tasks, the phrase "**you cannot do it, you are a woman**" is always present
- **girls are always allowed to go to the bathroom during class**, whereas boys are less frequently allowed to do so, due to the fact that girls (supposedly) are vulnerable because of menstrual symptoms/ when I ask to go to the bathroom during class, I am allowed to, as opposed to the majority of boys/ girls are excluded from i.e. bathroom regulations during class/ sometimes teachers allow me to go to the bathroom during class just because I am a girl
- a classmate of mine (boy) shut me out (from a discussion) telling me "**boys are talking here**, go away Now because you are a girl"
- my dad **told me that I am stupid** just because I didn't think of something that he thought right
- **insulting comments** (for a girl)
- I wanted to go out with my girlfriends for a coffee but (my parents) did not allow me to do so **because I am a girl and I have to be careful**
- I would like to attend a particular **school** (military air force school) where women are hardly accepted. It is rather unlikely to make it just because I am a girl. When I announce my school preference to friends and acquaintances, they look at me in daze and ask me "do they accept women?" or "how is that possible, you are a girl!"

In addition to the aforementioned measurements, adolescents were also asked to report **their own discriminatory behavior** in favor or against a boy or a girl at two different times (Q. 8.b. pre- and post-questionnaire).

In their pre-assessments, a significant effect of students' sex is observed only on the item regarding discriminative behaviors in favor of girls [ $t(381) = -3,471$ ,  $p = ,001$ ], with boys' reporting them on average more frequently (1,7) than the girls (1,4).

**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 favour of girls or boys (Q8b-pre & 8b-post, N<sub>boys</sub>=162-165, N<sub>girls</sub>=188-193)

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? <sup>26</sup>	1,7	1,4	1,4	1,1	1,5	1,2
unfair for a girl, just because she was a girl? <sup>27</sup>	0,8	0,8	0,9	0,6	0,9	0,7
in favour of a boy, just because he was a boy? <sup>28</sup>	1,3	1,1	1,3	1,0	1,3	1,1
unfair for a boy, just because he was a boy? <sup>29</sup>	1,0	0,9	1,2	0,8	1,1	0,9

The comparison of pre-post assessments (paired t-tests, see footnotes of Table 14) show that before the Workshop, students - in total, as well as by sex - report behaving in favor of both girls and boys significantly more frequently than in their post-assessments. The same pattern also appears for the unfair behaviors, that are also reported being used less frequently after the Workshop, but only for girls and the total sample of students.

Six girls and a boy reported the following examples in the respective open-ended question:

- *it is common that girls and boys prefer to collaborate with same-sex classmates because they believe that they share the same views, they have many things in common and that they will cooperate better*
- *I was more lenient to the girl, thinking that she was more sensitive, and I was unfair to the boy because he made me feel competitively*
- *I tend to treat other girls nice because they are more sensitive sometimes, whereas I treat some boys unfairly, since being a girl makes them also unfair to me*
- *I do not trust a boy with my secrets*
- *it makes more sense to have boys expelled*
- *I once thought that a boy can't be involved in ballet, since it is a profession exclusively for women. And other times, when a man cooks, I have said "Don't eat it, you will be poisoned". However, I have been proved wrong in all of these, I am so glad about it.*
- *I did a lot of favors to a girl, just because she was beautiful*

### Onset of romantic or intimate relationships

Regarding the existence of a romantic or intimate relationship of boys and girls (see Table 15) that was measured via item D.Q.4 in the pre-questionnaire, 46,8% of adolescents (N=178) report positively and 36,1% negatively while another 17,1% of them report "I don't want to answer" (D.W.A.). Adolescents' sex appears to have a significant effect [ $\chi^2$  (2, N=380) = 21,368, p = ,000], with higher rates of boys providing positive responses (57,3%) than girls (37,6%).

<sup>26</sup> **Total:** t(357) = 5,119, p = ,000

<sup>27</sup> **Total:** t(354) = 2,192, p = ,029

<sup>28</sup> **Total:** t(349) = 3,313, p = ,001

<sup>29</sup> **Total:** t(352) = 2,958, p = ,003

**boys:** t(164) = 3,984, p = ,000

**boys:** n.s. p = ,846

**boys:** t(161) = 2,250, p = ,026

**boys:** n.s. p = ,756

**girls:** t(191) = 3,334, p = ,001

**girls:** t(191) = 2,851, p = ,005

**girls:** t(187) = 2,432, p = ,016

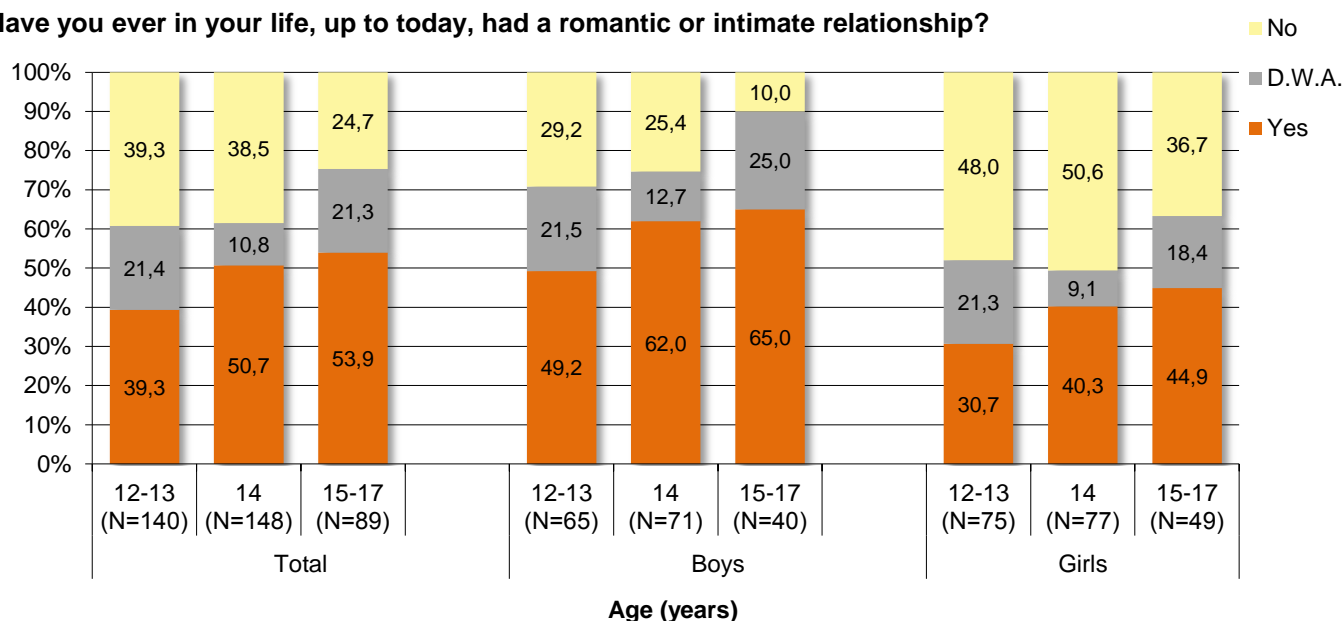
**girls:** t(188) = 3,610, p = ,000

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

Have you ever in your life, up to today, had a romantic or intimate relationship?	N			%		
	Girls	Boys	Total	Girls	Boys	Total
Yes	76	102	178	37,6	57,3	46,8
I don't want to answer - D.W.A.	32	33	65	15,8	18,5	17,1
No	94	43	137	46,5	24,2	36,1
Missing	3	7	10			
<b>Total</b>	<b>205</b>	<b>185</b>	<b>390</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>

Crosstabulating students' responses regarding being involved in a relationship with their age (see Figure 5) shows that with increasing age, higher rates of adolescents report to have been in a relationship, with boys' rates being systematically higher than those of girls across all age groups.

**Have you ever in your life, up to today, had a romantic or intimate relationship?**



**Figure 5.** Adolescents' answers in regards to the existence of romantic or intimate relationship (D.Q4-pre), by students' sex and age.

Based on the responses of adolescents who have already be in a relationship and who reported their own and their partner's age, it is shown that the mean age that children initiate their first relationship is not significantly differentiated (t-test n.s.) by adolescent's sex. With respect to boys (N=83), the mean age of initiating their first romantic relationship was 12,26 years ( $SD = 1,39$ ) whereas their partner was 12,71 years old ( $SD = 1,75$ ), with this difference being statistically significant [paired t-test:  $t(82) = -3,632$ ,  $p = ,000$ ]. Girls' mean age (N=60) at the beginning of their first romantic relationship was 12,58 years ( $SD = 1,33$ ) whereas their partner's mean age was also significantly older [paired t-test:  $t(59) = -3,061$ ,  $p = ,003$ ] with a mean value of 13,49 years ( $SD = 2,87$ ).

The crosstabulation of adolescents' age during the initiation of their first relationship and their partner's age at that time (see Table 16) show that the majority of children (62,7% of boys and 60% of girls) are involved with a partner of the same age at their first relationships whereas approximately 1/3 of children (28,9% of boys and 38,3% of girls) are involved with an older partner. Being involved with a younger partner is possible for boys (8,4%) but not for girls (1,7%). Noteworthy is the fact that, even though the aforementioned results show adolescents' first partners tend to be

non-adults, such a conclusion may not be accurate as 15,3% of boys and 18,9% of girls who said that they had already a relationship, chose not to reveal their first partner's age.

**Table 16.** Percentage 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

Partner's age	Respondent's age when they started their first romantic relationship																		
	Girls										Boys								
	≤9	10	11	12	13	14	15	16	Δ.Θ.Α.	Total	9	10	11	12	13	14	15	16	Δ.Θ.Α.
≤9											1	3							
10	1	1								2	6								
11			9							9	1	8							
12				11						11		1	11	1					
13				6	7	1				14	1		7	19	3				
14				3	6					9			1	2	5				
15			1	1	2	2	1			7	1			5	1	2			
16				1	2		2	1		6			1	1					
17														1			1		
18 <sup>+</sup>					1		1			2									
Δ.Θ.Α.					2				12	14		1	1	3	1			9	
Total	1	1	10	19	17	9	4	1	12	74	1	13	10	23	30	9	2	1	9

### Extent of IPV in adolescents' relationships in Greece

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>30</sup> can also impair students' answers in one or both of the measurements. For simplicity of presentation, in the entities that follow, is presented only the one of the measurements.

**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 17).

The percentage of students declaring that they do know such a couple is considerably high; more specifically, in the pre-questionnaire, 16,4% declared that they know a boy who *hits his girlfriend*, to 21,1% a boy who *forces her to sexual acts that she doesn't want* and 29,4% a boy who *insults or swears at her*. The respective percentages for violence directed from the girl at the boy were 12,4% for physical violence, 9,2% for sexual violence and 26,8% for psychological violence. And if one takes into account the percentage of students declared that they did not want to answer these questions (9,5%, 15,5% and 11% for physical, psychological and sexual violence perpetrated against girls and 9,2%, 15,8% and 9,3% for violence perpetrated against boys), the percentages of children declaring that they do not know any such couple are decreased even more.

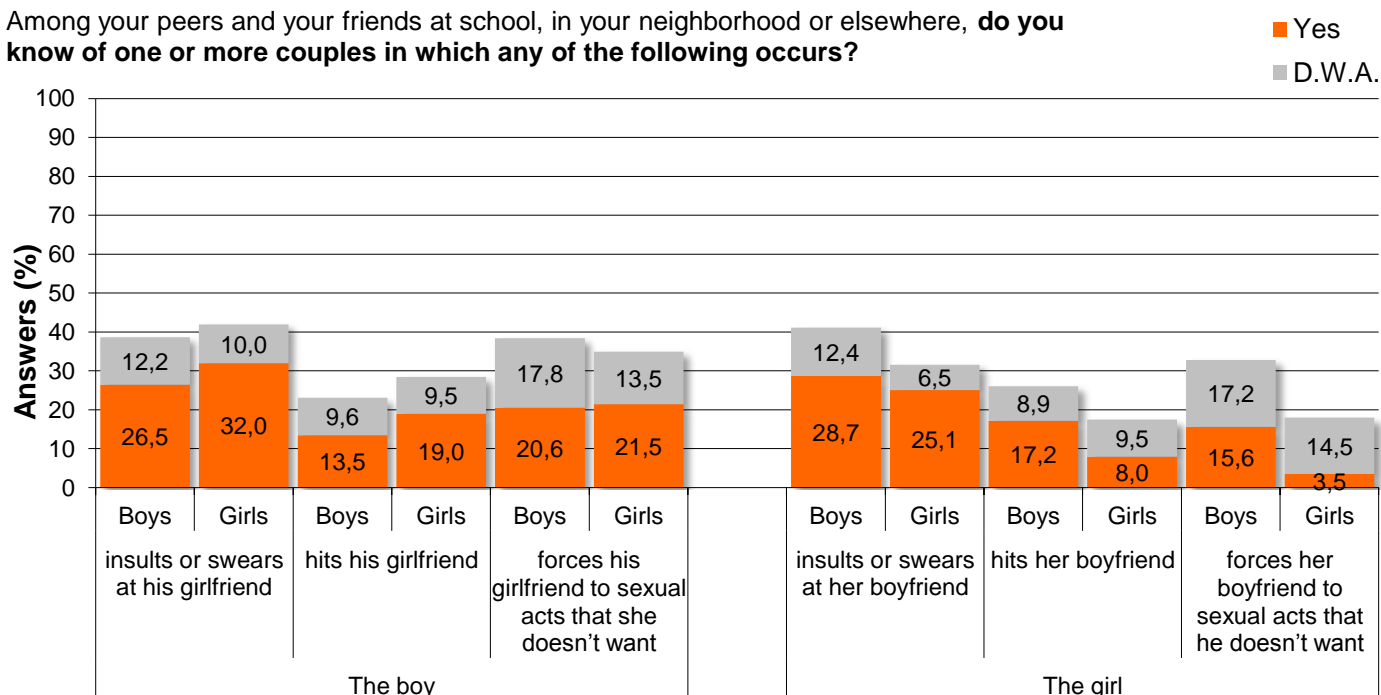
<sup>30</sup> Even though questionnaires were anonymously completed and teachers were instructed to collect students' questionnaires in a large envelope, which was sealed in front of the classroom at the end of the completion, there is always the possibility that some students were not convinced that their teacher won't read their answers.

**Table 17.** 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>=178-180, N<sub>girls</sub>=199-200)

Among your peers and your friends at school, in your neighborhood 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	61,3	58,0	59,6
	Yes	26,5	32,0	29,4
	D.W.A.	12,2	10,0	11,0
The boy hits his girlfriend	No	77,0	71,5	74,1
	Yes	13,5	19,0	16,4
	D.W.A.	9,6	9,5	9,5
The boy forces his girlfriend to sexual acts that she doesn't want	No	61,7	65,0	63,4
	Yes	20,6	21,5	21,1
	D.W.A.	17,8	13,5	15,5
The girl insults or swears at her boyfriend	No	59,0	68,3	63,9
	Yes	28,7	25,1	26,8
	D.W.A.	12,4	6,5	9,3
The girl hits her boyfriend	No	73,9	82,5	78,4
	Yes	17,2	8,0	12,4
	D.W.A.	8,9	9,5	9,2
The girl forces her boyfriend to sexual acts that he doesn't want	No	67,2	82,0	75,0
	Yes	15,6	3,5	9,2
	D.W.A.	17,2	14,5	15,8

Adolescents' high rates of reporting "I don't want to answer", which range from 6,5%, to 14,5% for girls and for boys from 8,9%, to 17,8%, may indicate that the indirect assessments of the extent of IPV in adolescents' relationships may well be underestimated given that discussing this matter is still considered a taboo.

Among your peers and your friends at school, in your neighborhood or elsewhere, **do you know of one or more couples in which any of the following occurs?**



**Figure 6.** 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>=178-180, N<sub>girls</sub>=199-200)

In regards to the effect of students' sex (see Figure 6), even though we observe a tendency for each sex to report their own victimization, that is more girls report abusive behaviors perpetrated by a boy against a girl and more boys report abusive behaviors perpetrated by a girl against a boy; the only statistical significant differences pertain to the questions *the girl hits her boyfriend* [ $\chi^2$  (2, N=380) = 7,449,  $p = ,024$ ] and *the girl forces her boyfriend to sexual acts that he doesn't want* [ $\chi^2$  (2, N=380) = 18,152,  $p = ,000$ ], where the percentage of boys answering positively being two and four times respectively larger than that of girls.

**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 18, which students answered in the pre- and post- questionnaires.

**Table 18.** 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) (Nboys=98, Ngirls=72)

	Answer	Sex		Total
		Boys	Girls	
Has your girlfriend or boyfriend ever done to you any of the things mentioned above?	No	77,6	73,6	75,9
	Yes	15,3	13,9	14,7
	D.W.A.	7,1	12,5	9,4
Have you ever done any of the things mentioned above to your boyfriend or girlfriend?	No	83,7	88,9	85,9
	Yes	8,2	6,9	7,6
	D.W.A.	8,2	4,2	6,5

Out of all children who declared having a relationship (N=178), 170 of them completed these questions. A 14,7% (13,9% of girls and 15,3% of boys) report that their girlfriend/boyfriend has been violent against them, while 7,6% (6,9% of girls and 8,2% of boys) report that they have been violent against their partner. Chi-square tests did not show any significant effect of sex in neither of the items. However, this may be due to the fact that the question was rather general, asking children whether they have experienced any form of violence (psychological, physical and sexual).

It is worth noticing the relatively high percentage (9,4% and 6,5%) of children who reply "I don't want to answer" in both of the questions. Of interest is also to notice the tendency of more girls than boys to deny to respond to the victimization item (12,5% vs. 7,1%), whereas more boys than girls tend to deny to respond to the perpetration item (8,2% vs. 4,2%), even though the effect of sex didn't reach significance on neither of the aforementioned comparisons.



### 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 19 in order to indicate for each one if, **in their opinion**, the situation described is *true* or *false*.

Questions were formulated in pairs so as, when matched, the male and female gender stereotype could be explored for each dimension examined (e.g. "real men don't cry", "real women don't swear").

The analyses ( $\chi^2$ ) of the pre-measurements revealed a robust effect of students' sex since there were statistical significant differences between boys' and girls' responses in 15 out of the 20 statements (in blue font at Table 19); girls responded in a non-stereotypical way to a higher extent (54,2% - 95,9%) than boys (24,4% - 91,2%) almost to all statements apart from the "the woman is the head of the family" (67% for girls - 90,6% for boys).

**Table 19.** 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>=166-172, N<sub>girls</sub>=191-196)

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*) <sup>31</sup>	Pre	25,9	<b>74,1</b>	10,7	<b>89,3</b>	17,8	<b>82,2</b>
	Post	18,8	<b>81,2</b>	4,1	<b>95,9</b>	10,9	<b>89,1</b>
Real women don't swear (F) <sup>32</sup>	Pre	39,5	<b>60,5</b>	28,4	<b>71,6</b>	33,5	<b>66,5</b>
	Post	33,5	<b>66,5</b>	19,6	<b>80,4</b>	26,0	<b>74,0</b>
Electrical repair in house is solely a man's job (F) <sup>33</sup>	Pre	50,6	<b>49,4</b>	35,2	<b>64,8</b>	42,3	<b>57,7</b>
	Post	41,2	<b>58,8</b>	28,1	<b>71,9</b>	34,2	<b>65,8</b>
Cleaning the house is solely a woman's job (F)	Pre	29,5	<b>70,5</b>	17,0	<b>83,0</b>	22,8	<b>77,2</b>
	Post	29,5	<b>70,5</b>	16,5	<b>83,5</b>	22,5	<b>77,5</b>
Women can become car mechanics (T*)	Pre	<b>60,2</b>	39,8	<b>79,0</b>	21,0	<b>70,2</b>	29,8
	Post	<b>62,0</b>	38,0	<b>81,0</b>	19,0	<b>72,1</b>	27,9
Men can become housekeepers (T)	Pre	<b>66,1</b>	33,9	<b>69,6</b>	30,4	<b>68,0</b>	32,0
	Post	<b>61,9</b>	38,1	<b>76,3</b>	23,7	<b>69,6</b>	30,4
A mother should not work (F)	Pre	8,8	<b>91,2</b>	4,1	<b>95,9</b>	6,3	<b>93,7</b>
	Post	9,9	<b>90,1</b>	1,5	<b>98,5</b>	5,5	<b>94,5</b>
It's the man's duty to bring home money (F)	Pre	30,5	<b>69,5</b>	12,5	<b>87,5</b>	20,9	<b>79,1</b>
	Post	28,7	<b>71,3</b>	9,4	<b>90,6</b>	18,4	<b>81,6</b>
Boys do express to others how they are feeling (T) <sup>34</sup>	Pre	<b>69,8</b>	30,2	<b>64,6</b>	35,4	<b>67,0</b>	33,0
	Post	<b>74,0</b>	26,0	<b>75,4</b>	24,6	<b>74,7</b>	25,3
Girls do express to others how they are feeling (T)	Pre	<b>86,9</b>	13,1	<b>90,1</b>	9,9	<b>88,6</b>	11,4
	Post	<b>83,3</b>	16,7	<b>86,5</b>	13,5	<b>85,0</b>	15,0
On a date, the boy is expected to pay all expenses (F) <sup>35</sup>	Pre	75,6	<b>24,4</b>	45,8	<b>54,2</b>	59,9	<b>40,1</b>
	Post	48,8	<b>51,2</b>	30,7	<b>69,3</b>	39,3	<b>60,7</b>

<sup>31</sup> McNemar **Total:** 10,105 (N=366), p = ,001

<sup>32</sup> McNemar **Total:** 7,429 (N=361), p = ,006

<sup>33</sup> McNemar **Total:** 8,087 (N=366), p = ,004

<sup>34</sup> McNemar **Total:** 7,010 (N=364), p = ,008

<sup>35</sup> McNemar **Total:** 44,520 (N=364), p = ,000

**Girls:** Binomial Distribution used (N=196), p = ,007

**Girls:** 7,314 (N=194), p = ,007

**Boys:** 4,500 (N=170), p = ,034

**Girls:** 7,018 (N=195), p = ,008

**Boys:** 33,750 (N=172), p = ,000

**Girls:** 12,444 (N=192), p = ,000

On a date, the girl is expected to pay all expenses (F) <sup>36</sup>	Pre	3,6	96,4	6,2	93,8	5,0	95,0
	Post	7,8	92,2	1,5	98,5	4,4	95,6
Boys are better than girls in science and maths (F) <sup>37</sup>	Pre	33,7	66,3	13,0	87,0	22,7	77,3
	Post	23,3	76,7	7,3	92,7	14,8	85,2
Girls are better than boys in language and arts (F) <sup>38</sup>	Pre	30,1	69,9	32,3	67,7	31,3	68,7
	Post	25,3	74,7	16,9	83,1	20,8	79,2
The woman is the head of the family (F) <sup>39</sup>	Pre	9,4	90,6	33,0	67,0	21,8	78,2
	Post	12,9	87,1	15,2	84,8	14,1	85,9
The man is the head of the family (F) <sup>40</sup>	Pre	65,5	34,5	34,9	65,1	49,2	50,8
	Post	47,6	52,4	22,4	77,6	34,2	65,8
Boys should seem strong and tough (F) <sup>41</sup>	Pre	59,2	40,8	37,7	62,3	47,8	52,2
	Post	49,7	50,3	22,0	78,0	35,0	65,0
Girls should seem weak and sensitive (F)	Pre	18,6	81,4	9,4	90,6	13,6	86,4
	Post	26,3	73,7	8,3	91,7	16,7	83,3
Football is solely a male activity (F)	Pre	25,1	74,9	12,4	87,6	18,4	81,6
	Post	29,8	70,2	9,3	90,7	19,0	81,0
Ballet is solely a female activity (F) <sup>42</sup>	Pre	56,9	43,1	25,4	74,6	40,0	60,0
	Post	47,9	52,1	19,2	80,8	32,5	67,5

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

**Note:** The statistical significant differences (McNemar.test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

The **desired attitude** for students is to **answer in a non-stereotypical way in both questions** of each pair. At Figures 7, the more similar the students' rates of non-stereotypical answers in both questions of each pair of items, the more parallel to the horizontal axis the curves of each paired items would be. On the opposite, the greater the slope of the curve with respect to the horizontal axis (that is, the greater the deviation of respondents' rates in the two items of the pair), the greater the asymmetry that is revealed between the male and the female gender stereotype, namely, it indicates that one gender stereotype is far more robust than the other.

For the pairs of items that are illustrated in Figure 7<sup>a</sup>, the rates of non-stereotypical responses to both items significantly increase at the post-measurement in the total sample of students, but boys and girls seem to modify differently their answers. In the pair of items that are related to **"the head of the family"** although girls' non-stereotypical answers significantly increase in both questions, the increase regarding the item for the man is smaller, so they became more stereotypical on the male stereotype (non-parallel curve to the horizontal axis). In boys' answers, where the male stereotype was initially very strong, non-stereotypical responses significantly increase after the Workshop only on the item for the man, a fact that reduces the initial asymmetry; yet, the remaining asymmetry continues to be extremely intense, since 1:2 boys still believe that the man is the head of the family.

Regarding the items **"real men don't cry/ real women don't swear"**, girls' non-stereotypical answers significantly increase in both questions, but the female stereotype remaining more intense than the male one. Boys' answers tend to be modified towards the desired direction, but the differences do not reach statistical significance.

<sup>36</sup> McNemar

<sup>37</sup> McNemar **Total:** 9,924 (N=365), p = ,002

<sup>38</sup> McNemar **Total:** 15,214 (N=361), p = ,000

<sup>39</sup> McNemar **Total:** 10,414 (N=362), p = ,001

<sup>40</sup> McNemar **Total:** 32,663 (N=360), p = ,000

<sup>41</sup> McNemar **Total:** 21,094 (N=360), p = ,000

<sup>42</sup> McNemar **Total:** 9,260 (N=360), p = ,002

**Boys:** 5,558 (N=172), p = ,018

**Boys:** 16,820 (N=168), p = ,000

**Boys:** 4,688 (N=169), p = ,030

**Boys:** 4,356 (N=167), p = ,037

**Girls:** Binom. distr(N=194), p = ,022

**Girls:** 16,173 (N=195), p = ,000

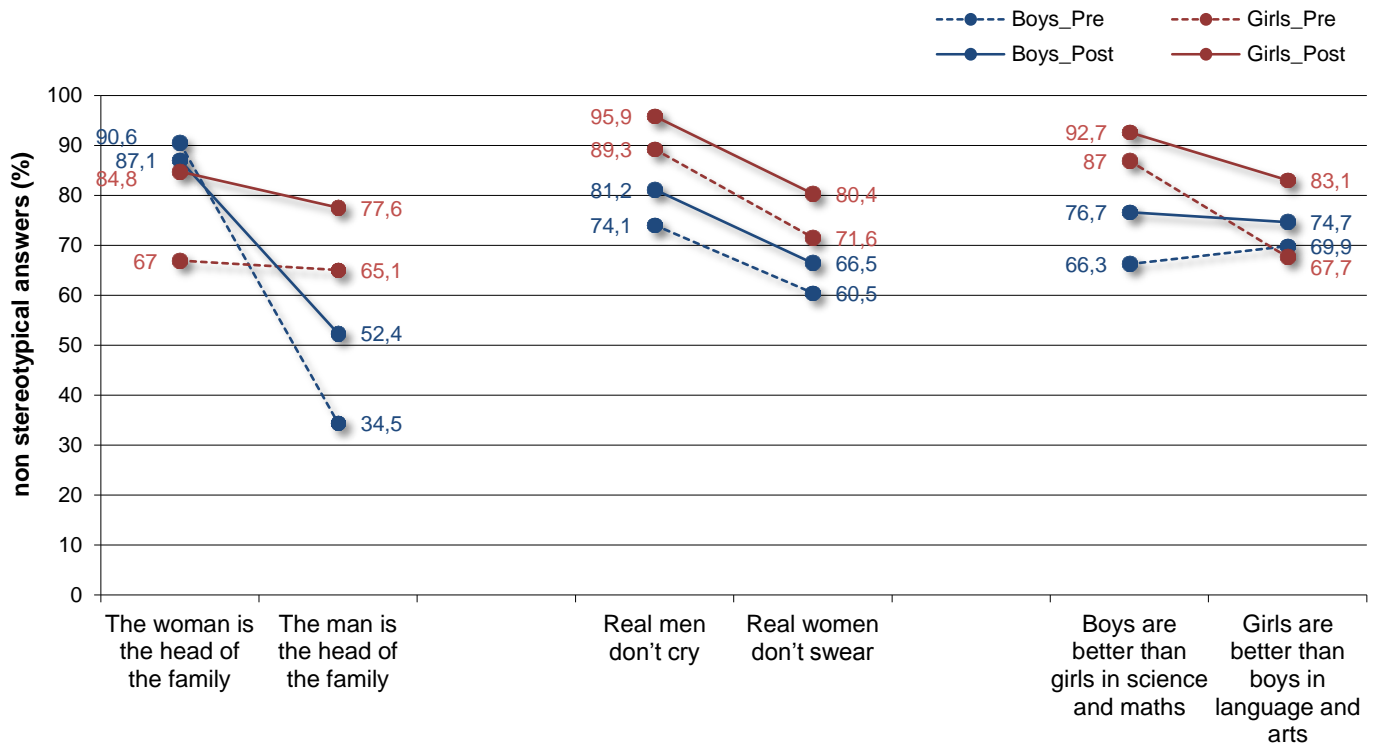
**Girls:** 24,750 (N=191), p = ,000

**Girls:** 14,694 (N=192), p = ,000

**Girls:** 17,521 (N=191), p = ,000

**Girls:** 4,321 (N=193), p = ,038

For the items referring to **boys'/girls' performance** in math/science and in language/arts, after the Workshop girls significantly increase their non-stereotypical answers with respect to the female stereotype while boys with respect to the male stereotype, achieving thus a symmetry in their responses between the male-female stereotype. Girls' initial asymmetry, with a strong female stereotype, declines but is still present.



**Figure 7<sup>a</sup>.** Percentage of non-stereotypical responses in statements related to gender stereotypes, by time (pre- vs. post-Workshop) and students' sex (Q.1-pre, Q.6-post).

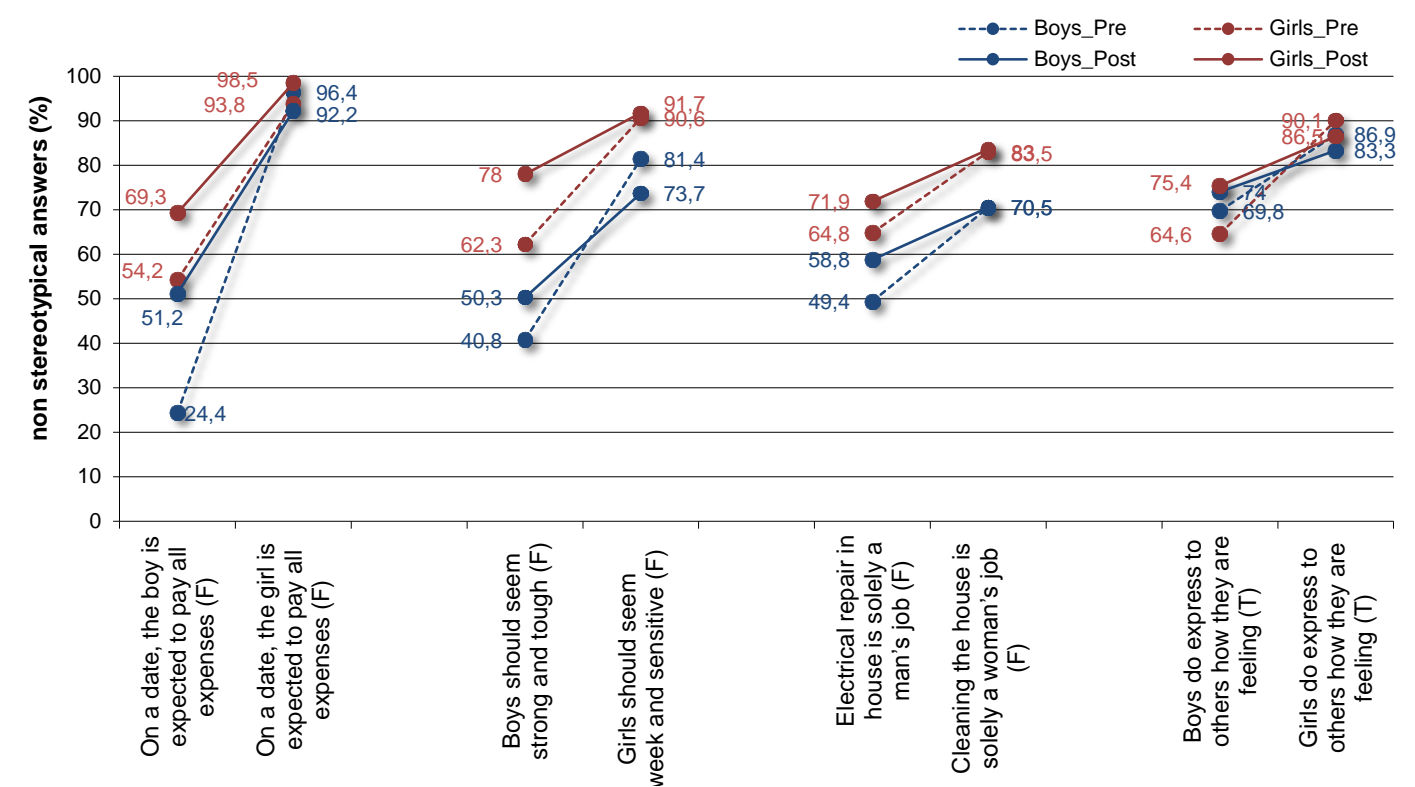
In the following 4 pairs of items (see Figure 7<sup>b</sup>), the rates of non-stereotypical answers in the total sample increase significantly in the post-measurements only with respect to the male stereotypes, thus, reducing the strong asymmetry that was shown in the initial measurements.

At the pair of items regarding **who is expected to pay all expenses of a date**, girls significantly increase their non-stereotypical answers to both items, whereas boys only to the one referring to their own sex. Although the asymmetry presented declines considerably, particularly among boys, it is still stronger in boys, since 5:10 boys (vs. 3:10 girls) uphold the man's "obligation" to pay all expenses.

With respect to the items **"Boys should seem strong and tough/Girls should seem weak and sensitive"**, even though the male stereotype is weakened - since a significant increase in non-stereotypical answers from both boys and girls is observed regarding the male stereotype exclusively - it is still prominent in both sexes (the observed asymmetry is reduced but still exists).

The same pattern also appears in regards to the items **"Electrical repair in house is solely a man's job/ Cleaning the house is solely a woman's job"**, but only among boys who give significantly more non-stereotypical answers after the Workshop on the item regarding the male stereotype, thus reducing the initial asymmetry observed to some extent.

Similarly, after the Workshop, girls significantly increase their non-stereotypical answers regarding the male stereotype in the pair of items pertaining to **“Boys/Girls do express to others how they are feeling”**.

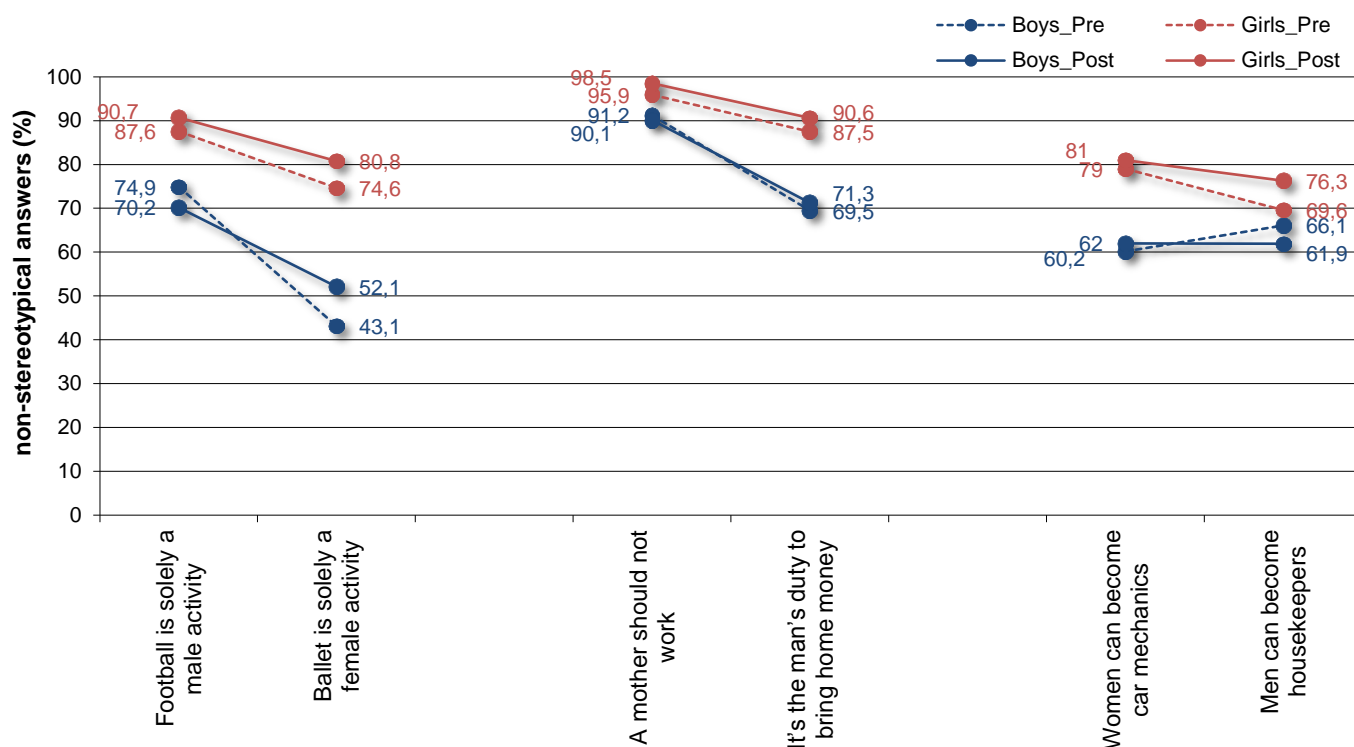


**Figure 7<sup>b</sup>**. Percentage of non-stereotypical responses in statements related to gender stereotypes, by time (pre- vs. post-Workshop) and students' sex (Q.1-pre, Q.6-post).

Focusing on the pairs of items presented in Figure 7<sup>c</sup> with results deriving from the total sample of students, the percentage of non-stereotypical answers increases significantly at the post-measurement pertains only to the female stereotype in the question **“Ballet is solely a female activity”**; no statistically significant change is observed in the remaining items examined. Although this specific item showed a statistically significant increase in non-stereotypical responses for both sexes, the modification achieved didn't manage to eliminate the observed asymmetry.

In regards to the pair of items **“a mother should not work/it's the man's duty to bring home money”**, the male stereotype is not only strong, particularly among boys, but also resistant to modification: there is no change in boys' answers after the Workshop, with 3:10 boys supporting that it is a man's duty to be the “provider” of the family, even though 9:10 of them reject the stereotype that mothers should not work. Lastly, on the items exploring men's and women's “eligibility” for some **professions**, for which no profound asymmetry is observed, there is no significant change in the rates of non-stereotypical answers after the Workshop: despite the slight tendency towards the desired direction that is observed in girls' answers regarding the female stereotype, 4:10 boys and 2:10 girls continue to support that the examined professions are out of reach for men or women.

It is worth noticing that, in all cases, girls' attitudes are less stereotypical than those of boys'.



**Figure 7<sup>c</sup>.** Percentage of non-stereotypical responses in statements related to gender stereotypes, by time (pre- vs. post-Workshop) and students' sex (Q.1-pre, Q.6-post).

In the **second set of items** (Q.2-pre, Q.7-post) **measuring 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 20.

The desired, non-stereotypical attitude is students to provide ratings being closest to 1 (strongly disagree) for each of the 6 single items, while for the 4 pairs of items a non-stereotypical attitude is represented by providing a similar answer to both questions regardless of the exact type of the answer selected (the curves would be parallel to the horizontal axis of Figure 8<sup>a</sup>).

Before the Workshop, boys' and girls' answers to 8 out of the 14 questions differed significantly, with boys (2,1 – 4,1) providing systematically higher (more stereotypical) mean ratings than girls (1,5 – 3,8).

**Table 20.** 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>=165-170, N<sub>girls</sub>=190-194, unless indicated differently)

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	2,9	2,8	2,0	1,9	2,4	2,3
It's the woman's duty to take care of children <sup>43</sup>	2,9	2,7	<b>2,4</b>	<b>2,2</b>	<b>2,6</b>	<b>2,4</b>
It's the man's duty to take care of children (N <sub>αγόρια</sub> =148, N <sub>κορίτσια</sub> =171)	2,4	2,4	2,2	2,1	2,3	2,2
It is okay if the father stays at home and looks after the children and the mother goes to work (N <sub>αγόρια</sub> =163, N <sub>κορίτσια</sub> =181)	3,5	3,5	3,7	3,8	3,6	3,7
It is okay if the mother stays at home and looks after the children and the father goes to work <sup>44</sup>	<b>4,1</b>	<b>3,8</b>	3,9	3,8	<b>4,0</b>	<b>3,8</b>
It is very important for women to get married and have children <sup>45</sup>	<b>3,5</b>	<b>3,2</b>	<b>3,1</b>	<b>2,8</b>	<b>3,3</b>	<b>3,0</b>
It is very important for men to get married and have children <sup>46</sup>	3,3	3,1	<b>2,9</b>	<b>2,7</b>	<b>3,1</b>	<b>2,9</b>
Women are better than men in taking care of children <sup>47</sup>	<b>3,7</b>	<b>3,3</b>	<b>3,6</b>	<b>2,9</b>	<b>3,6</b>	<b>3,1</b>
Men are better than women in taking care of children	2,4	2,4	2,3	2,2	2,3	2,3
It is more effective when a father disciplines children than the mother <sup>48</sup>	<b>3,5</b>	<b>3,2</b>	<b>2,8</b>	<b>2,5</b>	<b>3,1</b>	<b>2,8</b>
It is a problem for a couple if the woman earns more money than the man	2,1	2,2	2,0	1,9	2,0	2,0
It is the woman's responsibility if the family breaks down	2,1	2,1	1,5	1,5	1,8	1,8
It is more acceptable for a man to have many intimate partners than it is for a woman	2,6	2,5	1,7	1,6	2,1	2,1
Girls expect from boys to protect them, when needed <sup>49</sup>	<b>4,1</b>	<b>3,6</b>	<b>3,8</b>	<b>3,0</b>	<b>3,9</b>	<b>3,3</b>

**Note:** The statistical significant differences (paired t-test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

With respect to the pairs of items involved (see Figure 8<sup>a</sup>), the one exploring which sex “**is better in taking care of the children**” showed the greatest asymmetry, which strangely is similar for boys and girls: in their pre-measurements both boys and girls seem to consider women better than men in taking care of the children (3,7 and 3,6 for women vs. 2,4 and 2,3 for men, respectively). At their post-measurements, boys and girls significantly decrease their agreement on the item concerning women (3,3 and 2,9) which, as a result, considerably reduces the asymmetry even though it does not eliminate it.

Asymmetrical ratings are also shown on boys' assessments regarding the pairs of items “**It is okay if the father/mother stays at home and looks after the children and the mother/father goes to work**” and “**It's the woman's/man's duty to take care of children**”: boys appear to agree more that it is okay for mothers (4,1) to stay home in order to take

<sup>43</sup> **Total:** t(356) = 2,555, p = ,011

<sup>44</sup> **Total:** t(361) = 2,648, p = ,008 **boys:** t(167) = 2,548, p = ,012

<sup>45</sup> **Total:** t(361) = 4,464, p = ,000 **boys:** t(167) = 2,550, p = ,012

<sup>46</sup> **Total:** t(363) = 3,218, p = ,001

<sup>47</sup> **Total:** t(358) = 7,981, p = ,000 **boys:** t(165) = 3,466, p = ,001

<sup>48</sup> **Total:** t(359) = 4,642, p = ,000 **boys:** t(165) = 3,412, p = ,001

<sup>49</sup> **Total:** t(359) = 9,220, p = ,000 **boys:** t(168) = 5,039, p = ,000

**girls:** t(191) = 2,423, p = ,016

**girls:** t(193) = 3,775, p = ,000

**girls:** t(193) = 2,776, p = ,006

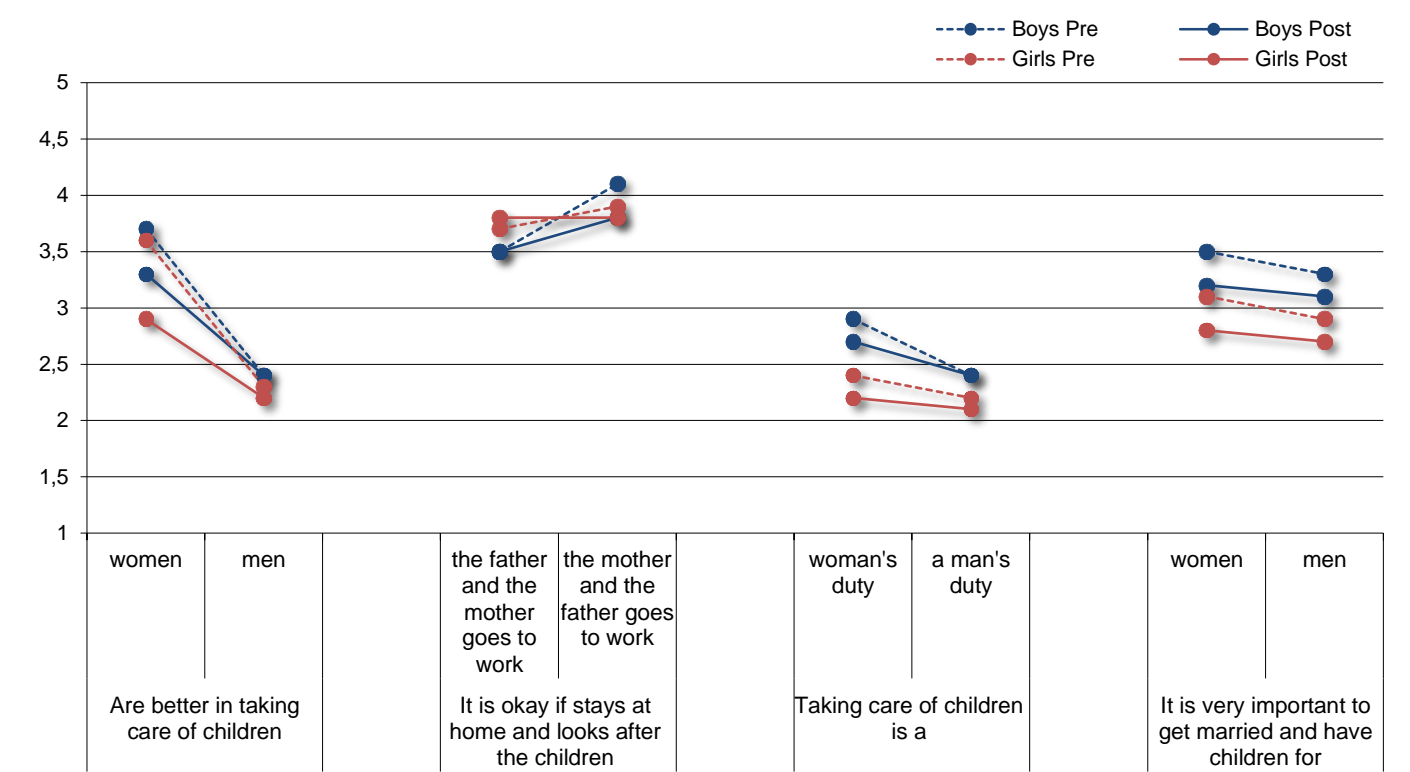
**girls:** t(192) = 7,899, p = ,000

**girls:** t(193) = 3,168, p = ,002

**girls:** t(190) = 7,964, p = ,000

care of the children, compared to fathers (3,5), granted that it is the woman's duty to do so (2,9) rather than the man's (2,4). After the Workshop the asymmetry presented in the first pair of items is slightly reduced, due to a statistically significant decrease in the extent of agreement on the item regarding the mother. Girls' ratings on the first pair of items were already symmetrical before the Workshop; the slight asymmetry that was initially existent on the second pair of items is eliminated after the Workshop since girls appear to agree significantly less with the question regarding the woman's duty.

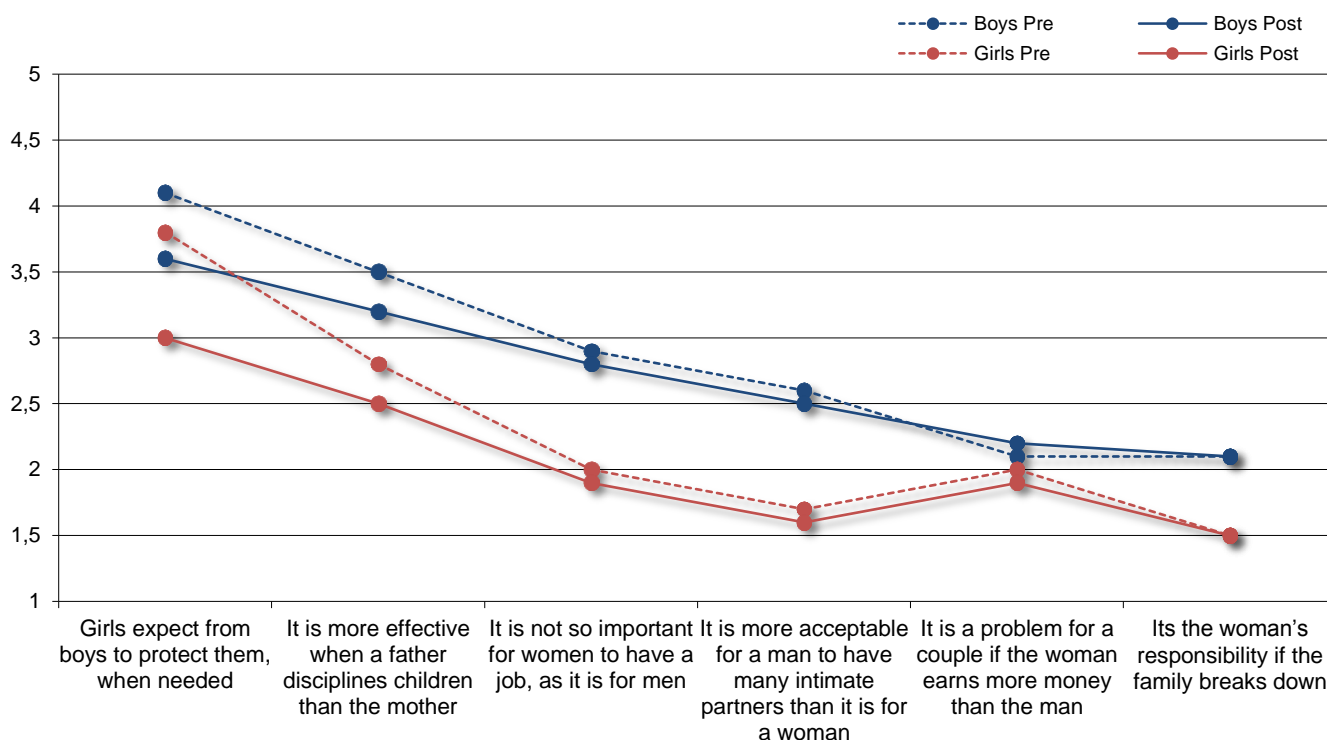
Lastly, for the pair of items **“It is very important for women/men to get married and have children”**, the small asymmetry that is observed before the Workshop in both boys' and girls' answers is almost eliminated after it due to a statistically significant decline in boys' and girls' agreement with the item referring to women.



**Figure 8<sup>a</sup>.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents' (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).

With regards to the single items examined (**Figure 8<sup>b</sup>**), both boys and girls change their two most stereotypical beliefs after the Workshop since they agree to a significant lesser extent with the statements that **“girls expect from boys to protect them, when needed”** and **“It is more effective when a father disciplines children** than the mother”. Their responses to the remaining questions show no modification. Boys' views tend to be more stereotypical than girls' with respect to all questions apart from the one stating “It is a problem for a couple if the woman earns more money than the man”, for which both sexes share the same view.





**Figure 8<sup>b</sup>.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents' (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).

**Attitudes towards intimate partner violence (IPV).** 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, adolescents were asked to rate their agreement in regards to the **conditions under which** they believe that **a boy** (Q.14a-pre and Q.14a-post, see Table 21), or **a girl** (Q.14b-pre and Q.14b-post, see Table 22), **has the right to hit his/her girl/boyfriend**; in a third set of questions (Q.15-pre, Q.15-post, see Table 23), 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**.

The desired attitude is for adolescents to strongly disagree with all of the statements that entitle a boy (or a girl) to hit his/her girl/boyfriend for any reason; namely, on a 5-point scale (1 = strongly disagree ... 5 = strongly agree), the closer to 1 the rating provided is, the less tolerant towards violence is the attitude expressed and vice versa, the closer to 5 the more tolerant the attitude. In other words, a decrease shown in the mean ratings from the pre- to post-questionnaires would be an indication that adolescents' attitudes are modified towards the desired direction, namely they strongly reject physical violence (in Q.14a and 14b) and sexual pressure (in Q.15).

With respect to **questions of physical violence**, results from the total sample of students show that when the violent act is perpetrated by a boy against a girl, mean pre-ratings (see Table 21) range from 1,8 to 2,5 while after the Workshop from 1,8 to 2,2. When the violent behavior is acted out by a girl against a boy, a somewhat higher tolerance is observed in the pre-measurement – with mean ratings ranging from 1,9 to 2,6. In the post-ratings, however, tolerance decreases (1,8 - 2,2), and reaches the same levels of tolerance shown when the perpetrator is male. On the basis of pre-ratings of the total sample, children appear to be **highly tolerant** (assessments > 2) to physical violence under specific **conditions that are related mainly with infidelity and respect**. That is, before the Workshop they

think that physical violence is justified in cases where the boy finds out that his girlfriend has been unfaithful (2,5), if he suspects that she is unfaithful or if she doesn't respect him (2,1). According to their opinions, girls are also entitled to hit their boyfriends if she finds out that he has been unfaithful (2,6), if she suspects that he is unfaithful (2,2), if he doesn't respect her (2,3) as well as if his behavior makes her angry (2,1).

**Girls** are shown to be **less tolerant to physical violence than boys**: their pre-ratings are lower than 2 in 9 out of 10 items with a boy perpetrator and in 7 out of 10 items with a girl perpetrator whereas none of boys' pre-ratings has been lower than 2. Moreover, girls' pre-ratings are statistically significant lower than those of boys' across all questions pertaining to male perpetrator<sup>50</sup> and in 7 out of 10 questions involving a female perpetrator<sup>51</sup>. The only items to which boys' and girls' views were not significantly different were items 3, 5 and 6, declaring that *a girl has the right to hit her boyfriend: if she finds out that he has been unfaithful* (2,7 for boys vs. 2,6 for girls), *if he doesn't respect her* (2,4 vs. 2,2) and *if he doesn't take care of her "the way he should"* (2,0 vs. 1,8). At the **post-Workshop** assessments, the only statement that yields ratings higher than 2 in the total sample of students is *if he finds out that she is unfaithful* (2,2) or *if she finds out that he is unfaithful* (2,2). Once more, girls exhibited lower tolerance to all items (1,5-1,9) compared to boys (2,0-2,5).

**Table 21.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents' agreement with 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>=160-164, N<sub>girls</sub>=186-191)

A boy has the right to hit his girlfriend:	Time	Sex		Total
		Boys	Girls	
1. if her behaviour makes him angry	Pre	2,2	1,7	1,9
	Post	2,3	1,7	2,0
2. if she disobeys him	Pre	2,1	1,6	1,8
	Post	2,1	1,6	1,8
3. if he finds out that she is being unfaithful <sup>52</sup>	Pre	3,0	2,2	2,6
	Post	2,5	1,9	2,2
4. if he suspects that she is being unfaithful <sup>53</sup>	Pre	2,4	1,9	2,1
	Post	2,1	1,7	1,9
5. if she doesn't take care of him "the way she should"	Pre	2,0	1,6	1,8
	Post	2,0	1,5	1,8
6. if she doesn't respect him <sup>54</sup>	Pre	2,4	1,9	2,1
	Post	2,3	1,7	2,0
7. if she pays more attention to her friends than to him <sup>55</sup>	Pre	2,2	1,6	1,9
	Post	2,2	1,5	1,8
8. if she wants to break up with him	Pre	2,1	1,7	1,9
	Post	2,1	1,6	1,8
9. if he is jealous of her	Pre	2,0	1,7	1,9
	Post	2,1	1,6	1,8
10. if she is jealous of him	Pre	2,0	1,7	1,8
	Post	2,1	1,6	1,8

**Note:** The statistical significant differences (paired t-test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

<sup>50</sup> All comparisons (t-test) were statistically significant at  $p \leq ,001$

<sup>51</sup> All comparisons (t-test) were statistically significant at  $p \leq ,01$  and  $,05$

<sup>52</sup> **Total:**  $t(351) = 5,929$ ,  $p = ,000$  **boys:**  $t(163) = 4,396$ ,  $p = ,000$

<sup>53</sup> **Total:**  $t(345) = 4,279$ ,  $p = ,000$  **boys:**  $t(159) = 3,150$ ,  $p = ,002$

<sup>54</sup> **Total:**  $t(350) = 1,972$ ,  $p = ,049$

<sup>55</sup> **Total:**  $t(349) = 1,989$ ,  $p = ,048$

**girls:**  $t(187) = 3,991$ ,  $p = ,000$

**girls:**  $t(185) = 2,892$ ,  $p = ,004$

**girls:**  $t(189) = 2,375$ ,  $p = ,019$

**girls:**  $t(186) = 2,440$ ,  $p = ,016$

**After the Workshop**, a statistically significant decrease in the levels of tolerance for violent acts perpetrated by a boy (see footnotes of Table 21) is observed, in the total sample of students, in regards to the 4 conditions described below: *if he finds out that she is being unfaithful, if he suspects that she is being unfaithful, if she doesn't respect him and if she pays more attention to her friends than to him*. However, the decrease noted in the last two items is merely attributed to the statistically significant decrease in girls' levels of tolerance.

Significant decrease in the tolerance for violent acts perpetrated by a girl (see footnotes of Table 22) is also observed in the total sample for the same 4 conditions (*if she finds out that he is being unfaithful, if she suspects that he is being unfaithful, if he doesn't respect her and if he doesn't take care of her "the way she should"*) as well as for an additional one (*if he wants to break up with her*). However, in this set of items, all decreases of tolerance observed in the total sample is due to a significant decreases in girls' tolerance. Moreover, girls' tolerance is significantly decreased on their post-ratings on the item *if he doesn't take care of her "the way he should"*.

**Table 22.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents' agreement with the conditions under which they believe a girl has the right to hit her boyfriend, by time (pre- vs. post-Workshop) and students' sex (Q14a-pre, Q14a-post, N<sub>boys</sub>=156-163, N<sub>girls</sub>=186-190)

A boy has the right to hit his girlfriend:	Time	Sex		Total
		Boys	Girls	
1. if his behaviour makes her angry	Pre	2,3	1,9	2,1
	Post	2,3	1,8	2,0
2. if he disobeys her	Pre	2,1	1,8	1,9
	Post	2,1	1,6	1,9
3. if she finds out that he is being unfaithful <sup>56</sup>	Pre	2,7	2,6	2,6
	Post	2,5	1,9	2,2
4. if she suspects that he is being unfaithful <sup>57</sup>	Pre	2,4	2,1	2,2
	Post	2,2	1,8	2,0
5. if he doesn't take care of her "the way she should" <sup>58</sup>	Pre	2,0	1,8	1,9
	Post	2,1	1,6	1,8
6. if he doesn't respect her <sup>59</sup>	Pre	2,4	2,2	2,3
	Post	2,3	1,8	2,0
7. if he pays more attention to his friends than to her <sup>60</sup>	Pre	2,1	1,9	2,0
	Post	2,0	1,7	1,8
8. if he wants to break up with her <sup>61</sup>	Pre	2,1	1,8	2,0
	Post	2,1	1,6	1,8
9. if she is jealous of him	Pre	2,1	1,8	1,9
	Post	2,1	1,6	1,8
10. if he is jealous of her	Pre	2,0	1,8	1,9
	Post	2,1	1,7	1,9

**Note:** The statistical significant differences (paired t-test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

**Combining data** from Tables 21 and 22 in **Figure 9**, an additional interesting finding arises showing that at their pre-ratings, girls have **asymmetrical tolerance to physical violence depending on perpetrator's sex**. Girls' mean pre-ratings range from 1,6 to 2,2 when the act is perpetrated by a boy against a girl while in cases where the violent act is perpetrated by a girl against a boy, their pre-ratings are more tolerant (1,8-2,6). However, this **asymmetry is almost**

<sup>56</sup> **Total:** t(342) = 5,490, p = ,000

<sup>57</sup> **Total:** t(349) = 3,508, p = ,001

<sup>58</sup>

<sup>59</sup> **Total:** t(346) = 3,425, p = ,001

<sup>60</sup> **Total:** t(346) = 2,331, p = ,002

<sup>61</sup> **Total:** t(348) = 2,171, p = ,031

**girls:** t(186) = 6,428, p = ,000

**girls:** t(187) = 3,485, p = ,001

**girls:** t(188) = 2,053, p = ,041

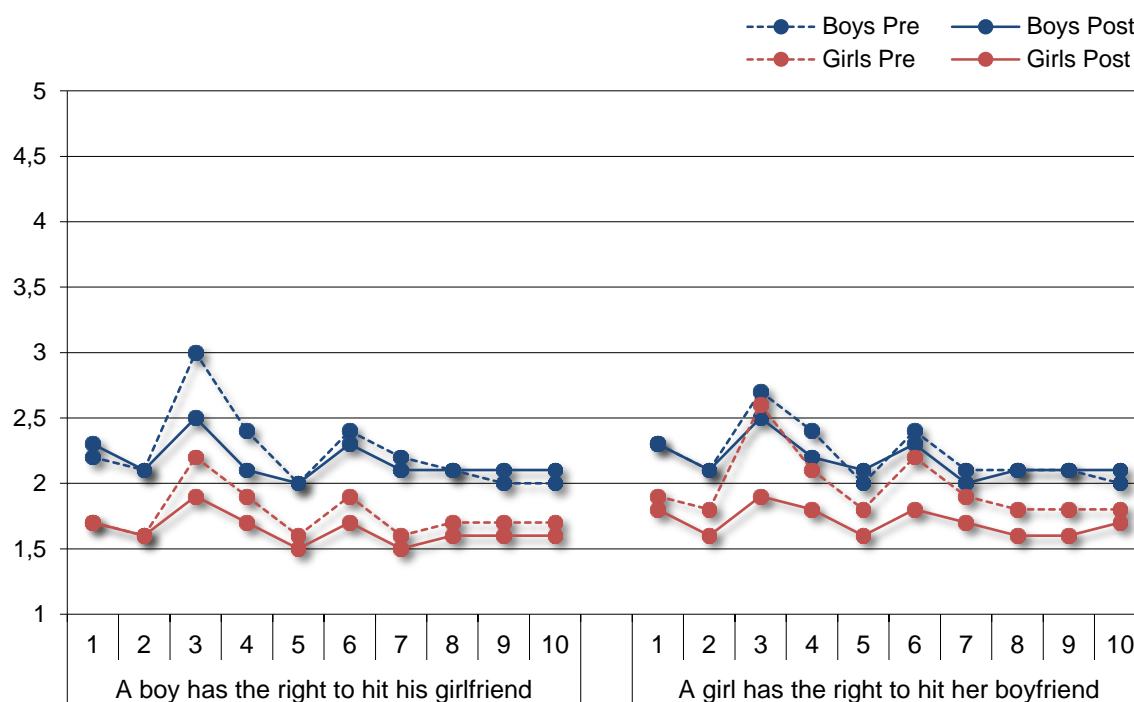
**girls:** t(187) = 4,185, p = ,000

**girls:** t(186) = 2,584, p = ,011

**girls:** t(185) = 3,173, p = ,002

**eliminated after the Workshop**, as girls' mean ratings ranging from 1,5 to 1,9 when the perpetrator is a boy and from 1,6 to 1,9 when the perpetrator is a girl.

**Boys**, on the other hand, even though **more tolerant** to violence than girls, their pre-ratings **don't show the asymmetry** observant in girls': their mean pre-ratings range from 2,0 to 3,0 when the act is acted out by a boy against a girl and decrease to a range of 2,0 to 2,5 after the Workshop. When the violent act is perpetrated by a girl against a boy, boy's mean ratings range from 2,0 to 2,7 before the Workshop and from 2,0 to 2,5 after the Workshop.



**Figure 9.** Mean ratings of adolescents' agreements with (1 = strongly disagree ... 5 = strongly agree) the conditions under which they believe a boy or a girl has the right to hit his girlfriend/ her boyfriend, by time (pre- vs. post-Workshop) and students' sex (Q14a + b-pre, Q14a + b-post).

Adolescents' **tolerance** to **sexual violence** (see Table 23 and Figure 10) appear to be higher than that related to **physical violence**, as assessed by the aforementioned two sets of items: results from the total sample of students show that all pre-ratings (2,1 – 2,8) are higher than 2 while after the Workshop, none of these ratings reduce lower than 2 (2,0 έως 2,4). It is no surprise to see that **girls are less tolerant** than boys **both before** (1,9 – 2,3 for girls and 2,3 – 3,4 for boys) **and after** the Workshop (1,7 – 2,0 for girls and 2,2 – 2,9 for boys).

In the total sample of children, the **pre-ratings** manifest **from medium to high levels** of tolerance to sexual pressure with respect to **all conditions explored**, reflecting their beliefs that a boy is entitled to pressure a girl to have sex under specific conditions.

**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 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>=163-168, N<sub>girls</sub>=189-192)

A boy has the right to pressure a girl to have sex with him:	Time	Sex		Total
		Boys	Girls	
if she wears sexy clothes <sup>62</sup>	Pre	3,4	2,3	2,8
	Post	2,9	2,0	2,4
if she is drunk or under the influence of other drugs	Pre	2,3	1,9	2,1
	Post	2,3	1,8	2,0
if she says "no" but he knows that she really means "yes" <sup>63</sup>	Pre	2,7	2,2	2,5
	Post	2,4	1,7	2,0
if she has been dating him for a month but refuses to have sex with him <sup>64</sup>	Pre	2,7	2,1	2,4
	Post	2,4	1,8	2,1
if she has had sex with him or another boy in the past <sup>65</sup>	Pre	2,9	2,2	2,6
	Post	2,6	1,9	2,2
if she has allowed him to kiss her or caress her <sup>66</sup>	Pre	3,2	2,3	2,7
	Post	2,6	1,9	2,3
if she accepts gifts from him <sup>67</sup>	Pre	2,8	2,0	2,4
	Post	2,4	1,8	2,1
if he always pays when they go out <sup>68</sup>	Pre	2,6	1,9	2,2
	Post	2,3	1,7	2,0
if he is drunk or under the influence of other drugs <sup>69</sup>	Pre	2,4	1,9	2,1
	Post	2,2	1,8	2,0

**Note:** The statistical significant differences (paired t-test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

**Post-Workshop** ratings of the total sample, reveal that students' tolerance **significantly decreased** (see footnotes of Table 23) in terms of 8 out of the 9 conditions examined –apart from the case where *she is drunk or under the influence of other drugs*; however, none of their post-rating is lower than 2, rather they range between 2,0 to 2,4 (this result, however, is due to boys' ratings, as explained below).

In regards to the **modifications of tolerance by student's sex**, the condition when *she is drunk or under the influence of other drugs* remains unchanged for both sexes, whereas the case when *he is drunk or under the influence of other drugs* shows a marginally significant decrease only in boys' tolerance. For the 7 remaining conditions, both boys' and girls' tolerance is significantly decreased after the Workshop.

Another point that merits attention is that **although boys' levels of tolerance manifested equal or higher decreases than girls'** in 8 out of the 9 conditions examined, their mean ratings after the Workshop remain fairly high (2,2 – 2,4) in 6 cases and high (2,6 - 2,9) in 3 cases that are related with the issue of consent (*if she wears sexy clothes, if she has allowed him to kiss her or caress her, if she has had sex with him or another boy in the past*). On the contrary, girls' post-ratings range between 1,7 – 1,9 for all conditions apart from the one involving sexy clothes (2).

<sup>62</sup> **Total:** t(357) = 5,580, p = ,000 **boys:** t(165) = 5,059, p = ,000

<sup>63</sup> **Total:** t(353) = 7,123, p = ,000 **boys:** t(162) = 4,044, p = ,000

<sup>64</sup> **Total:** t(352) = 5,135, p = ,000 **boys:** t(163) = 3,186, p = ,002

<sup>65</sup> **Total:** t(349) = 5,095, p = ,000 **boys:** t(159) = 3,593, p = ,000

<sup>66</sup> **Total:** t(352) = 7,039, p = ,000 **boys:** t(163) = 6,025, p = ,000

<sup>67</sup> **Total:** t(354) = 5,137, p = ,000 **boys:** t(164) = 4,229, p = ,000

<sup>68</sup> **Total:** t(356) = 3,855, p = ,000 **boys:** t(167) = 3,407, p = ,001

<sup>69</sup> **Total:** t(357) = 2,263, p = ,024 **boys:** t(166) = 1,958, p = ,052

**girls:** t(191) = 2,953, p = ,004

**girls:** t(190) = 5,996, p = ,000

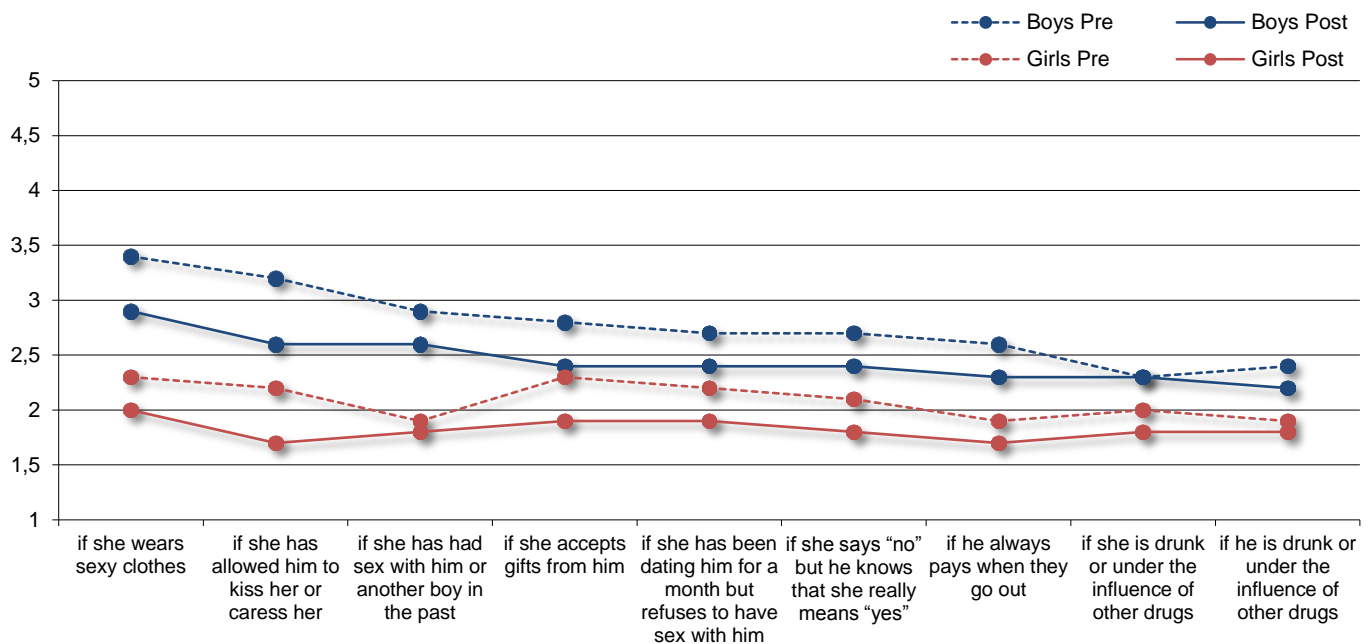
**girls:** t(188) = 4,073, p = ,000

**girls:** t(189) = 3,603, p = ,000

**girls:** t(188) = 4,046, p = ,000

**girls:** t(189) = 2,996, p = ,003

**girls:** t(188) = 2,003, p = ,047



**Figure 10.** 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)

Adolescents were also asked to express their opinion in the 5 statements illustrated in Table 24, on a 5-point scale (1=strongly disagree, 2= disagree, 3 not sure, 4= agree, 5 strongly agree). The desired attitude reflecting low tolerance to violence is indicated by adolescents disagreeing strongly with all items and to provide symmetrical answers to both pairs of items.

In their pre-ratings, boys' and girls' answers differ in two items only (highlighted in blue font in Table 24), with boys having again more tolerant to violence attitude than girls.

**Table 24.** 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,  $N_{\text{boys}}=161-167$ ,  $N_{\text{girls}}=193-195$ ).

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	
<b>A girl who flirts with other people when out with her boyfriend is provoking him to hit her<sup>70</sup></b>	Pre	2,9	2,6	2,8
	Post	2,9	2,3	2,6
A boy who flirts with other people when out with his girlfriend is provoking her to hit him <sup>71</sup>	Pre	2,9	2,9	2,9
	Post	2,7	2,4	2,5
When a girl is jealous, it shows how much she loves her boyfriend <sup>72</sup>	Pre	3,8	3,7	3,7
	Post	2,9	2,5	2,7
When a boy is jealous, it shows how much he loves his girlfriend <sup>73</sup>	Pre	3,7	3,6	3,6
	Post	2,9	2,5	2,7
<b>A person who is being hit by his/her partner, must have done something to cause it<sup>74</sup></b>	Pre	3,1	2,7	2,9
	Post	2,8	2,0	2,3

**Note:** The statistical significant differences (paired t-test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

<sup>70</sup> **Total:**  $t(358) = 2,544$ ,  $p = ,011$

<sup>71</sup> **Total:**  $t(360) = 4,497$ ,  $p = ,000$

<sup>72</sup> **Total:**  $t(353) = 14,477$ ,  $p = ,000$

<sup>73</sup> **Total:**  $t(360) = 13,084$ ,  $p = ,000$

<sup>74</sup> **Total:**  $t(361) = 7,102$ ,  $p = ,000$

**girls:**  $t(193) = 3,253$ ,  $p = ,001$

**girls:**  $t(194) = 5,123$ ,  $p = ,000$

**girls:**  $t(192) = 12,159$ ,  $p = ,000$

**girls:**  $t(194) = 11,682$ ,  $p = ,000$

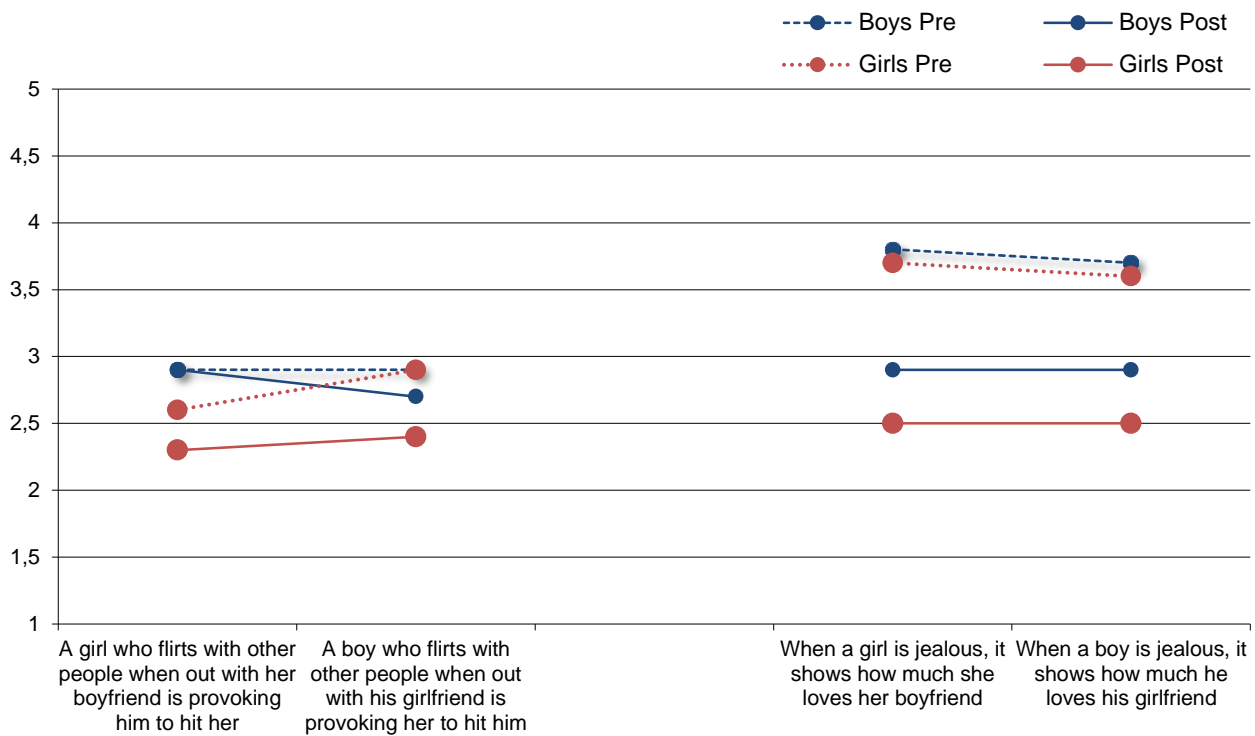
**girls:**  $t(194) = 7,205$ ,  $p = ,000$

**boys:**  $t(160) = 8,237$ ,  $p = ,000$

**boys:**  $t(165) = 6,872$ ,  $p = ,000$

**boys:**  $t(166) = 2,726$ ,  $p = ,007$

These attitudes appear to be very resistant to modification: even though all items manifest a significant decrease (see footnote of Table 24) of tolerance after the Workshop, children's total ratings continues to be fairly high (2,3-2,7), inasmuch as girls' post-ratings are retained higher than 2. Girls decrease their tolerance for all questions (2,0-2,5 from 2,6-3,7 in pre-ratings) whereas boys modify their attitude towards the desired direction with respect to the 2 items regarding jealousy (2,9 from 3,7 and 3,8 in pre-ratings) and to the last item involving victim blaming (2,8 from 3,1).



**Figure 11.** 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).

Last but not least, adolescents were also asked to assess if each of the seven questions that are illustrated in Tables 25.1 and 25.2 is *true* or *false*; each item was assessed twice, once when the behavior is acted 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.

Boys' and girls' pre-measurements in regards to the reasons to end a relationship differ significantly only with respect to the 3 questions highlighted in blue font in Table 25.1.

Even before the Workshop, it is already clear that psychological violence is a reason for breaking up a relationship for both girls (90,8%) and boys (84,8%), while more students consider physical and sexual violence as reasons for breaking up for girls (94,4% and 76,9%, respectively) rather than for boys (75,8% and 61,8%, respectively). Finally, the belief that a girl/boy should not end her/his relationship if her/his partner doesn't want to have sex is correctly supported only by 77,6% and 64,1% of adolescents.



**Table 25.1.** 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>=162-166, N<sub>girls</sub>=193-195)

		Time	Boys		Girls		Total	
			True	False	True	False	True	False
a. A GIRL should end her relationship:	if her boyfriend beats her (T*)	Pre	92,8	7,2	95,9	4,1	94,4	5,6
		Post	92,2	7,8	97,4	2,6	95,0	5,0
	if her boyfriend is constantly insulting her (T)	Pre	89,7	10,3	91,8	8,2	90,8	9,2
		Post	88,5	11,5	93,3	6,7	91,1	8,9
	if her boyfriend pressures her to have sex even though she doesn't want to (T) <sup>75</sup>	Pre	67,3	32,7	85,1	14,9	76,9	23,1
		Post	81,2	18,8	91,3	8,7	86,7	13,3
	if her boyfriend doesn't want to have sex (F)	Pre	22,0	78,0	22,8	77,2	22,4	77,6
		Post	25,0	75,0	23,3	76,7	24,1	75,9
b. A BOY should end her relationship:	if his girlfriend beats him (T) <sup>76</sup>	Pre	76,1	23,9	75,6	24,4	75,8	24,2
		Post	84,7	15,3	91,2	8,8	88,2	11,8
	if his girlfriend is constantly insulting him (T)	Pre	83,4	16,6	86,0	14,0	84,8	15,2
		Post	84,7	15,3	90,7	9,3	87,9	12,1
	if his girlfriend pressures him to have sex even though he doesn't want to (T) <sup>77</sup>	Pre	49,4	50,6	72,2	27,8	61,8	38,2
		Post	73,5	26,5	86,1	13,9	80,3	19,7
	if his girlfriend doesn't want to have sex (F) <sup>78</sup>	Pre	42,3	57,7	30,4	69,6	35,9	64,1
		Post	28,8	71,2	24,7	75,3	26,6	73,4

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

**Note:** The statistical significant differences (McNemar.test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

**In regards to the reasons for which a girl should end her relationship**, after the Workshop a statistically significant increase in non-tolerant responses (see footnotes of Table 25.1 and Figure 12) observed only to the item *if her boyfriend pressures her to have sex even though she doesn't want to*, and only in the rates of boys (from 67,3% to 81,2%) and of the total sample (from 76,9% to 86,7%), while the increase observed in girls' rates (from 85,1% to 91,3%) is marginally significant. On the other hand, **in regards to the reasons for which a boy should end her relationship**, after the Workshop, the non-tolerant responses increase significantly to all items, apart from the one referring to psychological violence: in items of physical and sexual violence, a statistically significant increase in non-tolerant answers is evident for both boys and girls, whereas in the item regarding lack of desire for sex, a statistically significant increase in non-tolerant answers is shown in boys and in the total sample of students.

<sup>75</sup> McNemar **Total:** 16,282 (N=360), p = ,000

<sup>76</sup> McNemar **Total:** 26,414 (N=356), p = ,000

<sup>77</sup> McNemar **Total:** 35,208 (N=356), p = ,000

<sup>78</sup> McNemar **Total:** 9,394 (N=357), p = ,002

**boys:** 12,410 (N=165), p = ,000

**boys:** 5,633 (N=163), p = ,018

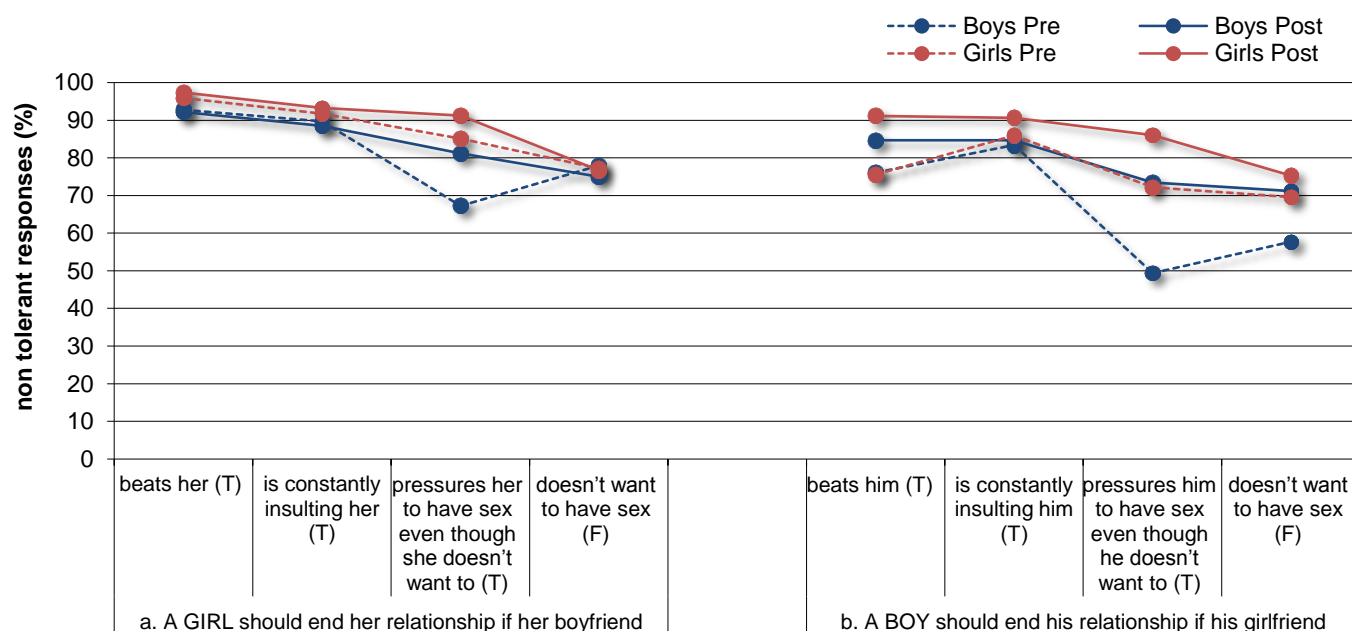
**boys:** 23,672 (N=162), p = ,000

**boys:** 7,875 (N=163), p = ,005

**girls:** 3,781 (N=195), p = ,052

**girls:** 21,025 (N=193), p = ,000

**girls:** 11,458 (N=194), p = ,001



**Figure 12.** Percentage of students' non-tolerant responses to statements related to a partner's behaviours 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).

In regards to **victim blaming for not breaking up the violent relationship** (see Table 25.2 and Figure 13), it has already been obvious even before the Workshop to a large percentage of children that when a person remains in a physically or psychologically abusive relationship, it doesn't mean that he/she likes it (9:10 children for physical violence and 8:10 children for psychological violence). However, children seem to be more perplexed when issues of control in a relationship are explored, since only 7 out of 10 children respond in a similar way.

**Table 25.2.** Percentage of students that responded "true" or "false" in statements related to explanations 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>=163-165, N<sub>girls</sub>=193)

		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*) <sup>79</sup>	Pre	29,4	70,6	16,6	83,4	22,5	77,5
		Post	20,9	79,1	14,0	86,0	17,1	82,9
	despite that he controls her every move, it means that she likes that (F) <sup>80</sup>	Pre	39,3	60,7	29,5	70,5	34,0	66,0
		Post	19,0	81,0	11,4	88,6	14,9	85,1
	despite that he hits her, it means that she likes that (F)	Pre	16,5	83,5	6,7	93,3	11,2	88,8
		Post	15,2	84,8	9,8	90,2	12,3	87,7
b. To not break up with HER	despite that she insults him constantly, it means that he likes it (F) <sup>81</sup>	Pre	25,5	74,5	21,2	78,8	23,2	76,8
		Post	21,2	78,8	12,4	87,6	16,5	83,5
	despite that she controls his every move, it means that he likes that (F) <sup>82</sup>	Pre	28,5	71,5	28,5	71,5	28,5	71,5
		Post	18,2	81,8	13,0	87,0	15,4	84,6
	despite that she hits him, it means that he likes that (F)	Pre	16,4	83,6	10,9	89,1	13,4	86,6
		Post	10,9	89,1	9,3	90,7	10,1	89,9

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

**Note:** The statistical significant differences (McNemar.test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

<sup>79</sup> McNemar **Total:** 4,101 (N=356), p = ,043

<sup>80</sup> McNemar **Total:** 40,080 (N=356), p = ,000

<sup>81</sup> McNemar **Total:** 5,878 (N=358), p = ,015

<sup>82</sup> McNemar **Total:** 20,544 (N=358), p = ,000

**boys:** 4,225 (N=163), p = ,040

**boys:** 17,356 (N=163), p = ,000

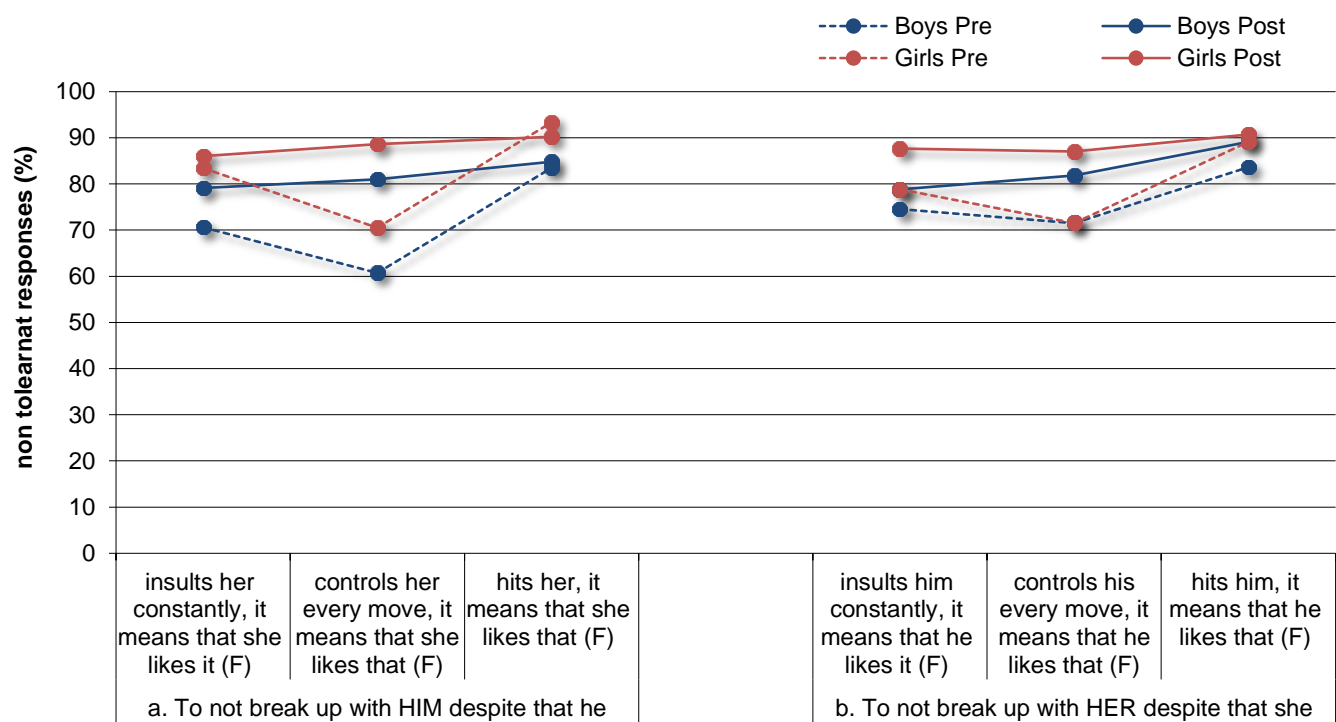
**boys:** 5,953 (N=165), p = ,015

**girls:** 21,811 (N=193), p = ,000

**girls:** 6,919 (N=193), p = ,009

**girls:** 14,017 (N=193), p = ,000

After the Workshop, though, items about control in a relationship yield significantly increased non-tolerant responses (see footnotes of Table 25.2 and Figure 13), regardless of the victim's sex (8:10 boys and 9:10 girls answer that staying in the relationship does not indicate that the victim enjoys being controlled). Similarly, increases in children's non-tolerance rates are also noted in items of psychological violence but, this time, boys increase their non-tolerant responses when the victim is a girl and vice versa, for girls, increased non-tolerance is manifested when the victim is a boy.



**Figure 13.** Percentages of students' non-tolerant responses to statements related to explanations for not breaking up a violent relationship, by time (pre- vs. post-Workshop) and students' sex (Q12a+b-pre, Q12a+b-post).

## 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 behaviors reported is a type of violence (*true*) or not (*false*); each behavior was assessed twice, once when it was conducted by a male towards his female partner (Table 26<sup>a</sup>) and once when the same behavior was conducted by a female towards her male partner (Table 26<sup>b</sup>). The Tables below include all behaviors assessed (7 violent and 3 non-violent) while the Figures illustrate children's responses regarding violent behaviors exclusively, which are the main objective of the present chapter.

**Table 26<sup>a</sup>.** Distribution of students answering whether each of the 10 reported behaviors conducted by a man towards his female partner is violent ("true") or not ("false"), by time (pre- vs. post-Workshop) and students' sex (Q9a-pre, Q9a-post, N<sub>boys</sub>=165-168, N<sub>girls</sub>=191-193)

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> ) <sup>83</sup>	Pre	75,0	25,0	83,8	16,2	79,7	20,3
	Post	83,9	16,1	86,9	13,1	85,5	14,5
doesn't want to take her with him every time he goes out with his friends ( <b>F</b> ) <sup>84</sup>	Pre	30,5	69,5	23,4	76,6	26,7	73,3
	Post	28,7	71,3	26,0	74,0	27,3	72,7
tells her that if she ever leaves him, he would die without her ( <b>T</b> ) <sup>84</sup>	Pre	39,4	60,6	31,8	68,2	35,3	64,7
	Post	66,1	33,9	71,9	28,1	69,2	30,8
calls her names and puts her down ( <b>T</b> ) <sup>85</sup>	Pre	80,8	19,2	90,7	9,3	86,1	13,9
	Post	88,6	11,4	95,3	4,7	92,2	7,8
gets angry when she is late for a date ( <b>F</b> ) <sup>86</sup>	Pre	36,3	63,7	25,1	74,9	30,4	69,6
	Post	41,1	58,9	35,1	64,9	37,9	62,1
accompanies her everywhere and always, wherever she goes ( <b>T</b> ) <sup>87</sup>	Pre	27,1	72,9	33,7	66,3	30,6	69,4
	Post	62,7	37,3	63,7	36,3	63,2	36,8
wants, when they go out, to share the cost fifty-fifty ( <b>F</b> ) <sup>88</sup>	Pre	18,0	82,0	11,5	88,5	14,5	85,5
	Post	25,7	74,3	14,1	85,9	19,5	80,5
tells her which people she can and can't see ( <b>T</b> ) <sup>89</sup>	Pre	64,7	35,3	80,3	19,7	73,1	26,9
	Post	82,6	17,4	88,1	11,9	85,6	14,4
tells her what she should and shouldn't wear ( <b>T</b> ) <sup>90</sup>	Pre	53,3	46,7	73,8	26,2	64,2	35,8
	Post	75,4	24,6	82,7	17,3	79,3	20,7
threatens to physically hurt her ( <b>T</b> )	Pre	78,0	22,0	90,1	9,9	84,4	15,6
	Post	82,1	17,9	92,1	7,9	87,5	12,5

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

**Note:** The statistical significant differences (McNemar.test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

<sup>83</sup> McNemar **Total:** 5,797 (N=359), p = ,016

<sup>84</sup> McNemar **Total:** 82,286 (N=357), p = ,000

<sup>85</sup> McNemar **Total:** 9,587 (N=360), p = ,002

<sup>86</sup> McNemar **Total:** 5,240 (N=359), p = ,022

<sup>87</sup> McNemar **Total:** 75,173 (N=359), p = ,000

<sup>88</sup> McNemar **Total:** 4,014 (N=359), p = ,045

<sup>89</sup> McNemar **Total:** 19,959 (N=360), p = ,000

<sup>90</sup> McNemar **Total:** 26,500 (N=358), p = ,000

**Boys:** 4,356 (N=168), p = ,037

**Boys:** 22,549 (N=165), p = ,000 **Gir.:** 62,108 (N=192), p = ,000

**Boys:** Bin.Distr. (N=167), p = ,015

**Gir.:** 5,143 (N=191), p = ,023

**Boys:** 39,576 (N=166), p = ,000 **Gir.:** 34,564 (N=193), p = ,000

**Boys:** 3,512 (N=167), p = ,061

**Boys:** 14,500 (N=167), p = ,000 **Gir.:** 5,026 (N=193), p = ,025

**Boys:** 21,966 (N=167), p = ,000 **Gir.:** 5,447 (N=191), p = ,020

With respect to those acts that are perpetrated by a boy/man to a girl/woman (see Table 26<sup>a</sup> and the dotted blue curve in Figure 14), the **pre-Workshop** measurements show that being emotionally blackmailed and controlled via the partner's constant physical presence are recognized as types of violence by only 3 out of 10 children; yet, controlling behavior like being told what she should and shouldn't wear and who she should or shouldn't meet are more easily recognized as abuse (6 and 7 out of 10 children). Behaviors of psychological abuse (yelling, calling names and putting her down) are recognized by 8 and 9 out of 10 children as types of violence, similar to threats of physical harm (8:10 children). Before the Workshop, girls provide significantly more correct answers than boys in terms of those behaviors illustrated in blue font in Table 26<sup>a</sup>.

**Table 26<sup>b</sup>.** Distribution of students answering whether each of the 10 reported behaviors conducted by a woman to her male partner is violent ("true") or not ("false"), by time (pre- vs. post-Workshop) and students' sex (Q9b-pre, Q9b-post, N<sub>boys</sub>=161-165, N<sub>girls</sub>=190-193)

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> ) <sup>91</sup>	Pre	65,5	34,5	63,7	36,3	64,5	35,5
	Post	77,0	23,0	83,9	16,1	80,7	19,3
doesn't want to take him with her every time she goes out with her friends ( <b>F</b> ) <sup>92</sup>	Pre	32,3	67,7	20,9	79,1	26,2	73,8
	Post	31,1	68,9	22,5	77,5	26,5	73,5
tells him that if he ever leaves her, she would die without him ( <b>T</b> ) <sup>93</sup>	Pre	43,3	56,7	32,6	67,4	37,5	62,5
	Post	67,7	32,3	71,5	28,5	69,7	30,3
calls him names and puts him down ( <b>T</b> ) <sup>94</sup>	Pre	74,2	25,8	81,2	18,8	78,0	22,0
	Post	82,2	17,8	92,7	7,3	87,9	12,1
gets angry when he is late for a date ( <b>F</b> ) <sup>95</sup>	Pre	32,9	67,1	23,7	76,3	28,0	72,0
	Post	40,2	59,8	31,6	68,4	35,6	64,4
accompanies him everywhere and always, wherever he goes ( <b>T</b> ) <sup>96</sup>	Pre	28,2	71,8	30,2	69,8	29,3	70,7
	Post	61,3	38,7	62,5	37,5	62,0	38,0
wants, when they go out, to share the cost fifty-fifty ( <b>F</b> ) <sup>97</sup>	Pre	20,1	79,9	15,3	84,7	17,5	82,5
	Post	25,6	74,4	14,7	85,3	19,8	80,2
tells him which people he can and can't see ( <b>T</b> ) <sup>98</sup>	Pre	62,7	37,3	73,6	26,4	68,6	31,4
	Post	72,0	28,0	86,0	14,0	79,7	20,3
tells him what he should and shouldn't wear ( <b>T</b> ) <sup>99</sup>	Pre	51,8	48,2	57,0	43,0	54,6	45,4
	Post	67,7	32,3	80,8	19,2	74,8	25,2
threatens to physically hurt him ( <b>T</b> ) <sup>100</sup>	Pre	72,0	28,0	79,8	20,2	76,2	23,8
	Post	78,0	22,0	91,2	8,8	85,2	14,8

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

**Note:** The statistical significant differences (McNemar.test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

<sup>91</sup> McNemar **Total:** 29,009 (N=358), p = ,000  
<sup>92</sup> McNemar **Total:** 73,424 (N=357), p = ,000  
<sup>93</sup> McNemar **Total:** 15,413 (N=355), p = ,000  
<sup>94</sup> McNemar **Total:** 5,160 (N=354), p = ,023  
<sup>95</sup> McNemar **Total:** 75,142 (N=355), p = ,000  
<sup>96</sup> McNemar **Total:** 14,297 (N=354), p = ,000  
<sup>97</sup> McNemar **Total:** 36,529 (N=357), p = ,000  
<sup>98</sup> McNemar **Total:** 12,321 (N=357), p = ,000

**Boys:** 6,113 (N=165), p = ,013 **Gir.:** 24,475 (N=193), p = ,000  
**Boys:** 19,012 (N=164), p = ,000 **Gir.:** 56,454 (N=193), p = ,000  
**Boys:** 3,692 (N=163), p = ,055 **Gir.:** 12,250 (N=192), p = ,000  
**Boys:** 32,663 (N=163), p = ,000 **Gir.:** 41,344 (N=192), p = ,000  
**Boys:** 3,698 (N=161), p = ,054 **Gir.:** 11,021 (N=193), p = ,001  
**Boys:** 9,766 (N=164), p = ,002 **Gir.:** 27,365 (N=193), p = ,000  
**Gir.:** 11,605 (N=193), p = ,001

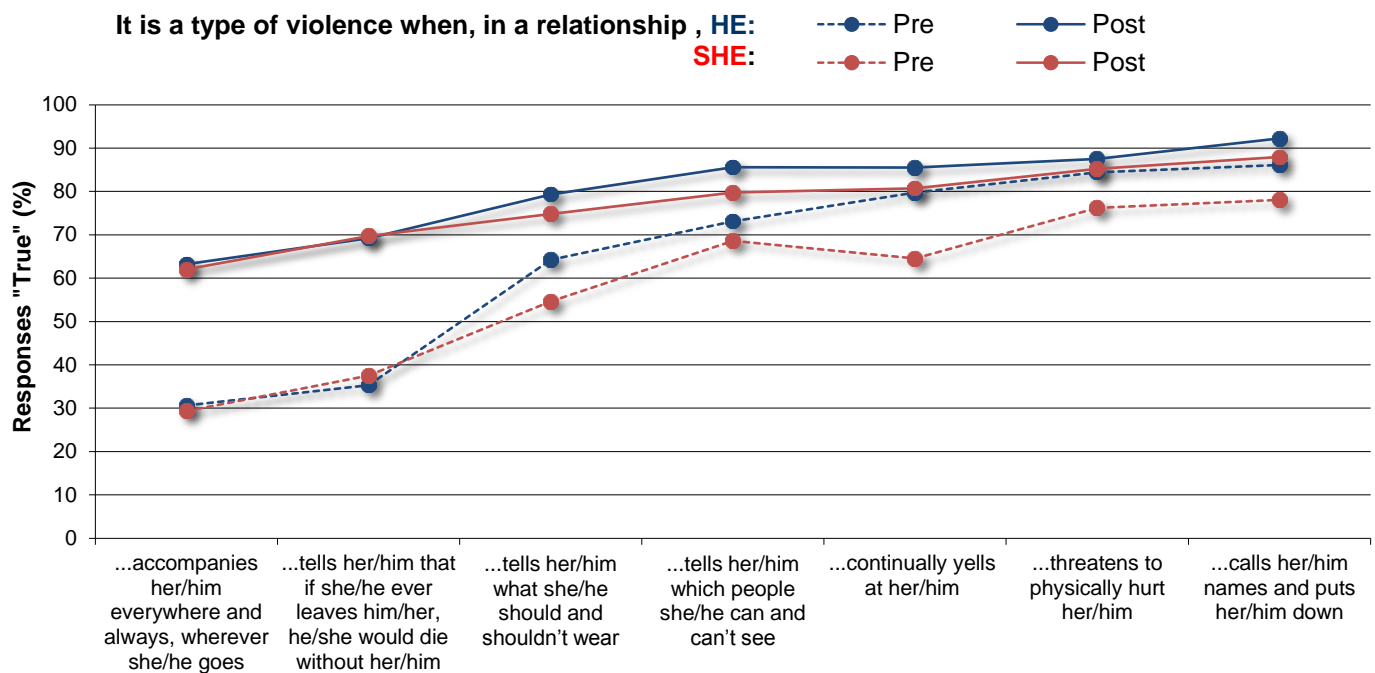
When the same actions are perpetrated by a girl/woman to her male partner (see Table 26<sup>b</sup>), there are similar rates of children recognizing that certain aspects of controlling behaviors - namely being constantly with the partner, wherever he goes, (3:10), and telling him which people he can see (7:10) as well as the threats of physical harm constitute types of abuse (about 8:10 students). However, fewer children realize that controlling partner's clothing (5:10) and behaviors of psychological abuse (6:10 children for yelling and 8:10 children for calling the partner names and putting him down) are types of violence as well. In comparison with the previous set of items, slightly more children (4:10) recognize that emotional blackmail is also a form of abuse. Differences between boys' and girls' answers are shown only in two questions (illustrated in blue font in Table 26<sup>b</sup>), with girls providing significantly more correct answers.

**After the Workshop, girls** manifest significantly increased correct recognitions for all violent behaviors perpetrated by a girl to a boy (see footnotes of Table 26<sup>b</sup>) as well as for four out of 7 violent behaviors perpetrated by a boy to a girl (see footnotes of Table 26<sup>a</sup>). Even though no significant modification was shown in three behaviors (continually yells at her/ calls her names and puts her down/ threatens to physically hurt her), there was a tendency for increased correct answers (86,9 – 95,3%) that did not reach levels of statistical significance most probably due to girls' high rates of correct answers already in the pre-measurement (83,8 – 90,7%).

Apart from the two items regarding treats (*he/she threatens to physically hurt her/him*) that were not significantly modified, **boys'** correct recognitions significantly increase for the remaining 6 violent behaviors perpetrated by a boy to a girl (see footnotes of Table 26<sup>a</sup>) as well for 4 of the violent behaviors perpetrated by a girl to a boy (see footnotes of Table 26<sup>b</sup>); two additional behaviors (*calls him names and puts him down/ tells him which people he can and can't see*) present a marginally significant increase of correct answers (72%-82,2% from 62,7%-74,2%).

The aforementioned findings depicting that students' answers differ according to the abusive partner's sex, fueled the idea for a **combined examination of the data from these two sets of items. In the total sample of students**, the rates of correct answers **before the Workshop** range from 30,6% to 86,1% when the violent act is perpetrated by a boy to a girl (see Table 26<sup>a</sup> and the blue curves in Figures 14 and 14<sup>a</sup>) while they are slightly lower (from 29,3% to 78,0%) when the same acts are perpetrated by a girl (see Table 26<sup>b</sup> and the red curves in Figures 14 and 14<sup>a</sup>); this difference indicates the **existence of asymmetry** (see dotted curves in Figure 14) that is probably associated with the stereotypical view of boys being more violent than girls: in specific, five out of seven assessed behaviors are recognized as violent by more children<sup>99</sup> if perpetrated by a boy (64,2% - 86,1%) rather than by a girl (54,6% - 78%). The two behaviors that did not manifest this asymmetry in the pre-measurements were: *accompanies him/her everywhere and always, wherever he/she goes and tells him/her that if he/she ever leaves her/him, she/he would die without him/her*; yet, few children recognize these as violent behaviors, whether they are perpetrated by a boy (30,6% and 35,3%) or by a girl (29,3% and 37,5%), probably because they are mistakenly considered them as signs of love and affection.

<sup>99</sup> McNemar tests: *tells her/him what she/he should and shouldn't wear* [14,329 (N=362), p = ,000], *tells her/him which people she/he can and can't see* [5,224 (N=360), p = ,022], *continually yells at her/him* [32,880 (N=362), p = ,000], *threatens to physically hurt her/him* [19,114 (N=364), p = ,000] and *calls her/him names and puts her/him down* [16,000 (N=361), p = ,000].



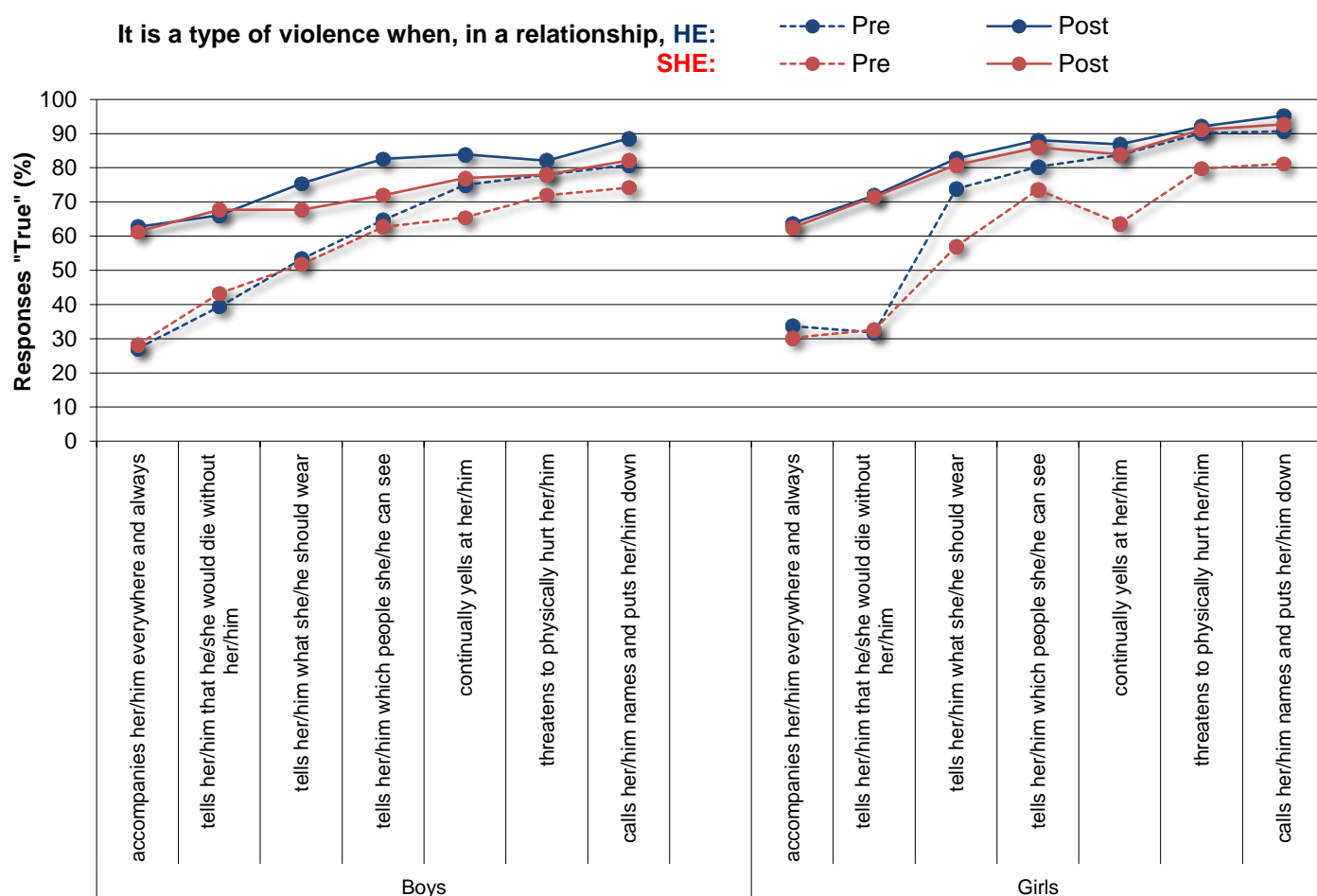
**Figure 14.** Percentage of students who correctly recognize each of the 7 violent behaviors perpetrated by a man or a woman towards his/her partner, by time (pre- vs. post-Workshop) [Q. 9a+b-pre, Q. 9a+b-post].

**After the Workshop**, the rates of correct answers **in the total sample of students** are increased, ranging from 63,2% to 92,2% when the violent act is perpetrated by a boy to a girl and from 62,0% έως 87,9% when the violent act is perpetrated by a girl to a boy; even a glance in Figure 14 (continuous curves) is enough to reveal that the asymmetry has been eliminated in the item regarding physical threats, is slightly inflated in the item regarding control of the persons that the partner is allowed to see and is attenuated in the remaining three items<sup>100</sup>.

When the data are explored by students' sex, **the stereotypical asymmetry shown is far more interesting: before the Workshop** (see dotted curves in Figure 14<sup>a</sup>), the asymmetry shown **is exclusively or mainly attributed to girls' answers** whereas the smaller asymmetry **after the Workshop** (see continuous curves in Figure 14<sup>a</sup>) is exclusively attributed to **boys' answers**.

<sup>100</sup> McNemar tests: *tells her/him what she/he should and shouldn't wear* [6,568 (N=360),  $p = ,01$ ], *tells her/him which people she/he can and can't see* [13,829 (N=360),  $p = ,000$ ], *continually yells at her/him* [5,224 (N=362),  $p = ,022$ ] and *calls her/him names and puts her/him down* [8,500 (N=360),  $p = ,004$ ]





**Figure 14<sup>a</sup>.** Percentage of students who correctly recognize each of the 7 violent behaviors perpetrated by a man or a woman towards his/her partner, by time (pre- vs. post-Workshop) and students' sex [Q. 9a+b-pre, Q. 9a+b-post].

In more detail, **in the pre-Workshop assessments**, girls' correct answers present a robust asymmetry in 5 behaviors assessed, whereas boys present slightly asymmetrical responses only in terms of the two items presented in bold font below:

- *tells her/him what she/he should and shouldn't wear*<sup>101</sup>
- *tells her/him which people she/he can and can't see*<sup>102</sup>
- ***continually yells at her/him***<sup>103</sup>
- ***threatens to physically hurt her/him***<sup>104</sup>
- *calls her/him names and puts her/him down*<sup>105</sup>

**In the post-Workshop assessments**, girls show no asymmetry at all, since they provide exactly the same rates of correct answers regardless of the perpetrator's sex; boys, on the other hand, manifest significant changes in three<sup>106</sup> out of the 7 items assessed, with higher rates of boys recognizing an abusive behavior when it is perpetrated by a boy rather by a girl.

<sup>101</sup> McNemar **Girls:** 20,021 (N=194),  $p = ,000$

<sup>102</sup> McNemar **Girls:** 4,033 (N=195),  $p = ,045$

<sup>103</sup> McNemar **Girls:** 29,469 (N=193),  $p = ,000$  **Boys:** 5,953 (N=169),  $p = ,015$

<sup>104</sup> McNemar **Girls:** 12,893 (N=195),  $p = ,000$  **Boys:** Binomial distribution used (N=169),  $p = ,021$

<sup>105</sup> McNemar **Girls:** Binomial distribution used (N=195),  $p = ,000$

<sup>106</sup> McNemar tests: *tells her/him what she/he should and shouldn't wear* [6,036 (N=166),  $p = ,014$ ], *tells her/him which people she/he can and can't see* [Binomial distribution used, (N=166),  $p = ,000$ ], and *calls her/him names and puts her/him down* [5,333 (N=167),  $p = ,021$ ]

**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 27 is, to their opinion, *true* or *false*.

Before the Workshop, boys share quite similar views with girls, granted that their answers were significantly different ( $\chi^2$ ) only in 8 of the 19 items (illustrated in blue font in Table 27), with girls providing higher rates of correct answers (41,5% - 96,9%) than boys (33,1% - 91,0%).

**Table 27.** Distribution of students' answers (true vs. false) to issues related to intimate partner violence, by time (pre- vs. post-Workshop) and students' sex (Q13-pre, Q13-post,  $N_{\text{boys}}=160-167$ ,  $N_{\text{girls}}=188-193$ )

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 (F*)	Pre	9,0	91,0	3,1	96,9	5,8	94,2
	Post	10,8	89,2	4,1	95,9	7,2	92,8
Violence in a relationship exists only among uneducated people (F) <sup>107</sup>	Pre	27,7	72,3	17,6	82,4	22,3	77,7
	Post	20,5	79,5	7,3	92,7	13,4	86,6
Victims of violent relationships are mostly women (T*) <sup>108</sup>	Pre	75,9	24,1	85,3	14,7	81,0	19,0
	Post	59,6	40,4	72,3	27,7	66,4	33,6
A person is abused only when physical violence exists (F) <sup>109</sup>	Pre	25,9	74,1	18,8	81,2	22,1	77,9
	Post	21,7	78,3	12,0	88,0	16,5	83,5
Destroying personal possessions and property is not a form of violence (F)	Pre	31,5	68,5	27,4	72,6	29,3	70,7
	Post	29,7	70,3	26,8	73,2	28,2	71,8
Violent people are people who can't control their anger (F) <sup>110</sup>	Pre	65,1	34,9	68,8	31,2	67,0	33,0
	Post	51,8	48,2	42,3	57,7	46,8	53,2
If she didn't provoke him, he wouldn't abuse her (F) <sup>111</sup>	Pre	45,2	54,8	24,1	75,9	33,9	66,1
	Post	31,9	68,1	14,7	85,3	22,7	77,3
You can understand if a person is violent or not, just by his/her appearance (F) <sup>112</sup>	Pre	25,9	74,1	25,3	74,7	25,6	74,4
	Post	22,9	77,1	12,6	87,4	17,4	82,6
Jealousy is a sign of love (F) <sup>113</sup>	Pre	63,4	36,6	58,7	41,3	60,9	39,1
	Post	34,1	65,9	23,8	76,2	28,6	71,4
Girls are never physically violent with their partners (F) <sup>114</sup>	Pre	31,7	68,3	28,6	71,4	30,0	70,0
	Post	25,6	74,4	18,0	82,0	21,5	78,5
When a boy caresses a girl and she says "no", often it means "yes" (F) <sup>115</sup>	Pre	47,0	53,0	46,8	53,2	46,9	53,1
	Post	29,3	70,7	17,4	82,6	22,9	77,1
When a person is being abused in his/her intimate relationship, it is easy just to leave (F) <sup>116</sup>	Pre	44,5	55,5	42,0	58,0	43,2	56,8
	Post	42,1	57,9	29,3	70,7	35,2	64,8
A person's violent behaviour can change if his/her partner loves him/her enough (F) <sup>117</sup>	Pre	66,9	33,1	58,5	41,5	62,4	37,6
	Post	48,8	51,2	37,2	62,8	42,7	57,3
Men are violent by nature (F)	Pre	24,6	75,4	23,3	76,7	23,9	76,1
	Post	22,8	77,2	15,3	84,7	18,8	81,2

<sup>107</sup> McNemar **Total:** 11,174 ( $N=359$ ),  $p = ,001$

<sup>108</sup> McNemar **Total:** 22,422 ( $N=357$ ),  $p = ,000$

<sup>109</sup> McNemar **Total:** 4,512 ( $N=358$ ),  $p = ,034$

<sup>110</sup> McNemar **Total:** 33,164 ( $N=355$ ),  $p = ,000$

<sup>111</sup> McNemar **Total:** 14,349 ( $N=357$ ),  $p = ,000$

<sup>112</sup> McNemar **Total:** 8,253 ( $N=356$ ),  $p = ,004$

<sup>113</sup> McNemar **Total:** 87,459 ( $N=353$ ),  $p = ,000$

<sup>114</sup> McNemar **Total:** 7,509 ( $N=353$ ),  $p = ,006$

<sup>115</sup> McNemar **Total:** 48,000 ( $N=354$ ),  $p = ,000$

<sup>116</sup> McNemar **Total:** 5,608 ( $N=352$ ),  $p = ,018$

<sup>117</sup> McNemar **Total:** 31,322 ( $N=354$ ),  $p = ,000$

**Boys:** 9,521 ( $N=166$ ),  $p = ,002$

**Boys:** 7,350 ( $N=166$ ),  $p = ,007$

**Boys:** 7,113 ( $N=166$ ),  $p = ,008$

**Boys:** 31,557 ( $N=164$ ),  $p = ,000$

**Boys:** 11,362 ( $N=164$ ),  $p = ,001$

**Boys:** 11,365 ( $N=166$ ),  $p = ,001$

**Gir.:** 9,500 ( $N=193$ ),  $p = ,002$

**Gir.:** 12,800 ( $N=191$ ),  $p = ,000$

**Gir.:** 4,114 ( $N=192$ ),  $p = ,043$

**Gir.:** 26,098 ( $N=189$ ),  $p = ,000$

**Gir.:** 6,568 ( $N=191$ ),  $p = ,010$

**Gir.:** 11,500 ( $N=190$ ),  $p = ,001$

**Gir.:** 55,592 ( $N=189$ ),  $p = ,000$

**Gir.:** 6,446 ( $N=189$ ),  $p = ,011$

**Gir.:** 38,782 ( $N=190$ ),  $p = ,000$

**Gir.:** 8,532 ( $N=188$ ),  $p = ,003$

**Gir.:** 19,500 ( $N=188$ ),  $p = ,000$

<b>Women are violent by nature (F)<sup>118</sup></b>	<b>Pre</b>	13,3	<b>86,7</b>	7,4	<b>92,6</b>	10,1	<b>89,9</b>
	<b>Post</b>	20,5	<b>79,5</b>	9,5	<b>90,5</b>	14,6	<b>85,4</b>
Most girls believe that they must “play hard to get” before consenting to have sex (F) <sup>119</sup>	<b>Pre</b>	61,2	<b>38,8</b>	60,8	<b>39,2</b>	61,0	<b>39,0</b>
	<b>Post</b>	49,4	<b>50,6</b>	33,3	<b>66,7</b>	40,7	<b>59,3</b>
Most boys believe that when a girl refuses to have sex with them, they’re just “playing hard to get” (F) <sup>120</sup>	<b>Pre</b>	58,2	<b>41,8</b>	66,7	<b>33,3</b>	62,7	<b>37,3</b>
	<b>Post</b>	40,0	<b>60,0</b>	41,3	<b>58,7</b>	40,7	<b>59,3</b>
Substance abuse is the cause of violence in a relationship (F) <sup>121</sup>	<b>Pre</b>	57,2	<b>42,8</b>	54,7	<b>45,3</b>	55,9	<b>44,1</b>
	<b>Post</b>	44,6	<b>55,4</b>	37,9	<b>62,1</b>	41,0	<b>59,0</b>
<b>Most abused people believe that what is happening to them is their fault (T)</b>	<b>Pre</b>	<b>38,2</b>	61,8	<b>58,0</b>	42,0	<b>48,7</b>	51,3
	<b>Post</b>	<b>46,1</b>	53,9	<b>60,1</b>	39,9	<b>53,5</b>	46,5

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

**Note:** The statistical significant differences (McNemar.test) between the pre- and post-Workshop measurements are indicated in the footnotes of the Table.

**Before the Workshop**, less than the 50% (33% - 48,7%) of adolescents answer correctly in the following 7 questions:

1. *Jealousy is a sign of love*
2. *Most girls believe that they must “play hard to get” before consenting to have sex*
3. *A person’s violent behavior can change if his/her partner loves him/her enough*
4. *Substance abuse is the cause of violence in a relationship*
5. *Most boys believe that when a girl refuses to have sex with them, they’re just “playing hard to get”*
6. *Violent people are people who can’t control their anger*
7. *Most abused people believe that what is happening to them is their fault*

Boys’ and girls’ initial views differ only for the last item (the “True” answer is given by 38,2% of boys and 58% of girls); in addition, this is the only item among these seven that after the Workshop presents no significant increase in the percentage of correct answers. Significant increases observed **after the Workshop** to all of the remaining 6 items (see footnotes of Table 27) for both boys (by 11,8%-29,3%) and girls (by 16,8%-34,9%), with their post-rates ranging from 48,2% to 65,9% for boys and from 57,7% to 76,2,7% for girls (see Figure 15<sup>a</sup>).

<sup>118</sup> McNemar **Total:** 4,167 (N=355), p = ,041

<sup>119</sup> McNemar **Total:** 35,252 (N=349), p = ,000

<sup>120</sup> McNemar **Total:** 40,610 (N=354), p = ,000

<sup>121</sup> McNemar **Total:** 18,648 (N=356), p = ,000

**Boys:** 5,311 (N=160), p = ,021

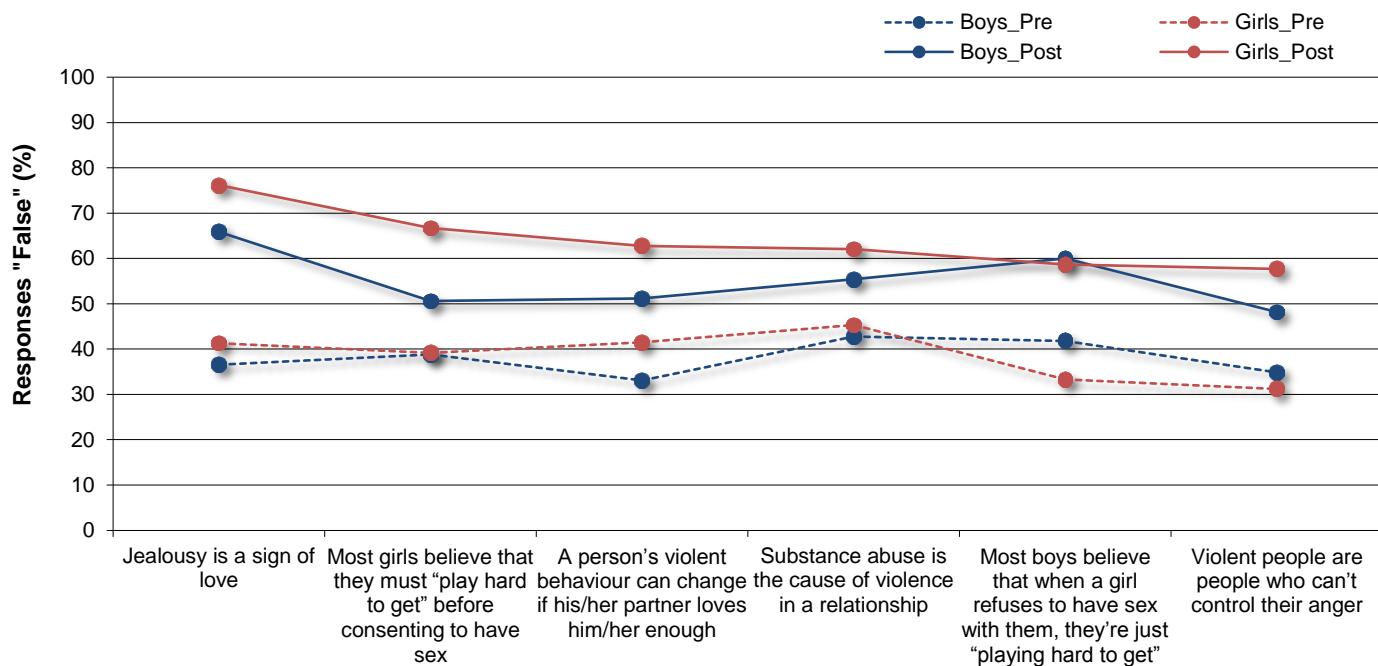
**Boys:** 13,565 (N=166), p = ,000

**Boys:** 5,634 (N=166), p = ,018

**Gir.:** 33,346 (N=189), p = ,000

**Gir.:** 26,298 (N=189), p = ,000

**Gir.:** 12,986 (N=190), p = ,000



**Figure 15<sup>a</sup>.** Rates of students' correct answers ("false") to issues related to intimate partner violence, by time (pre- vs. post-Workshop) and students' sex (Q13-pre, Q13-post).

For the following seven items, the pre-rates of students' correct answers ranged from 53,1% to 77,9% (53,0%-74,1% for boys and 53,2%-82,4% for girls); after the Workshop a significant increase in the total sample's post-rates was revealed (see footnotes of Table 27). Statistical analyses by students' sex show a significant increase in girls' correct answers to all items, whereas the rates of correct answers of boys increase only in terms of the two first items of the following list:

1. *When a boy caresses a girl and she says "no", often it means "yes"*
2. *If she didn't provoke him, he wouldn't abuse her*
3. *When a person is being abused in his/her intimate relationship, it is easy just to leave*
4. *Girls are never physically violent with their partners*
5. *You can understand if a person is violent or not, just by his/her appearance*
6. *Violence in a relationship exists only among uneducated people*
7. *A person is abused only when physical violence exists*

In the post-measurements, boys increase their correct answers by 2,4%-17,7% while girls by 6,8%-29,4%, thus making the rates of correct answers range from 57,9%-79,5% for boys and from 70,7% - 92,7% for girls (see Figure 15<sup>b</sup>).

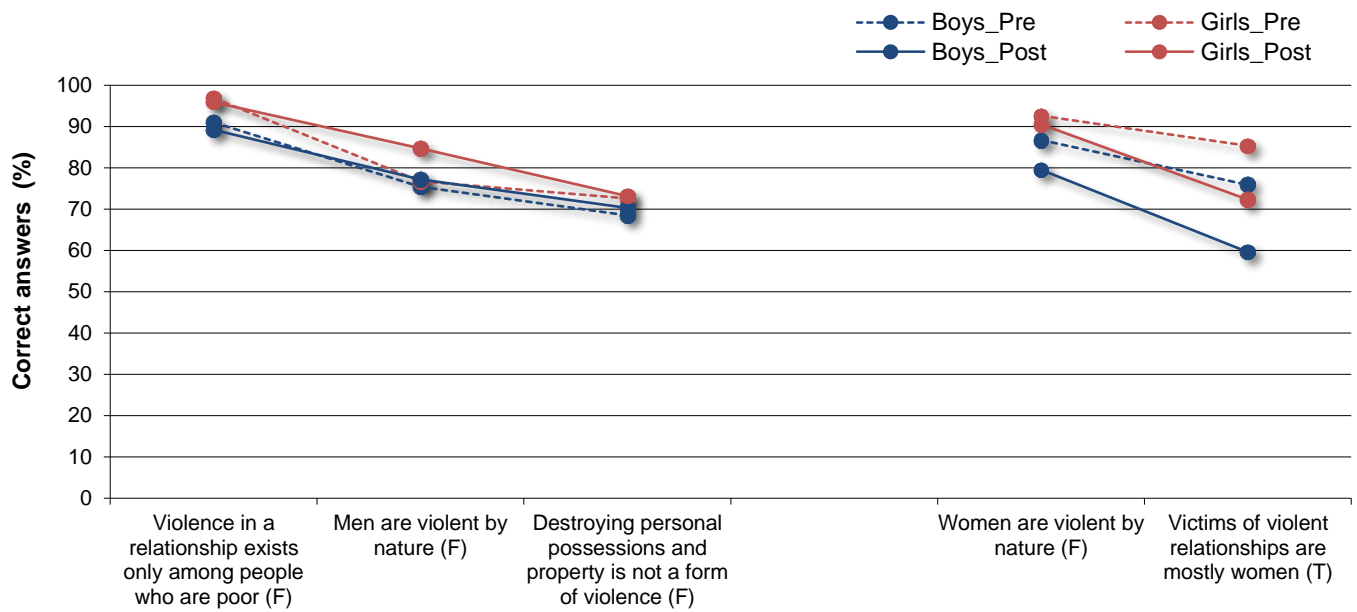


**Figure 15<sup>b</sup>.** Rates of students' correct answers ("false") to issues related to intimate partner violence, by time (pre- vs. post-Workshop) and students' sex (Q13-pre, Q13-post).

With respect to the remaining five items of Table 27, no significant change is observed among the first three questions, whereas a decrease of correct answers observed in the last two items:

1. *Destroying personal possessions and property is not a form of violence*
2. *Men are violent by nature*
3. *Violence in a relationship exists only among people who are poor*
4. *Women are violent by nature: in the total sum of children, correct answers are decreased, yet no significant change is shown when conducting the statistical analysis by sex*
5. *Victims of violent relationships are mostly women: fewer correct answers are observed in the total sum of children as well as by children's sex*

However, it is worth mentioning that the rates of correct answers to the aforementioned items (see Figure 15<sup>c</sup>) had been fairly to very high already before the Workshop (70,7% - 94,2% for the total sample of students, 68,5% - 91,0% for boys and 72,6% - 96,9% for girls) and retained that level after it (66,4% - 92,8% for the total sample of students, 59,6% - 89,2% for boys and 72,3% - 95,9% for girls).



**Figure 15<sup>c</sup>.** Rates of students' correct answers ("false") to issues related to intimate partner violence, by time (pre- vs. post-Workshop) and students' sex (Q13-pre, Q13-post).

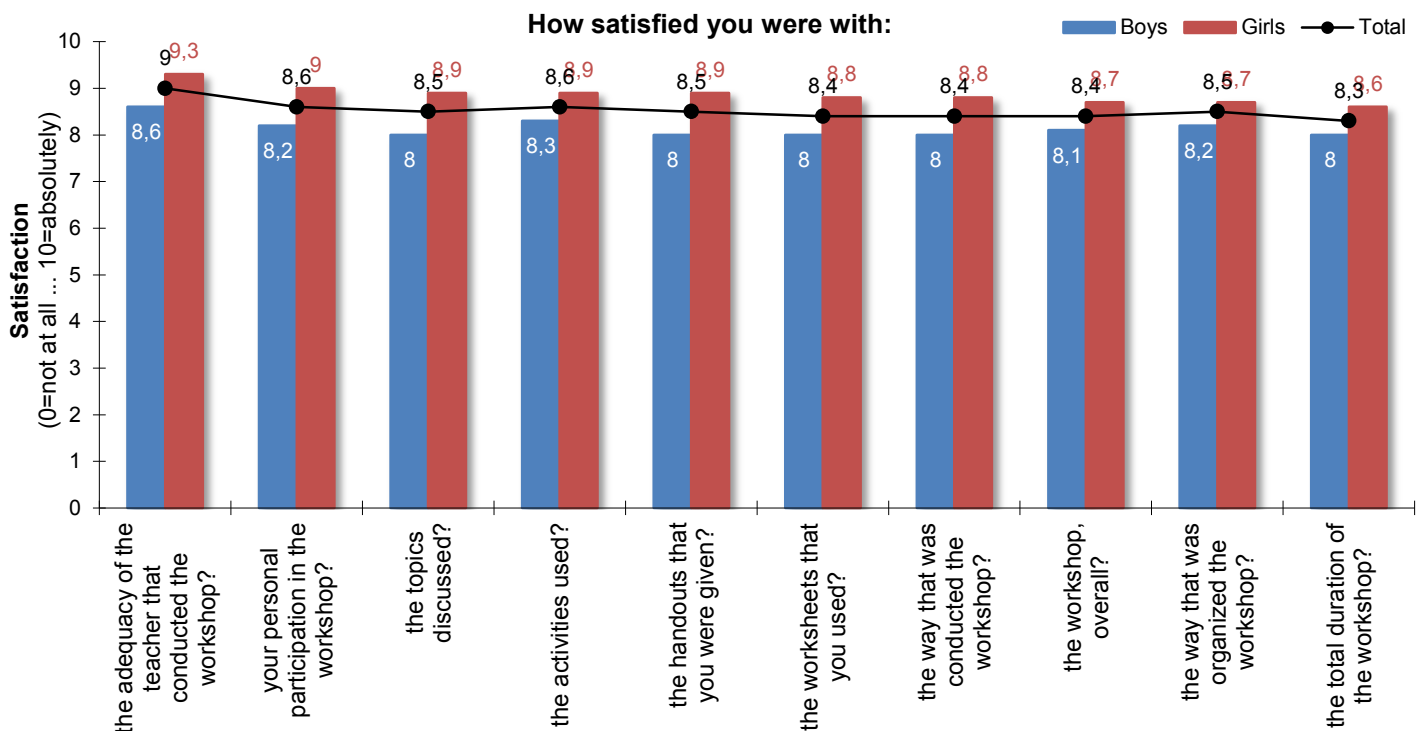
### B.3.3. Adolescents' Subjective Evaluation

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 28) 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 29).  
Personal satisfaction was also measured **indirectly** (Table 30), 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 32) and the **knowledge** (Q3 and Q4-post) they consider they gained during the workshop (see Tables 33 and 34)
- 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 35 - 36).

#### Personal satisfaction with the Workshop

Adolescents' mean satisfaction ratings with the Workshops, as illustrated in Table 28, are exceptionally high. The highest rating (see Figure 16) was attributed to teachers' adequacy in implementing the Workshop (9,0) and the lowest rating to the duration of the Workshop (8,3); according to students' answers to the open-ended questions, they wished that the Workshop could have a longer duration than it did. Of note, the mode for all items is 10 while the median is 9 for the nine items and 10 for the item regarding the adequacy of the teacher who implemented the Workshop.



**Figure 16.** Mean ratings of adolescents' satisfaction (0=not at all, 10=absolutely) with the Workshop, by students' sex (Q1.1-post, N<sub>boys</sub>=170-175, N<sub>girls</sub>=196-200)



A significant **effect of sex** was observed in all items (see footnotes of Table 28), with girls' ratings (8,7 – 9,3) being systematically higher than boys' (8,0 – 8,6), though the latter are also very high.

**Table 28.** Mean ratings of adolescents' satisfaction (0=not at all, 10=absolutely) with the Workshop, by students' sex (Q1.1-post, N<sub>boys</sub>=170-175, N<sub>girls</sub>=196-200)

How satisfied you were with:	Sex		Total
	Boys	Girls	
the workshop, overall? <sup>122</sup>	8,1	<b>8,7</b>	8,4
the topics discussed? <sup>123</sup>	8,0	<b>8,9</b>	8,5
the activities used? <sup>124</sup>	8,3	<b>8,9</b>	8,6
the worksheets that you used? <sup>125</sup>	8,0	<b>8,8</b>	8,4
the handouts that you were given? <sup>126</sup>	8,0	<b>8,9</b>	8,5
the way that the workshop was conducted? <sup>127</sup>	8,0	<b>8,8</b>	8,4
the way that the workshop was organized? <sup>128</sup>	8,2	<b>8,7</b>	8,5
the adequacy of the teacher that conducted the workshop? <sup>129</sup>	8,6	<b>9,3</b>	9,0
your personal participation in the workshop? <sup>130</sup>	8,2	<b>9,0</b>	8,6
The total duration of the workshop? <sup>131</sup>	8,0	<b>8,6</b>	8,3

**Note:** The statistical significant differences (t-test) between boys' and girls' ratings are indicated in the footnotes of the Table.

In addition, it seems that the Workshop managed to **fulfill** adolescents' **expectations to a great extent** with a mean rating of 8,1 for the total sample of students. In the same line, the remaining dimensions assessing the **appropriateness** of the activities for adolescents, **whether they liked** them as well as if they **benefitted** from the Workshop were provided with high ratings as well, ranging from 7,9 to 8,7. The mode for all items is 10, apart from a 9 attributed to the item exploring if the *workshop met* students' *expectations*, and the median is 9 for all items. Once again, girls provide higher ratings (8,5 - 9,1) than boys (7,6 – 8,3) in four out of the five items (see footnotes of Table 29).

**Table 29.** 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 (Q. 1.3-post, N<sub>boys</sub>=174, N<sub>girls</sub>=196-200)

In general, to what extend:	Sex		Total
	Boys	Girls	
the workshop met your expectations? <sup>132</sup>	7,6	<b>8,5</b>	8,1
you liked the activities that you participated in? <sup>133</sup>	8,3	<b>9,1</b>	8,7
the discussed topics concern you in your everyday life?	7,6	8,1	7,9
you benefited from the workshop? <sup>134</sup>	7,8	<b>8,9</b>	8,4
you found the workshop as a pleasant surprise? <sup>135</sup>	7,9	<b>8,7</b>	8,4

**Note:** The statistical significant differences (t-test) between boys' and girls' ratings are indicated in the footnotes of the Table.

The **indirect measurements 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)

<sup>122</sup> t(372) = -3,532, p = ,000, <sup>123</sup> t(371) = -5,562, p = ,000, <sup>124</sup> t(372) = -3,448, p = ,001, <sup>125</sup> t(372) = -4,383, p = ,000,  
<sup>126</sup> t(364) = -5,117, p = ,000, <sup>127</sup> t(372) = -4,140, p = ,000, <sup>128</sup> t(373) = -3,047, p = ,002, <sup>129</sup> t(371) = -3,870, p = ,000,  
<sup>130</sup> t(372) = -4,367, p = ,000, <sup>131</sup> t(371) = -3,486, p = ,001.  
<sup>132</sup> t(371) = -4,152, p = ,000, <sup>133</sup> t(372) = -4,528, p = ,000, <sup>134</sup> t(368) = -4,707, p = ,000, <sup>135</sup> t(371) = -3,588, p = ,000.

**would you recommend to a friend of yours to participate in a workshop like this?**” are also **exceptionally high**, especially among girls.

More specifically, 85,7% of all students (90,9% of girls and 79,8% of boys) replied that they would like (“certainly yes” and “most probably yes”) to participate in another similar workshop in the future and 84,5% of all students (95% of girls and 81,3% of boys) replied that they would recommend to a friend to participate in a workshop like this.

The statistical analysis showed significant differences between girls’ and boys’ responses in terms of personal participation [ $\chi^2$  (3, N=377) = 14,689,  $p = ,002$ ] and recommending a similar workshop to a friend [ $\chi^2$  (3, N=375) = 24,622,  $p = ,000$ ], with more “certainly yes” responses deriving from girls (48,7% και 63,8%) rather than boys (32,6% και 43,8%).

**Table 30.** 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>=178, N<sub>Girls</sub>=199, unless indicated differently)

Please, tell us your opinion for the following:	Sex		Total
	Boys	Girls	
Would you like to participate in another similar workshop in the future?			
Certainly yes	32,6	48,7	41,1
Most probably yes	47,2	42,2	44,6
Most probably no	16,9	7,5	11,9
Certainly no	3,4	1,5	2,4
Would you recommend to a friend of yours to participate in a workshop like this? [N <sub>Boys</sub> =176]			
Certainly yes	43,8	63,8	54,4
Most probably yes	37,5	31,2	34,1
Most probably no	11,9	2,0	6,7
Certainly no	6,8	3,0	4,8

Both items 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**, it should be first and foremost mentioned out of the 377 respondents who replied to this question 270 (71,6%) also replied to the accompanied open-ended question for explaining their response. The most frequent **reasons** that were mentioned **in favour of** their participation in another similar workshop in the future were:

- The **workshop** was **beneficial / helpful** for our **daily life and in future/ I learned many helpful and necessary information about relationships/ it helps you to clarify things/ I learned a lot and I can recognize if a relationship is healthy/ it will help me to have healthy relationships/ violence is a very frequent problem and I want to know how to deal with it / I want to know what to do if a person is abused / I want to know how to stop violence/ it helped me in my life/ because it is a life lesson/ it helps us in our life/ to know what to do in such violent circumstances/ it is topic that concern us/ to learn more in order to stop this phenomenon** (54 adolescents)
 Because it is a life lesson
- In order **to learn more** (46 adolescents)
- very pleasant **experience/ nice experience/ because it was nice/ because I learned a lot of information/ I learned a lot of new information in a pleasant/entertaining way** (41 adolescents)

- *I **liked** the workshop/ I liked the topic* (38 adolescents)
- *It was an **interesting workshop/ constructive*** (28 adolescents)
- *in order to be able to **help others*** (9 adolescents)
- **other reasons** e.g. *it was entertaining, we follow the rules, listen to the others and respect them/ it was fun* (7 adolescents)
- **team building/ cooperation** (4 adolescents)
- **in order to miss the regular classes** (4 adolescents)

The reasons that were mentioned **against their participation** in another similar workshop in the future were:

- *I have learned everything/ I **have learned already enough**/ I have learned the basics* (13 adolescents)
- **It is boring/ I am bored** (6 adolescents)
- *I have already done it once/ **it would be better to do something else - not the same again**/ I won't learn something new* (5 adolescents)
- *I don't enjoy such workshops very much/ I did not like the way the workshop was presented* (4 adolescents)
- *I did not like my **classmates' behavior*** (2 adolescents)
- *it was not very interesting/ I **would like something more interesting*** (2 adolescents)
- **I don't have free time** (2 adolescents)
- *I don't want to answer* (5 adolescents)

Regarding students' willingness **to recommend to a friend to participate in a workshop like this**, out of the 375 respondents who replied to this question, 227 (60,5%) also replied to 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:

- *in order to **learn/ be informed (about violence and equality)**/ in order **my friend to learn what I learned**/ to learn something that they do not know / in order to **learn important things**/ in order to **gain useful knowledge**/ in order to **learn useful information for their life**/ it is informative/ **everybody should be informed about this topic** (intimate partner violence, relationships and equality)/ **in order to be informed about relationships**/ you learn a lot* (78 adolescents)
- *because it would be **useful/ helpful** for them in future/ it is **beneficial**/ it is necessary/ it is good/ it is very **helpful and beneficial**/ it helped us **to know what to do/ how to deal with such situations**/ you gain a lot from this programme/ we learned very **useful information that will benefit us in future**/ it helps you to **understand** healthy and unhealthy relationships/ because I learned very important things/ you learn more about life and the world* (44 adolescents)
- *it would be **helpful** for him/ it would be **helpful** for his relationships/ the program **helps you if you are facing a problem to overcome it**/ in order **not to become a***

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*Because we learned  
very useful  
information that will  
benefit us in our  
future*

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*Via the workshop you  
learn and you  
become a better  
person*

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*victim/ in order him **not to become violent** in future/ in order to **have good and healthy relationships/ in order to know how to react/ it helps you if are a victim of violence/ it may help those you love/ it will help the person to report the incident and deal with it** (35 adolescents)*

- *it would be **interesting** for them/ it is (very) interesting/ **it concerns students/ it concerns our daily life / it is important/ I think all would like to be informed about such issues** (20 adolescents)*
- *because **I liked it** very much/ it is **entertaining/ it is nice/ exciting/ unique experience/ informative, useful and entertaining** (13 adolescents)*
- *it helps you to **build a good character/ how to behave in your relationships/ how to handle relationships/ via the workshop you become a better person/ it helps you understand when you are unfair with others and when others are unfair to you/ it helps you to conclude to your own opinion/ it provides you different perspectives/ it would help her to develop relationships of love and solidarity with her classmates** (10 adolescents)*
- ***other reasons** e.g. to understand some issues and to convey them to others, in order more people to be informed about it (5 adolescents)*
- *don't want to say (3 adolescents)*

The reasons that were mentioned for **not recommending** to their friend(s) to participate were:

- *I believe that s/he would not be interested/ would not want to (5 adolescents)*
- *they would get bored (3 adolescents)*
- *you don't learn something new (3 adolescents)*
- *I think it is not a necessary workshop (2 adolescents)*
- *Don't want to say (2 adolescents)*
- *other reasons e.g. I will inform him/ because I was not satisfied by the workshop (3 adolescents)*

Moreover, another impressive finding is that a lot of students who completed the open-ended questions of post-questionnaire used a **gender-sensitive language** in their handwriting superseding the exclusive use of masculine nouns when they were referring to someone in general or to more people of both sexes (they wrote in a gender sensitive language by using pronouns such as him/her). At this point, it should be noted that the workshops' implementers were trained by trainers who used systematically such a gender-sensitive language during the entire duration of the seminar (which was often observed and commented by the trainees). Considering this, in concert with the fact that both the *Teachers' Manual* (Booklet III) and the material with which students came into contact [*Students' Activities Book* (Booklet IV) and the students' questionnaires] were written in a gender-sensitive language, it is very encouraging to notice the impact of this effort to use gender-sensitive language on the students' handwriting! In addition, after the training seminar and the implementation of the workshops, several teachers mentioned that they are using/ or are trying to use a gender-sensitive language. However, adolescents need a supportive social environment (e.g. family, media, school personnel and textbooks) in order to get used to and permanently adopt a gender-sensitive language in their daily written and oral communication, which is rather ambitious in for current Greek reality!

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 31) **what they liked most were:** a) the

activities, b) the cooperation and team working/ team building and the participation of all children, c) feeling that what they learned is beneficial and useful for their life, d) the discussions/ the dialogue, e) the topics of the workshop and f) specific activities.

It is worth noticing that the number of students who completed the open-ended question “*What I liked most of all...*” was **361 out of the 381** students who completed the W<sub>i</sub>(post) (that is, 94,7% of the respondents!!!), which is quite impressive when taking into consideration that usually the respondents of self-completed questionnaires –and children, especially– do not enjoy completing open-ended questions.

Similarly, **333 students** (87,4% of the respondents) completed the open-ended question “*Something that I didn’t like was...*”, with 49,2% of them replying only to report that there was nothing that they didn’t like (40,2%) or that what they didn’t like was the short duration of the workshop (9%).

*What I liked most was that I benefited from the topics discussed. What we discussed helped me to clarify issues, e.g. jealousy*

**Table 31.** 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)

What I liked most of all was...	N	Something that I didn’t like was...	N
<b>The activities</b> / the games / the work in classroom / learning and enjoying	66	Nothing/ I liked everything / there was nothing that I did not like/ nothing negative/ what we lived will be unforgettable	134
The <b>cooperation</b> between us / team/group working / group discussions / the atmosphere / <b>teambuilding</b> -we came closer with our classmates/ that all children participated / exchange of views on important issues / the cooperation with our teachers / the participation / the dedication	55	Lack of cooperation/ understanding/ not mature behavior by some children / the reactions by some of my classmates / our disagreements / lack of participation by some children / the responses expressed against some opinions/ the attitudes of some people	49
<b>What we learned</b> / very <b>useful</b> workshop/ I learned many new information / important information/ what we learned will be useful for us / we learned a lot about relationships that we did not know / we discussed issues that will <b>benefit our daily life</b> / we learned more about the other sex / about relationships between the sexes / we learned how it looks like a healthy relationship / we understood what is real <b>equality</b> / we learned the right way to <b>deal with violence against women</b> / discussions about <b>relationships between the sexes</b> , incidences we face in our <b>daily life</b> and <b>how to handle them</b> / I learned a lot about <b>relationships</b> that will be useful to me in future / the information on how to handle a case where a friend of mine is being abused/ discussion about issues that concern us and will be useful in our life/ via the discussion I realized a lot of things that benefited me/ I learned a lot about my sex and the other sex / I learned how women are thinking and how to behave in a relationship/ we learned to talk with the other sex/ we learned about our <b>dating rights</b> , about <b>healthy and unhealthy relationships</b> and <b>how to intervene in a violent relationship</b> / the advice we received/ I learned how to deal with some situations/ <b>it helped me to recognize if my relationship is healthy or not</b> / I learned to develop healthy relationships and to <b>respect</b> the other sex / we learned when a relationship is healthy and when it is not / we learned how to avoid harmful experiences in future / all we did will be useful for our life / it helped me a lot in my daily life	54	The <b>noise</b> / no respect to the ground rules	33
		<b>Lack of time/ time pressure</b> / <b>we did not dedicate enough hours</b> / if finished quickly / we did not have frequent sessions / we did not have enough time to finish the activities / we dedicated one hour instead of two per week/ we could dedicate more time / <b>it was implemented only once a week even though it is a workshop that teaches you something very important</b>	30
		The <b>hours the workshop was implemented were not the proper ones</b> (e.g. in non-teaching hours or when we had excursion)/ no adherence to breaks	21
		<b>Some activities</b> (e.g. how would we feel if we were of the opposite sex, persons and things, proverbs and sayings)/ some of the activities were tiring	15
		The workshop, the gender stereotypes, <b>the discussion topics</b> , we had to discuss a lot, the stories	12
		The <b>worksheets/ the handouts</b>	9
		I was not so lively, <b>there were not many role plays</b> / theatre playings, most of the activities were implemented inside the classroom	6
		<b>Excessive emphasis on some issues or expression of biased attitudes</b> (e.g. we focused a lot on women and as a result men were presented as the bad ones and women as the victims / we dedicated a lot of time on gender stereotypes / we learned more about women’s rights only)	5



<b>The discussions/ the dialogue</b> / we were asking questions / we all were expressing our opinion / we were able to <b>talk openly</b> , with no embarrassment and to express freely our opinion/ we were discussing in a good atmosphere/ all children <b>respected</b> what we were doing/ they were <b>honest</b> / the <b>ground rules</b> we set at the beginning/ I received response to all my queries/ discussing about everything that is happening in our daily life (our attitudes, the musts etc.)	40	<b>Topics not discussed</b> (e.g. abuse of women against men / the working group activities/ we did not elaborated on what we can do when somebody needs help)/ I would like to have discussed more issues	4
		<b>The questionnaires</b>	3
The workshop/ <b>the topic of the workshop</b> / the issues that we discussed / <b>discussing about issues that concern us</b> / the issue of differences between the genders/ the issues were discussed that I believe that will help me in my life and my friends (e.g. the scenarios we discussed in classroom)/ discussing about the relationships between the sexes/ I understood that we behave to women as inferior to men / equality / it was a different lesson / violence in relationships	32	<b>The way of organization</b> / bad organization	2
		Other	10
<b>Specific activities</b> (e.g. the gender box, Anna and Dimitris, pantomime, persons and things, myths and reality, scenarios, taking a stand)	25		
Scenarios / the <b>theatre plays</b> / the <b>scenarios</b> about healthy and unhealthy relationships / <b>role playing</b>	22		
<b>I liked everything</b> / everything was perfect/ it was nice	13		
The <b>worksheets</b> / the tests / the <b>handouts</b> / the <b>questionnaires</b>	12		
<b>Activities conducted out of school / other activities</b> (e.g. photography, visits, the excursion and the radio broadcast about the project, drawings, collage, artwork, when we were conducting the workshop outside of school)	17		
<b>Nothing</b>	8		
<b>Losing the regular lesson</b> in order to conduct the workshop	5		
<b>The way the workshop was implemented</b>	4		
Other (e.g. the material we developed for the campaign, the time was passing pleasantly, the teacher was very explanatory)	8		

Regarding the **topics that they would like to have discussed in the workshop but were not**, out of the 303 students that responded to this open-ended question, 230 (75,9% of respondents) replied that all topics that they would like to discuss were covered and 73 students (24,1 % of respondents) replied that they would like to have discussed the following issues:

- *more about the relationships between the sexes/ intimidation of women by men/ how it begins a violent relationship/ **more about violence** between the sexes/ to discuss more about violence against women/ problems in relationships/ the severity of being insulted by others/ a person's abuse generally/ what we can do to eliminate violence against women/ to **elaborate more on what we should do in order to help someone we know who is being abused/ how we end a violent relationship** (13 adolescents)*
- *(safe) **sex**/ sexual intercourse/ when to start sex (8 adolescents)*
- *how to react at the beginning of a relationship/ how to behave at the **first date**/ more about healthy relationships/ love affairs/ how to discuss with your intimate partner about something that bothers you/ **what is the correct behaviour in a relationship** / how to keep good relationship with your girl/boyfriend's family (9 adolescents)*
- ***equality**/ equality in undeveloped countries/ comparison between the two sexes/ if professions can be performed by both sexes/ why women are oppressed/ **differences between the sexes**/ how the two sexes react when they are going to have a baby/ what is their dedication?/ Unequal treatment of boys (9 adolescents)*

- **homosexuality** / homosexual relationships / about the 3<sup>rd</sup> gender (6 adolescents)
  - violence against men by women/ **men victims of abuse**/ if girls are/can be violent (5 adolescents)
  - **Bullying**/ bullying between sexes/ cyber bullying (4 adolescents)
  - **athletics**/ gender and athletics (3 adolescents)
  - **friendship** between the two sexes/ how to discuss between us calmly, to listen the one to the other, to solve disagreements and fights and to respect the rules and the time (2 adolescents)
  - difficulties that adolescents are facing/ how to deal with daily problems (2 adolescents)
  - **racism** (2 adolescents)
  - **domestic violence** and **relationships in family** (1 adolescent)
- 
- Other (8 adolescents)

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*Thank you for this workshop that you organized and I am grateful to you because it helped me very much*

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*This workshop is very useful and I believe that it should have been available as a lesson to be taught at school just like all other lessons*

---

In cases where students mentioned that they would like to have discussed issues like violence in relationships or unhealthy relationships more extensively, that was due to the fact that the activities related to unhealthy relationships and violence were included in the last Modules of Booklet III, which means that those activities were implemented near the end of the workshop; therefore, in cases where teachers had planned to conduct more sessions with the students and were urged to finish the workshop earlier, some activities belonging to these modules were either not conducted at all or were implemented in a hurry and with no time to elaborate.

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. Apart from 123 students that replied negatively, 5 students replied: ***“thank you for this workshop that you organized and I am grateful to you because it helped me significantly and very much”, “this workshop is very useful and I believe that it should exist as a lesson to be taught just like all other lessons”, “thank you very much for this workshop that has helped me”, “we all should be equal and to respect the rights of our intimate partners” and “we are equal, boys and girls”.***

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

Adolescents' mean ratings of the **self-perceived usefulness** of the workshop considered for themselves and for others in regards to the 4 aspects that are illustrated in Table 32 are high, ranging from 8,5 to 8,8 for the total sample of students. The mode for all items is 10 and the median is 9 for three items and 10 for the item exploring *usefulness to their personal relationships*. In the same line with previous sets of items, girls' ratings (8,9 – 9,1) were significantly higher (see footnotes of Table 32) than those of boys' (8,0 – 8,4).



**Table 32.** 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>=175-176, N<sub>Girls</sub>=199-200)

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? <sup>136</sup>	8,1	<b>8,9</b>	8,5
to your personal relationships? <sup>137</sup>	8,4	<b>9,1</b>	8,8
in case where a woman/girl that you know is being abused in her relationship? <sup>138</sup>	8,1	<b>9,1</b>	8,6
in case where a man/boy that you know is abusing his partner? <sup>139</sup>	8,0	<b>9,1</b>	8,6

**Note:** The statistical significant differences (t-test) between boys' and girls' ratings are indicated in the footnotes of the Table.

Adolescents were also asked to assess the **knowledge** they gained from the workshop in regards to Gender Inequality and Relationship Violence (Q3-post, Table 33) and to indicate on a scale from 0%-100% (Q4-post, Table 34) to what degree the workshop helped them recognize if their relationship is healthy or unhealthy, violent or not, and to what degree it helped them know what they should do if they themselves or someone else is being abused.

Regarding Gender Inequality, **71,9% of students** replied that they **learned many new things** (37,7%) **or everything that they needed to know** (34,2%), 23,2% replied that they learned at least one new thing and 4,9% replied that they didn't learn something new.

With respect to Relationship Violence, **73,9% of students** replied that they **learned many new things** (44,3%) **or everything that they needed to know** (29,6%), 19,8% replied that they learned at least one new thing and 6,2% replied that they didn't learn something new.

The analyses ( $\chi^2$ ) revealed **no significant differences** in boys' and girls' responses to both items.

**Table 33.** Percentage of adolescents' answers for self-assessed knowledge obtained from their participation in the Workshops in regards to Gender Inequality and Relationship Violence by students' sex (Q3-post, N<sub>Boys</sub>=169-170, N<sub>Girls</sub>=197-198)

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	7,1	3,0	<b>4,9</b>	9,4	3,5	<b>6,2</b>
I learned at least one new thing	21,9	24,4	<b>23,2</b>	19,4	20,2	<b>19,8</b>
I learned many new things	42,0	34,0	<b>37,7</b>	42,9	45,5	<b>44,3</b>
I learned everything that I need to know	29,0	38,6	<b>34,2</b>	28,2	30,8	<b>29,6</b>

**Note:** The statistical significant differences (t-test) between boys' and girls' ratings are indicated in the footnotes of the Table.

Adolescents' total mean ratings (Table 34) regarding the degree (from 0% to 100%) to which the workshop helped them 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.

range from 80% ( $SD = 20,74$ ) to 83,4% ( $SD = 20,64$ ). Regarding the modes and medians, a similar pattern with the previous sets of items is observed, with a mode of 100 for all items and a median of 85 for the first item and 90 for the remaining two.

<sup>136</sup>  $t(373) = -4,069$ ,  $p = ,000$ , <sup>137</sup>  $t(372) = -3,334$ ,  $p = ,001$ , <sup>138</sup>  $t(373) = -4,135$ ,  $p = ,000$ , <sup>139</sup>  $t(373) = -4,455$ ,  $p = ,001$

Girls (83,4 – 87,4) provide significantly higher ratings than boys (75,4 – 78,7) [see footnotes of Table 34].

**Table 34.** Adolescents' mean value of self-assessed degree (scale 0% - 100%) of workshops' influence on them, by students' sex (Q4-post, N<sub>Boys</sub>=175, N<sub>Girls</sub>=200-201)

The workshop helped me to:	Sex		Total
	Boys	Girls	
recognize if my relationship is healthy or not <sup>140</sup>	75,4	<b>84,0</b>	80,0
recognize if a relationship is violent or not <sup>141</sup>	76,6	<b>83,4</b>	80,2
know what I should do if I or someone I love is being abused <sup>142</sup>	78,7	<b>87,4</b>	83,4

**Note:** The statistical significant differences (t-test) between boys' and girls' ratings are indicated in the footnotes of the Table.

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

Among the items that aimed to measure indirectly (Q5-post) the adolescents' satisfaction with the workshop two questions were also included aiming to gather information about adolescents' opinions for the appropriateness of a) school setting (Q5.2-post) for the implementation of the Workshop and b) their teachers to act as implementers (Q5.3-post). These items were accompanied by an open-ended question, where adolescents could justify the answers they provided previously.

With respect to *whether such workshops should be carried out in schools*, **93,1%** replied certainly yes and most probably yes, while the respective percentage of adolescents who support that *such kind of workshops should be conducted by teachers* was **89,3%**.

The statistical analysis revealed significant differences in boys' and girls' answers to both items: as for the appropriateness of the school setting for implementing such workshops [ $\chi^2$  (3, N=378) = 11,442,  $p = ,01$ ], girls provide more "certainly yes" responses than boys (81% vs. 67,4%); the item assessing whether teachers should conduct such workshops [ $\chi^2$  (3, N=375) = 9,716,  $p = ,021$ ] receives slightly more "certainly yes" and "most probably yes" answers from girls (52,3% and 41,7%) rather than from boys (47,7% and 36,4%).

**Table 35.** 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>=178, N<sub>Girls</sub>=200)

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	67,4	<b>81,0</b>	74,6
Most probably yes	22,5	15,0	18,5
Most probably no	8,4	2,5	5,3
Certainly no	1,7	1,5	1,6
<b>Do you thing that such kind of workshops should be conducted by teachers?</b>			
Certainly yes	47,7	<b>52,3</b>	50,1
Most probably yes	36,4	<b>41,7</b>	39,2
Most probably no	9,7	4,0	6,7
Certainly no	6,2	2,0	4,0

<sup>140</sup>  $t(373) = -4,104$ ,  $p = ,000$ , <sup>141</sup>  $t(374) = -2,927$ ,  $p = ,004$ , <sup>142</sup>  $t(374) = -4,161$ ,  $p = ,000$

The **reasons** that were mentioned by 241 students in favor of conducting these kinds of workshops in the school setting – via the open-ended question that accompanied both of the aforementioned items – were:

- **in order for all students to get informed/ to learn about life and relationships - gender equality and violence as early as possible/ to know as early as possible how to behave in relationships/ to know the basics/ children (boys and girls) to be informed about relationships / children should be informed about issues that concern them / we learn all together/ to be informed what is a healthy and unhealthy relationship/ because it is a topic that touched us / because children must be appropriately educated and early in order to be properly prepared for their relationships in future and for the proper integration in society / we all must know about violence and our rights / children learn to be careful** (93 adolescents)

*Because this can happen to anybody and should know how to react*
- **for students' benefit/ / in order to have healthy relationships/ it will be very useful and helpful for students (in future)/ help children to have healthy relationships/ it will definitely help all children in their life/ it is important and useful and we all are going to need this information / it helps us to build healthy relationships/ children must know from a young age how to build healthy relationships such as friendship in order to be able to transfer that to their life and their families / it helps us to be safe in our future relationships/ we learn information that might be useful/ helps youth to build healthy relationships and to select the right partners/ helps us to develop healthy relationships/ At this age, more personal relationships between the two sexes are starting and via this programe they will learn things that they don't know and that will help them** (38 adolescents)

*All children of both sexes should be informed about this topic which is very important for the life of all of us*
- It is **educational/ we learn/ it teaches** you about relationships/ it is an important lesson for every child/ **all children** of both sexes **should be informed** about this topic which is very important for the life of all of us/ by this way more people learn information that they do not know/ because these workshops are "**life lessons**"/ its **important** for everybody's future/ it help us in our future/ it is an important lesson/ it is important for children to be informed about these topics / we learn the truth/ this is how you learn / helps children to understand that a relationship might sometimes be violent (34 adolescents)
- **in order to know how to protect ourselves/ in order for children to know how to react in such relationships/ This can happen to anybody and should know how to react/ because we should know –if it happens in future- how to deal with it/ To be aware from before of what might happen to us in future / because we learn how to deal with such situations / how to deal with danger/ to be aware from before in order not to become victims in future/ Because children are getting prepared for the future and gain experience, without living the experience (which is good)/ Because violence starts from young ages and we must be informed / Because sometimes relationships that are not healthy are being developed at our age/ Because they learn how to deal with violent relationships and that we must NOT be violent in a relationship** (22 adolescents)

*Because, in my opinion, children can express themselves to a teacher they trust, in case they have queries, and they also learn many things*
- **there is no information on these issues outside the school/ we may never learn about these from any other source of information/ some children don't have correct**

**information/** some children do not have reliable sources of information in their social environment/ **there are also other issues that should be discussed in classroom apart from lesson** / apart from lessons we should learn also useful information for our life/ **gender stereotypes can change if we start from school/** the workshop changes false attitudes/ because I think that **children can express themselves to a teacher** they trust in case they have queries and they also learn many things/ it is especially helpful in the context of the school where we relate with the other sex/ children learn about things that they wouldn't have the opportunity to learn otherwise (12 adolescents)

- ▶ because there are **many violent relationships/** it is very important to **know when a relationship is healthy, unhealthy and violent/** it help us to clarify some things that we are confused about/ the workshop changes false attitudes/ in order to **understand relationship violence/** in order to be able to **recognize the warning signs/** in order children to recognize which are the healthy relationships and which are the violent ones (10 adolescents)
- ▶ in order to **prevent violence in future** In order to **deconstruct gender stereotypes/** In order the children to get informed and to **prevent** problems/ because some children may become in future victims or perpetrators / in order not to become victims or perpetrators in future (7 adolescents)
- ▶ it will be beneficial for girls that are being abused/ many **children need advice** on these issues/ Because **some children may already have a relationship and be abused/ in order to help others that are facing problems** (6 adolescents)
- ▶ because it helps children to **improve their behavior/** improves **cooperation** (6 adolescents)
- ▶ **Other** e.g. for various reasons (4 adolescents)
- ▶ it is **interesting** for children/ it is a nice workshop (4 adolescents)
- ▶ to **give this opportunity to others also to participate/** in order other children too to live this unique experience (3 adolescents)
- ▶ **in order to miss the regular lessons** (2 adolescents)

Because children are getting prepared for the future and gain experience, without living the experience (which is good)

Eight students mentioned reasons against conducting the workshops in **the school setting** which were: "I did not like it (2 adolescents)", "it is not necessary/appropriate" (2 adolescents), "educational excursions are necessary", "I don't think such issues should be discussed at school", "because children already know", "because we will forget all the knowledge we gained until we grow up".

The reasons that were mentioned by 160 students in favour of having teachers conduct these kinds of workshops were:

- ▶ they are **more experienced/** they know better/ **they are teachers and they can teach you these effectively/** only teachers can implement them / they are explaining everything / they can be the facilitators of the workshop / **they can have an impact on us** / they know their job and they try to help us (41 adolescents)
- ▶ **in order for students to get informed** / they teach us things that we don't know / **it is a form of education this, so they should be involved/** by this way students

While they (the teachers) are teaching us, they are also being taught themselves

get informed about issues that they wouldn't have the opportunity to learn otherwise/ in order all to get informed / school should be involved in this education too apart from family/ this is the most beneficial lesson for us/ this is the best education (28 adolescents)

---

*They are the ones that  
are more close to  
children*

---

- in order to **help children/ they help us/ they advise us** / in order to be prepared for such situations / to know how to deal with such situations and how to protect ourselves (17 adolescents)

- They are **more close** to students and will be more "**friendly**"/ Teachers are also our social parents/ the environment is more friendly/ they have **regular contact with children/** they know us better/ they are **experienced with adolescents** / they have an already established relationship with children (17 adolescents)

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*Children, if they trust  
them, they can ask  
whatever they would like  
to know*

---

- it is useful/ beneficial for all of us / we become more cooperative/ how to behave/ teambuilding is enhanced (14 adolescents)

- because relationships between students and teachers are improved** and they share thoughts and feelings/ teachers get to know us better after this workshop/ by this way a closer connection is developed between teacher-student/ a dialogue between teachers and students is developing / if students trust them they can ask them what they want (13 adolescents)

---

*They (the workshops) are  
also a form of education,  
therefore, they should be  
involved*

---

- By this way **they also get informed/ learn/** teachers should be aware about gender issues (9 adolescents)

- if they are informed** about these, then they can/ because they also attend such workshops/ should be implemented by appropriate teachers (8 adolescents)

- it is interesting / it is important / it is important for our daily life / in order to have healthy relationships (8 adolescents)

- other e.g. there is no reason for them not to do it, in order not to attend their regular lesson (5 adolescents)

The reasons mentioned by 14 students against conducting such workshops by the teachers were: "should be conducted by experts" (7 adolescents), "in order not to be noisy (in the classroom)", "because they have their own problems and they are not helpful to children", "they don't know how to implement them", "students may feel uncomfortable", "it changes the relationship between teacher-student", "they may be busy", "it is not necessary for them".

Last but not least, when students were asked to **evaluate the teacher as Workshop's implementer**, their mean ratings in the three different dimensions that are illustrated in Table 36 **were exceptionally high**, ranging from 8,8 έως 9,3. It is also worth noticing once more that the mode was 10 for all items assessed, while the median was 10 for the first two items and 9 for the item regarding good distribution of time.

Even though boys' responses to these items entail very high ratings (8,6 – 9,1), girls provide even higher ratings (9,0 – 9,4) with differences between boys' and girls' answers being statistically significant in all items (see footnotes of Table 36).

**Table 36.** 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>=172, N<sub>Girls</sub>=194-195)

To what extend do you think that the teacher who facilitated the workshop:	Sex		Total
	Boys	Girls	
was well prepared <sup>143</sup>	9,1	<b>9,4</b>	9,3
distributed the time well <sup>144</sup>	8,6	<b>9,0</b>	8,8
answered your questions adequately <sup>145</sup>	8,8	<b>9,4</b>	9,1

**Note:** The statistical significant differences (t-test) between boys' and girls' ratings are indicated in the footnotes of the Table.

*Adolescents' very high ratings in all aspects of the workshop that they were asked to assess in concert with their willingness to respond to the open-ended questions indicate that students are highly engaged with the Workshop but also highly motivated to contribute in the assessment of a Workshop that they consider useful for their lives and worthy to continue to be implemented in schools.*

<sup>143</sup>  $t(365) = -2,296$ ,  $p = ,022$ , <sup>144</sup>  $t(364) = -2,437$ ,  $p = ,015$ , <sup>145</sup>  $t(364) = -3,167$ ,  $p = ,002$



## B.4. Teachers' evaluation results

Following each students' workshop session, teachers completed a C2<sup>123</sup> Reporting Form in order to describe the process they followed and to provide suggestions (if any) for the improvement of the material and/or the process of the workshop. In addition, after the last session with the students' group, all implementers were asked to complete the C3<sup>124</sup> Reporting Form in order to report the overall results of the entire workshop that s/he conducted and to evaluate her/his workshop as a whole. The evaluation results of 22 teachers who conducted 21 Workshops are presented in this Chapter.

### B.4.1. Facilitators and barriers

Implementers were asked to record in the C3 Reporting Forms the facilitators and barriers they faced during the implementation of the workshops.

#### **Barriers**

Out of the 21 C3 reporting forms received in total, 12 of them included 13 different barriers, while in the remaining 9 reporting forms teachers reported that they did not face any barriers. The barriers mentioned by the teachers were related to:

- **time-restrictions**; time – restrictions due to the delay faced until receipt of the official permission by the Ministry – students a lot of times stayed two hours additionally after the end of the school hours in order to attend the workshop; implemented less activities than it was initially planned (N=6)
- difficulties (e.g. drop outs) due to the **implementation of the workshop outside of the regular school curriculum** (N=2)
- difficulties due to the fact that the workshop was implemented **during the regular school hours** (e.g. the time availability was limited and thus we had to end the workshop earlier and not to implement all activities that we had planned) (N=2)
- the difficult **dynamics of specific groups** of students/ personal discourage (N=2)
- **young age of participants** (12-13 years old) – “I believe that their skills did not allow the dynamic of some activities to evolve compared to a group of older students that are more mature” (N=1)

An interesting finding emerged after comparing the actual barriers that teachers faced during the workshop with the barriers they expected to face, as recorded in a respective question on the questionnaire they completed after their training. On the basis of the information provided by 57 teachers, almost half of them initially thought that the main barrier to the workshop's proper implementation would be the **negative attitude** of some **students and parents** as well as of the **School Director and fellow teachers**. At a secondary level, trainees reported barriers that were related to:

- teachers' low self-confidence in taking up the workshop implementer's role
- teachers' lack of previous experience
- students' young age or the fact that they are in adolescence
- concerns regarding how to deal with students with certain features

<sup>123</sup> It is described in detail in the entity *Monitoring and reporting* of Chapter A.1. and in *Stage 5* of Chapter A.2.2 of this Report.

<sup>124</sup> It is described in detail in the entity *Monitoring and reporting* of Chapter A.1. and in *Stage 6* of Chapter A.2.2 6 as well as in the entity *Evaluation by implementers* of Chapter B.1 of this Report.



- practical issues such as time restrictions faced by their students and themselves, the possibility to implement the workshop in or out of the regular school curriculum, whether the workshop would attract the interest of an adequate number of students and whether both sexes would be equally represented in the students' group.
- participation of students that teachers are already aware of having experienced abuse.

However, after the Workshop implementation, teachers reported less and more specific barriers, granted that in practice they faced far less barriers than expected. For example, there was **no record of negative reactions** from students, parents and the school or local community as well as of students' young age and maturity, apart from one reported difficulty in implementing the workshop with students aged 12-13 years old. **Time restrictions** were indeed reported as a barrier; but it is worth mentioning here that 20 out of the 21 workshops had longer duration than the minimum required (13 teaching hours), ranging from 14 to 23 teaching hours (see Table 3 in Chapter A.2.4); in fact, considering that the workshops were implemented from November until April, it becomes evident that teachers' reports of time restrictions reflect their willingness and wish to extend the duration of the workshop further.

### ***Facilitating factors***

Out of the 21 C3 reporting forms received in total, 19 of them included 32 reports of facilitating factors that were related to:

- The **cooperation**, constant **help**, **regular communication and support by the staff of EAVN** (N=10)
- The **Booklets III and IV** (detailed description of the activities and the process/specific activities and material for the implementation of the activities is provided) (N=8)
- The interest topic/ the **desire of children to learn more** about this topic/ the **cooperation from the students/ positive feedback from students** (N=5)
- The **support of the workshop by the school's Principal** since the beginning/ the support by the **other teachers** of the school (N=5)
- That was implemented **inside the regular school curriculum** (as a project) that was a facilitating factor for students (N=2)
- The **teacher's training seminar** that offers skills for the implementation of the workshops (N=1)
- Reporting the process in the **reporting forms per session** it was helpful for reflection (N=1)

In the same line with the barriers, at the end of their training, teachers were asked to report the facilitating factors they expected to face before implementing the workshop. The factors expected to facilitate the workshop implementation, as reported by 65 teachers, were the following:

- **Support/ guidance from EAVN** (N=36)
- The **material distributed**, namely Booklets III and IV (N=12)
- **Students' interest/ active participation** (N=11)
- **Support** from the **Teachers' Association** and/or the **School Principle** (N=8)
- Support from other, respective organizations (e.g. the Health Promotion Coordinator, the School Counselor, the Community Consulting Centers for Young People) (N=5)
- The teachers' Seminar they attended/the knowledge they gained (N=3)
- Other factors (N=4).

Contrary to the barriers, the four factors that facilitated the workshop implementation indeed were the same with the ones that were expected to do so, as reported by teachers at the end of their training.

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

Implementers were asked in their C3 Reporting Form to assess, by rating on an 11-point scale (0=not at all ... 10=absolutely) 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).

As it is illustrated in Table 37, apart from 4 exceptions, the teachers' mean ratings in regards to all the aforementioned dimensions were very high (8,0-9,2).

In regards to their satisfaction with the workshops the lowest mean rating was given to the total duration of the workshop (7,2) due to the fact that they would like to have more time available for the workshops' implementation. In regards to all remaining questions about their satisfaction with the workshops, ratings were very high, ranging from 7,9 ("yourself as facilitator of the workshop") to 8,9 for "the overall implementation of the workshop" which was the highest mean rating.

In regards to their adequacy as facilitators of the workshops their lowest mean rating was given to how well they distributed the time in the workshop (7,6). In regards to the other questions of this dimension their mean ratings ranged from 8,0 ("I appropriately responded to the group's needs") to 8,7 ("I answered questions capably") that was the highest mean rating.

In regards to their students' reactions to the workshops, their lowest mean rating was given to the dimension whether they devoted their free time to some activities (6,7). In regards to the remaining questions of this dimension aiming to measure the students' satisfaction with the workshops according to teachers' opinion, their mean ratings ranged from 8.5 ("they faced the topics addressed seriously" and "their relationships with me improved") to 9,2 ("they found the Workshop to be a pleasant surprise") that was the highest mean rating.

**Table 37.** Mean ratings (0 = not at all ... 10 = absolutely) of implementers in regards to their satisfaction with the Workshops, their adequacy as facilitators and their students' satisfaction with the Workshops (N=21)

<b>On a scale of 0 to 10 (0 = not at all ... 10 = absolutely), please rate:</b>	
<b>1. How satisfied are you with:</b>	<b>M</b>
the overall implementation of the "GEAR against IPV" Workshop?	8,9
your students' participation in the Workshop?	8,4
yourself as a facilitator of the Workshop?	7,9
the way you organised the Workshop?	8,2
the way you conducted the Workshop?	8,0
the topics addressed?	8,8
the total duration of the Workshop?	7,2
the outcomes of the Workshop?	8,4
<b>2. How well did you facilitate the workshop for the following aspects:</b>	
I was well prepared	8,3
I distributed the time well	7,6
I was able to hold the group's attention	8,5
I answered questions capably	8,7

I was able to motivate active participation	8,5
I was able to appropriately identify the group's needs	8,2
I appropriately responded to the group's needs	8,0
<b>3. Your students reactions to the Workshop:</b>	
they liked the activities	9,0
they faced the topics addressed seriously	8,5
the topics addressed concern them in their everyday life	8,7
they considered the topics addressed useful for their everyday life	9,0
they benefited from the Workshop	9,1
they found the Workshop to be a pleasant surprise	9,2
their relationships with me improved	8,5
their relationships among them improved	9,0
they devoted their free time to some activities	6,7

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

Implementers were asked to record in their C3 reporting form the benefits that –according to their point of view- they themselves, the 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:

- Issues of **gender (in)equality were deeply realized** by some students
- a) **active participation** in the process of the workshops b) **Team work** c) **topic-oriented information** d) **interest in the contest, healthy competition, collaboration**
- I believe that all students, more or less, **benefited** from their participation in the project not only by becoming aware of issues previously unfamiliar to them, but also by **taking part in free discussions and exchange of views with their co-students**. They were **sensitized** over the pivotal issue of **healthy intimate relationships**
- Students began to **deeply comprehend behaviors that were previously taken for granted**, understand the motives behind them and learned to talk about them- **doubt, challenge and revise them**
- Adolescents **improved their personal relationships between them** and appeared somewhat more mature in terms of their intimate relationships
- Students **gained information, sensitization and knowledge** and at the same time they were being **trained in**

*There definitely were many benefits not only for the students but also for their close ones, their families mostly. Many parents were excited with the subject and the activities of the project and were asking to talk to me. The project triggered many family discussions.*

**developing empathy and skills to improve communication and manage violent situations**

- **Sensitization** on issues of **gender-based violence**, **development of personal social skills** that **enhance co-operation, self-confidence and creativity**
- The concept of thorough **exploration** and **rejection of stereotypes** opened students' minds and helped them to develop **alternative ways of thinking**
- There definitely were **many benefits** not only for the **students** but also for **their close ones**, their **families** mostly. Many **parents were excited with the subject** and the activities of the project and were asking to talk to me. The project triggered many family discussions.
- Students had the chance to **identify gender stereotypes** and **realize their impact** in shaping behaviors and attitudes highly tolerant to violence. They took important lessons regarding gender relationships and learned to identify fine-nuanced violence. Female (mostly) and immigrant students, especially those coming from old-fashioned backgrounds (e.g. the <XXX> nationality) expressed the adversities they face in their family and community settings that still harbor gender-based discrimination and violence.
- Students **insisted to continue the project, despite the problems we faced** during its course; they enjoyed discussing issues that concerned their current and future lives. There was also something else, something nice and hopeful, that I treasure for the end of my speech at the conference.
- It was an amazing cooperation! I am speechless... maybe I am greatly influenced by current praises **and congratulations for students' efforts**. Students were sensitized on issues of gender-based violence and **struggled to disseminate their experience to their peers!**
- I believe that students **modified some of their gender stereotypical attitudes**
- They **realized that many so-called "normal" attitudes are attributed to gender stereotypes**. Working on experiential activities, mainly on the hypothetical life-scenarios, they also realized that **the key to setting clear limits in our personal relationships lies in the palm of our hands**
- There were so many benefits!!! The project provided **a leading light** not only **to the students per se but also to their families** and close **social environments**. They realized that familiar and well accepted **"normal" attitudes and behaviors** not only **hamper the development of equal and respectful relationships** between the sexes but also **foster a potentially threatening environment for women**
- Co-operation, knowledge, **critical thinking**
- They were substantially informed regarding issues of gender stereotypes and relationships
- Co-operation, **food for thought**, discussions, **team work**, **free expression and exchange of views**

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*There were so many benefits!!! The project provided a leading light not only to the students per se but also to their families and close social environments. They realized that familiar and well accepted "normal" attitudes and behaviors not only hamper the development of equal and respectful relationships between the sexes but also foster a potentially threatening environment for women*

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*It was an amazing cooperation! I am speechless... maybe I am greatly influenced by current praises and congratulations for students' efforts. Students were sensitized on issues of gender-based violence and struggled to disseminate their experience to their peers!*

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- Boys and girls were given the chance to **think critically** on gender stereotypes and **get to know each other better**; i.e. **perhaps it was the first time for both sexes to listen how the other sex feels**. Students were **trained to listen and be listened to during discussions**; unaware of the high prevalence of gender-based violence, they were sensitized on this issue
- I hope that students' gender stereotypes were actively reconsidered
- Students **became aware of how stereotypes work**, what is acceptable in a relationship, how a healthy relationship works, the types of violence that may emerge and **what they should do in case they themselves or a friend is confronted with any form of violence**
- Many students **felt more confident** and were **empowered to express their views**. They were sensitized on gender equality and intimate partner violence. Perhaps, the greatest benefit was that sensitized students, girls especially, were given courage to speak and a place to be heard while **they were also provided with intervention strategies**. I think that what girls liked most was that there are institutions, books, teachers and projects that deal with such issues.

### Teachers' benefits

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

- I gained knowledge and experience
- 1. Group participation 2. **Improved contact with my students** 3. Information/knowledge
- The project helped me to "break free" from the limitations of the class setting and enabled me to **communicate deeper with my students**. Most of the times, it was an **exhilarating experience**.
- During the teachers' training seminar as well as the students' workshop in class, **I realized that we, adults, still hold an alarming number of gender stereotypical attitudes and behaviors that we consider "normal"**.
- The project offered me ideas of how to include activities of experiential learning in my other classes, in concert with **moral satisfaction** and **joy deriving from my tiny contribution in my students' future healthy intimate relationships**.
- The **experience** of the workshop **itself was a benefit**; I also gained knowledge and improved **communication with my students**.
- Involvement in such projects is always a challenge for deeper sensitization on issues regarding violence. **Students' skills**, previously unexplored during classes, were **revealed and bloomed**.
- **Closer contact and connection with my students**.
- It was a unique experience, I saw my students in a new light. We think we know how they think, judging from how we used to think at their age, but everything is changed... I was amazed of how this project helped me understand

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*I don't know how to put my experience in words. I believe I did my best in helping my students grasp certain aspects during the workshop. I witnessed students courageously expressing their opinions and collaborating harmoniously with each other, reserved students being fully engaged and strong views being questioned and reformed, whereas the local agricultural community appreciated the project's approach and promoted students' efforts in great pride. There is nothing more to add...no more words are necessary...*

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deeper, observe more thoroughly and react in a different way. It was an experience that amended my attitude towards my students and my personal relationships./ I learned so many things regarding who my students are and how they think and behave that will have a lasting effect on how I deal with them. I learned a lot about myself and my relationships as well, it was like I was able to review and justify some incidents of my life under a new perspective.

- It is always a benefit for teachers to discuss with students and make contact at a more personal level, different from the typical teacher-student relationship. In such a way, teachers come closer to the students, listen to their worries and difficulties and become more lenient towards them. In addition, our teaching efficacy is significantly bolstered by our capacity to provide students with other forms of knowledge and to nurture their developing personalities.
- I worked with **a particularly diverse mix of students** and **every time I was ready to give up....** However, **it was a great experience**, even though there was nothing left to make me regret more implementing this project under such adverse and uncontrollable conditions. Maybe my difficulties would be fewer if there was an opportunity for implementers all around the country to exchange views or if we had live per situ support. Yet, **I intend to do it again**, I have already talked to the school Director for another students' workshop next year. Hopefully!
- **I don't know how to put my experience in words.** I believe I did my best in helping my students grasp certain aspects during the workshop. **I witnessed students courageously expressing their opinions and harmoniously collaborating with each other, reserved students being fully engaged and strong views being questioned and reformed**, whereas the **local community** –even though agricultural- **appreciated the project's approach and promoted students' efforts in great pride**. There is nothing more to add...**no more words are necessary...**
- I gained **multiple benefits**: **I got to know my students better**, I gained **experience in implementing experiential group activities** and **we managed to form a coherent team**.
- I managed to identify and process **my own stereotypical attitudes**.
- **I learned so many things about my students** and the way they think and behave; these things helped me and will keep helping me **to deal with my students in alternative ways**. **I also learned many things for myself and my relationships, in a way I reflected on, reviewed and justified many incidents of my life under a new perspective..**
- I got to know my students better
- **It was the first time to discuss with my students about an issue that is out of the school agenda.**
- I implemented a **different "lesson"**, something totally **student-oriented**. It was a new project that provided me with knowledge and data on a subject that I was superficially aware of until now.
- **I was trained on the virtue of patience and on accepting my limits** as a teacher and a person. I was deeply **sensitized on gender equality** – after so many years of teaching, **for the first time I put in practice the use of both genders while communicating** with my students and colleagues.
- This project taught me many things regarding the team selection process as well as the timing and strategies of implementing experiential activities.
- I came to realize and **reached the same conclusions with my students** while I formed a **special relationship with them**.



- *I felt that I took part in something with a genuine impact on my students' lives; I contributed in **reducing the risk of painful experiences** not only for my students but also for their families and other people in their lives, since the knowledge and skills they gained can be disseminated in their close environment. I also gained **expertise** in coping with false information (**myths**) and **violent behaviors** as well as **a supportive context** with **valuable material** that **I can refer to**. I learned that experiential activities require an extensive preparation, a precise simulation! Working on these issues also **sensitized me**, even though I was familiar with the "trap" that "over-sensitization of oneself is needed when investing on something for the first time".....*

### **Benefits for the schools**

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

- **Sensitization** of high-school students via the presentation of the group's project.
- 1. Participation in the **contest** 2. Information and sensitization on such issues.
- *I believe that those small **changes in students' behavior will disseminate in other students as well**, leading to **many short and long-term positive outcomes**, especially as long as the project continues.*
- The project was **presented to all students** of B class during the annual cultural event of the school. My **colleagues were informed about the project and some of them showed genuinely interested in it**.
- *I would like to believe that students' gains will become apparent in the long run.*
- *I think that there were many benefits but they will be more obvious after the conference.*
- The **benefit** was not direct and tangible; it was rather **indirect**, deriving from the discussions among students participating in the project with their co-students.
- The project **became the school's burning issue**, the **permanent subject of discussion**. **Many students have declared their interest to participate in the project next year**.
- The project was **disseminated** in the school setting **through students' discussions** and the digital **campaign**. It is, therefore, possible that **more children benefited from it**.
- We have students from region <XXX> and for practical reasons there is not much you can do in Senior High School due the emphasis placed on examinations and tests. **There were many students who wished to participate**, apart from those in the control group. All students in school were aware of the project, since there were many announcements from the speaker calling for the group. We also had students visiting from a school from Northern Greece, tomorrow I will let them know about the contest.
- Apart from the **obvious benefits** from the project (yes, I think that "a bell ringed" to my students in regards to gender-based violence), there were **so many benefits that were arise indirectly**. A comprehensive **collaboration among students, between students and teachers, and between parents and school** was achieved, our **school opened its doors to the local community that embraced wholeheartedly and promoted our project**; there was a lot of excitement, support from various organizations and appreciation of the

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*It was the permanent subject of discussion at school throughout the whole year. Even non-participants were talking and asking about it, parents were contacting me for positive feedback. I believe that my students were favorably cultivated and hope that I will see them bloom in the future.*

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students' efforts, many discussions about the collaboration of our school with EAVN, our project was disseminated and **many schools declared interest to implement such a project**, etc.

- The project became **popular to all students and their families**, while **many students were asking for another implementation anticipating to participate**.
- The school community was informed of the project via its presentation. Another benefit arises from **discussions among students** from different classes.
- It was the **permanent subject of discussion at school throughout the whole year**. Even **non-participants were talking and asking about it**, **parents** were contacting me for **positive feedback**. I believe that **my students were favorably cultivated and hope that I will see them bloom in the future**.
- I would like to believe that the concerns raised through this project **will disseminate to all remaining students of the school via participants' modified attitudes** and peer discussions.
- I believe that many **students with behavioral problems became less aggressive** in and out of school. **All group participants felt special**, since everyone in school was aware of this "different" project. **Interest has been declared to implement this project with other participants in the next school year**.
- Embraced by the status of the school setting, the project managed to **illegitimate false attitudes and behaviors**. It also empowered children, and gave voice to girls who may have felt powerless recipients of gender-based stereotypes. **The teaching staff has achieved a more comprehensive perception of cases of abuse** and feels that high demands are placed on them, even though inertia is still dominant. **If we wish to see well-established benefits, the project should be implemented systematically in school!**

#### 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" to their colleagues who plan to implement the "GEAR against IPV" workshop in their classrooms. More specifically, they advised future implementers of the workshops:

- There should be **time available**, so as teachers can listen carefully to their students
- 1. They should implement the project systematically and consistently, without leaving gaps 2. They should allow the group to improvise 3. They should actively listen to their students, what they have to say, what they are thinking 4. They should be by their students' side; instead of guiding, they should let themselves be guided by the students' group 5.

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*I would urge you to venture to do and enjoy this project because it will have a substantive impact on both you and your students. You will need to have studied the Teachers' Booklet thoroughly and have your material well prepared... Your trust should address all students. Each sex should be equally represented in your group ...*

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*They should refer to the projects' booklets at all times*

- ▶ *They should implement the project wholeheartedly and it will work!*
- ▶ *To have a precise estimation of the amount of time required for the project, to study the Booklets thoroughly and choose the activities that better fit their students' age, needs and interests.*
- ▶ *In case they can choose, they are advised to implement the project with older students in a classroom where they can use permanently, so as to have the chairs arranged in a circle and the project material properly presented on the walls.*
- ▶ *With the Teacher's Booklet at hand, teachers have nothing to worry about. However, I strongly recommend that they start the project early, so as the whole school year (September to May) could be available.*
- ▶ *My advice is to enjoy the project themselves and be less hesitant in implementing such projects.*
- ▶ *Do not hesitate to be open to difficult questions. Respond to your students' questions with extensive information only when you feel confident about it. Do not engage in personal confessions. You can gain students' trust with your honesty.*
- ▶ *Do not implement the workshop alone!!! Have fewer activities in the Module.*
- ▶ *Ensure that abundant time is available to implement the activities. If possible, the project should not be conducted on a voluntary basis; rather, it should be incorporated into the school curriculum, so as more students could participate.*
- ▶ *The project should be implemented in the whole class, so as different homogenous groups of participants could be formed. Two teachers should be responsible for its implementation, inviting experts for assistance, such as psychologists and social workers from Women Abuse Centers. Exchanging views and experiences with other groups during the project implementation would be valuable.*
- ▶ *Teachers should be open to students' views, ready to discuss with them without imposing their own beliefs. They should devote more time to activities that refer to violence – retrospectively assessing my project, I think we needed more activities on this issue. Conscientiousness is required during activities, the more prepared you are the better. It would be nice to create something along with their students since the excitement with the end product will be rewarding for all. Keeping a personal diary with thoughts, reflections, dates, absences, etc. could be useful.*
- ▶ *I would urge teachers not to hesitate implementing this project since it deals with an issue that children are highly interested in.*
- ▶ *Looking back to my project implementation, I realize that one teaching hour per week for the project is not enough. Every meeting should last at least two teaching hours, so as more time would be available.*
- ▶ *You can apply fewer activities in the first section. Don't initiate this project alone! It is rather demanding and it is very difficult for one teacher to keep up with everything...No matter how hard I tried to catch up, I did not have the time to do everything I had planned and I deeply regret that. My advice is to have fewer activities in the first section, so as you can dedicate this "extra" time to develop and close the project smoothly.*
- ▶ *Teachers should get involved.*
- ▶ *Developing a scientific approach and gaining trust require that ample time is devoted to first section activities.*

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*Do not hesitate  
implementing this project  
since it deals with an issue  
that children are highly  
interested in.*

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- *Get ready for a unique experience! Take a step back and offer your students the time and space to talk and act. You should actively listen and have your planned activities well prepared so as your students remain engaged.*
- *Start the project early, in the beginning of the school year if possible, in order to avoid feeling the pressure of time like I did.*
- *Students should be older than 13 years old (B class of junior high school). If possible, project sessions should last longer than one teaching hour. Ideally, groups should be formed by students from different classes in order to avoid negative class dynamics that may consume the time for the project.*
- *Be open to all views and get prepared to listen to things you did not expect. Highlight to your students that it would be best not to report personal experiences. You should listen more and talk less.*
- *First of all, I would urge you to venture to do and enjoy this project because it will have a substantive impact on both you and your students. You will need to have studied the Teachers' Booklet thoroughly and have your material well prepared. Big flipchart sheets will be useful. It would be best if you could afford a whole hour for the project. Your trust should address all students. Each sex should be equally represented in your group. When working in pairs or in small groups, you should keep in mind to have students mixing. Make time for the handouts and make sure that students complete them. It would be useful to keep notes of each session and complete the on-line assessment form on the same day of the session.*

Teachers' C2 Reporting Forms contained **no** ideas or **suggestions for possible modifications** aiming to improve the workshop process or activities. They provided negative answers to this question in almost all of their forms; in the few cases where a comment was noted, it pertained to their difficulties in completing some activities in the limited amount of time of one teaching hour. The lack of teachers' suggestions for modifications is attributed to the fact that the Greek GEAR against IPV had already been pilot tested and the suggested modifications that arose from its previous implementation has been endorsed in its revised edition.

Last but not least, when teachers were asked **if they plan to continue implementing the workshops in the future**, 35% of them responded "yes", 65% responded "most probably yes" while none replied "most probably not" and "no". The reasons for their choice as indicated by the teachers in the open-ended question were:

**Of the teachers who answered "Yes"**

- *In my opinion, this programme should be incorporated in the school curriculum, perhaps as a distinct project. This way, more time will be invested in the project thus avoiding all difficulties and obstacles that time pressure of extra-curriculum activities entails.*
- *Next time I will be able to distribute time differently and be more creative and efficient. Additionally, more students could benefit from the project implementation.*
- *The programme deals with a topic of high priority in adolescence. Therefore, sensitization on intimate partner violence should address as many adolescents as possible.*

*Programmes such as this should be incorporated in the school curriculum.*

- Every school class should have the right to approach these major issues through such constructing and exciting methods as this project. To be honest, having the work sheets prepared and organized was more than valuable; in concert, our training (Teachers' training seminar) empowered me to implement the project in my class.
- In concert with the training seminar I did, I felt more secure in implementing the workshop.
- Programmes such as this should be incorporated in the school curriculum.
- In order to have the chance to organize the project better and initiate it earlier.

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*The programme deals with a topic of high priority in adolescence. Therefore, sensitization on intimate partner violence should address as many adolescents as possible.*

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#### **Of the teachers who responded most probably yes**

- I liked it and I would like to improve my implementation
- If I had another chance, I would like to do it again.
- If I do it again I would prefer to implement it at the last class (C') of junior high school
- I would like to continue but not under the same conditions. I have already discussed it with the school Director, who seemed to agree. Given that I will still be working in the same school, my participation will depend upon the distribution of lessons among language teachers.
- Only if a colleague cooperates with me!
- Considering that I felt overwhelmed from trying to complete the programme during the school hours, I am wondering if it would be best to implement some activities from selected sections. Alternatively, I could initiate the project implementation in the beginning of the school year.
- I think that this programme could work far better than I achieved this year. I would like to implement it as an extra-curriculum activity, i.e. a health promotion project, in a mixed group of 15-year-olds (C' class of junior high school) participating on a voluntary basis.
- It has been a unique experience, yet it demands abundant time.
- Yes because the personal and objective reasons that support another implementation still apply. Maturity has grown and, like any other lesson, more efficiency is expected; Probably yes, since this specific topic and its experiential activities put the teacher under pressure bringing along weariness; a supportive environment is needed to help the teacher bear up.

At the open ended question at the end of the form, teachers were free to leave comments if they wished to do so. Some of them are quoted below:

- Both for me and for my students, it was a workshop that I believe that improved everyday behaviour as well as provided a different perspective to ways of receipt and reaction to beliefs and actions that were taken for granted.
- Thank you very much for everything!!!
- Thank you for providing me the opportunity to come closer to my students, to open their heart to me, to exchange views and to achieve to sensitize them on such an important issue in their future life

- *I can't wait for the National Conference to see my students rewarded for their efforts. I owe that to them for everything they offered me during this year in this workshop!*
- *We deeply thank you – all of EAVN's team - for the holistic support! I believe that this workshop is so well structured and beneficial that all students should be provided with the chance to be "taught". I believe that it should be included as an independent lesson at A class of Senior High School*

## C. Lessons Learned, Success Factors & Suggestions for Improvements

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On the basis of the aforementioned description and in the light of the experience of EAVN from the organization, implementation and evaluation of the “GEAR against IPV” workshops in Greece, it was evident both the **teachers’ and students’ enthusiasm** with the workshops. On the one hand, the **teachers** were **highly satisfied** with the workshops’ implementation and -as they stated- they themselves were benefited from the workshops’ implementation in various aspects at both personal and professional level, as they stated many times that their relationship with their students was improved due to the workshops and that the Teachers’ Seminar as well as their entire experience gained from the workshops’ implementation helped them to identify in their personal life, aspects of inequality and/or violence.

Even though before starting the implementation of the workshops some of them were concerned if they would be able to implement such a workshop (e.g. insecurity with the topic, no previous experience with similar projects), or about students’ questions or reactions (e.g. how comfortable they would feel to discuss the targeted topics) or even afraid of their parents’ reactions, during and at the end of the implementation all of their initial inhibitions disappeared!!! Instead of them -as they stated- their involvement in the **implementation of the workshops was a unique experience** not only for their students but also for them and apart from the benefits that they themselves and their students gained the workshops revealed also a positive impact on their school and the parents of the students congratulated the teachers for the fact that they implemented this kind of workshop at their school.

Moreover, among the “useful advice” that they provided with future implementers were included the phrases: *“get ready for a unique experience”, “do not hesitate to implement it” “having the teacher’s manual on hand they have nothing to be afraid of”, “I would urge you to venture to do and enjoy this project because it will have a substantive impact on both you and your students”*. Furthermore, it was revealed at the end that the main barrier that the teachers faced was the factor “time” as they wished to have more time at their disposal for the implementation of more activities.

After the end of the “GEAR against IPV” workshops and at the beginning of the new school year (September 2016) a) three teachers informed EAVN that they plan to start the implementation of the workshop again in their schools during the current school year (2016-2017), b) two Municipalities in Attica and one Municipality from another Prefecture of Greece in collaboration with a shelter for abused women expressed their interest to train teachers in their region in order to start the workshops’ implementation in the region and c) there is interest from primary schools to implement the first modules of the workshops.

Below are listed some of the teachers’ comments after the end of the workshops:

- *“Many benefits for the children and also for their environment, and mainly their families. Many parents requested to talk to me as they were impressed by the topic of the program and its activities. The program was an opportunity for discussion within the families”*
- *“It was enlightening for children, their families and their social environment in general. They realized that what we have got used to do and to accept as ‘normal’ creates a potentially dangerous environment for women in our society but also difficulties in having decent and equal relationships for both sexes”*
- *“Unbelievable cooperation! I cannot express it in words... Maybe I am influenced by the messages we receive these days saying congratulations to the children. Students were sensitized and made every effort to convey their experience to other young people!”*
- *“Words cannot express my experience. I believe that I helped the children as much as I could during the workshop to realize some things. I saw opinions being expressed with frankness, students cooperating with each other, ‘weak’ students to participate vigorously, established views to be challenged – a society to promote the work of children with joy (a society, that even though it is a rural one, realizes the importance of this action!). What else to say? There are no words to describe this experience...”*
- *“It was a unique experience, I saw children from a different perspective. We think we know how they are thinking -judging by ourselves when we were at their age- but everything has changed since then.... It was a surprise for me that helped me to understand and observe them in a better way and to react differently. Finally, this experience helped me personally, my behavior towards children and my personal relationships”*
- *“I learned a lot for children and the way of their thinking and behaving, that helped me -and will continue to help me- to handle them differently. In addition I discovered a lot for myself and my relationships, a way to reflect my life and I understood why some things had happened to my life”*
- *“it was the permanent topic of discussion at school all the year. Children that were not in the group they were asking for it, parents addressed to me many times with positive comments. I believe that I laid down a good seed that I hope to see it flourish in future”*

The students, on the other hand, were not only **highly satisfied** with the workshops that they participated in but also they **wanted to be continued** the workshops. The extent that they themselves believe that they were **benefited** from the workshops was also very high. It seems that the students were (and are) ready to participate in workshops aiming to Gender Equality Awareness Raising against Intimate Partner Violence (even though the educational system has not yet decided the incorporation of such projects at school), as they fully realize that the topics of the “GEAR against IPV” Workshops concern them in their everyday life; one female student wrote: *“Thank you for this workshop that you organized and I am grateful to you because it helped me significantly and very much”*; another male student believes that such projects should be implemented at school *“Because children are getting prepared for the future and gain experience, without living the experience (which is good)”* and another



female student wrote in her questionnaire “*This workshop is very useful and I believe that it should exist as a lesson and to be taught just like all other lessons*”. EAVN, that shares the same opinion with the students, is planning to take actions towards a wide dissemination of the “GEAR against IPV” Workshops at schools, by continuing to implement Teachers’ Seminars and informing as many stakeholders as possible (i.e. teachers and other professionals, schools, organizations and the responsible decision making authorities) in order the information about the “GEAR against IPV” workshops and the availability of the related material to reach every school in Greece. This effort has already started and the teachers’ interest is very high.

### **Success factors of the intervention**

We strongly believe that among the success factors of the workshops are included:

**A. Teachers’ Training Seminars: the experiential way of conducting the training of the implementers** (simulation of a GEAR against IPV Workshop) that provides teachers with:

- a “safe” environment that enables teachers to more effectively and defencelessly identify and modify their own gender stereotypical attitudes and/or behaviors, any use of sexist language and/or any tolerant to violence attitudes or behaviors they may hold
- a model for implementing the Workshop; it is offered to the participants the opportunity to observe how they can quit an “authoritarian” style of teaching (if they have it), how they can implement activities they consider they would not feel comfortable with, and how to handle students’ reactions that they are “afraid” they would not be able to handle
- the opportunity to obtain the same experience the adolescents are expected to have during the “GEAR against IPV” Workshop

Therefore, after the seminar a) teachers strongly believe on the importance of the project, they have experienced the intervention’s benefit to themselves and are motivated to transfer this gained knowledge and experience to young people for their benefit too and b) feel confident, secure and that they have acquired the necessary skills to implement the workshops even though they are still afraid about some aspects (e.g. how parents will react) that progressively disappear during the implementation

**B. The GEAR against IPV Material** for teachers (Booklets III - IV) that

- provides teachers with a large number and variety of activities and thus they are able to select those that fit best to their classroom’s needs but also to their own needs (activities that make them feel comfortable and competent to implement)
- is very structured and detailed in order to guide inexperienced teachers step-by-step, but also very flexible in order for teachers to be able to adjust the instructions to their personal style
- provides teachers with ready-to-be-used material per activity (verbatim instructions, students’ worksheets and handouts) as well as information and examples of the expected result of each activity
- provides teachers with all necessary theoretical and practical information they may need for preparing their interventions but also for appropriately responding to potential cases of abuse
- includes activities that can also be endorsed in their everyday teaching

**C. Students' engagement is very enthusiastic and active** and this can be attributed to the following factors of the GEAR against IPV Approach:

- the **topic** (intimate relationships) is very **close to their interests and directly related to their everyday life**
- such kind of topics are **rarely discussed openly** in the school or other setting
- the activities included are very **attractive** for adolescents concerning both their **format** but mainly due to the **exclusively experiential character** of learning and the child-centred approach that is used (active learning techniques)
- the power of **peers' influence is used** for obtaining knowledge as well as for modifying towards the desired direction students' attitudes (when they are gender stereotypical or tolerant to violence): in this way adolescents feel that they "discover" the correct answers and solutions, which provides them with a **strong feeling of ownership of the results**; the **teacher's role** is a) to create a **safe environment** and to provide support and supervision so that each and every student feels empowered to freely express her/his own opinion (even if it is against the group's) and b) to **discreetly guide the group** to find their own solutions and answers and NOT to try to impose the "correct" answer to the group (this is the most difficult part for most of the teachers – to get rid of their authoritative style of teaching during the workshop and to trust their students' maturity). We consider that these factors are the main reasons that explain the strong **team bonding** that we observe in every Workshop.
- the **young people are setting the ground rules** of the group at the beginning of the workshop (not the teacher)
- **engages equally girls and boys**, as both sexes are considered equally responsible to contribute to the building of their healthy intimate relationship and they are both negatively affected by gender stereotypes. Even though boys at the beginning may develop resistance and adopt a defensive stance, soon they realize that **the Workshops' activities are** not in favour of girls and against the boys but **in favour of both girls and boys**; actually, the workshop **guides adolescents of both sexes** to identify the downsides of the patriarchal structure of the society and of male privileges to both boys and girls, as well as to their relationships, **with the aim to empower both boys and girls** to be able to deal with peer/social pressure and to feel free to make their own decisions and to choose to be the person they want to be instead of trying to conform to the image of the "real man" or of the "real lady".
- via the activities, adolescents progressively obtain an **insight on the opposite gender's perspective** and they have the opportunity **to examine their own gender's perspective, to assess it and to modify it** according to their own priorities and wishes and not according to the socially imposed norms. In most of the times, **this is the first time** that girls and boys **openly discuss such kind of topics**, like their intimate relationships, the way couples are communicating their feelings, thoughts and opinions and IPV.

#### D. Other factors

- it is provided **support** and **feedback** to teachers during the implementation
- after the their own sensitization, the adolescents
  - are engaged in developing materials for their **peers sensitization** (peer campaigns)
  - **their voices are being heard** at conferences presenting along with their teachers the experience they gained from their participation in the workshop
- the workshop's implementation is being evaluated by the adolescents and their views are **taken into consideration**
- when the entire school supports the workshop then the impact of the intervention to the entire school and the local community is enhanced.

Finally, according to our opinion it is **important teachers to implement the students' workshops** (and not external-to school-facilitators) **because**:

- **teachers already have this role** and are willing and interest to obtain **skills** that will allow them to **more effectively fulfil this role**: students often approach a trusted teacher to ask for help and almost always teachers feel that they are not competent to respond properly to children's needs
- **students state** (in their evaluations) that such type of interventions **should be conducted** in school setting and **by their teachers**
- teachers already have **an established relationship** with the students, which **enhances the effectiveness** of the implementation
- **trained teachers can be a permanent task force** for the years to come, as they can carry out adolescents' Workshops with their students every year, independently of geographical region and available resources
- when such workshops are conducted by teachers, this **signifies teachers and school as focal points** (where students can go to ask for help for such issues like abuse); in addition to the support students may find, by this way it is **enhanced the strength of the preventive message** that is emitted, namely that the school does care for this matter (prevention of IPV) because it's important.

#### *Suggestions for improvement*

On the basis of the experience gained from the workshops' implementation in Greece the following suggestions for improvements can be outlined:

- the Teachers' Seminars are strongly recommended to start at the beginning of the school year (e.g. October) in order the teachers to have at their disposal the time that is necessary for the preparation and the implementation of the workshops which are also recommended to be implemented during the school year
- it is also suggested the provision of support and feedback to the teachers who are implementing the workshops as the support that was provided by EAVN during the entire duration of the

workshops was -apart from highly appreciated by the teachers- proven that it was very useful for them

- a national conference at the end of the workshops is suggested to last at least 2 days (if the workshops are more than 10) in order the teachers and students to have the necessary time at their disposal to present their experience in front of the public (and not in parallel sessions). In addition, by this way it is offered to different groups of adolescents from different schools the time and space to exchange views and experiences.

## Conclusion

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Since almost all children and adolescents attend school, **the educational system**, at all levels, is the ideal setting, 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 –even in primary education- interventions related to gender stereotypes and equality, as a means of primary prevention of gender-based violence it is, therefore, imperative.

On the basis of **the experienced gained it is recommended the approval and institutionalization** of the use of the Greek GEAR against IPV Package (Booklets II, III and IV) for the implementation of Workshops with adolescents by specially trained teachers and professionals providing services to adolescents.

**Systematic teachers' training** are also recommended in using the GEAR against IPV educational material through training seminars implemented annually with a specific methodology so as every school has at least one properly trained teacher who is qualified to implement the “Building Healthy Intimate Relationships” Workshops.

**It is strongly recommended the systematic implementation of the GEAR against IPV Workshops in the educational setting through:**

- the **appropriate use of the GEAR against IPV** (Booklets III and IV) educational material that provides the opportunity to use experiential, interactive and attractive activities, which promote children's voluntary and active participation
- students' sensitization on all Modules of the GEAR against IPV educational material
  - **during a whole school year** (e.g. two consecutive school hours per week) or
  - **during different school years** in classes of secondary education or among educational levels [e.g. implementing Modules 1-2 (Gender stereotypes and gender equality) in Elementary school and Modules 3 (Healthy and unhealthy relationships) and 4 (IPV – Awareness raising and ways of intervening) in Junior and Senior High School]
- creating the conditions that facilitate the annual implementation of the “Building Healthy Intimate Relationships” Workshops, preferably **incorporated in the school curriculum and in entire classes** (15-25 students), with mixed groups of boys and girls (minimum duration: 13 teaching hours)
- **evaluating the effectiveness** of the Workshops by the students who participated and teachers-implementers with the outcomes being used to monitor, update and improve the material and the process of implementation
- systematic provision of **support and feedback** to teachers during the Workshops' implementation by an organization specially qualified on issues of gender equality and gender-based violence against women and girls
- providing the opportunity to students **to create messages and artworks** at the end of the workshop aiming to launch an informational and awareness raising **campaign against gender-based violence** targeted to adolescents all over the country (via these initiatives schools contribute to community awareness raising through students' mobilization)
- conducting a 2-day **Conference at the end of each school year** with invited speeches being held from representatives of student participants and teachers-implementers of the workshops from various schools (one Conference per 20 groups).



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# Annexes

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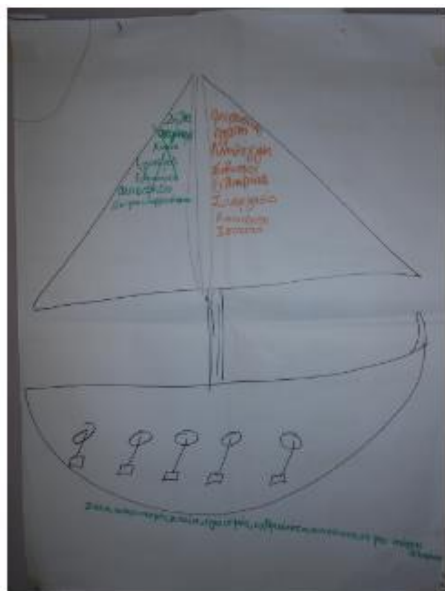


## **Annex 1**

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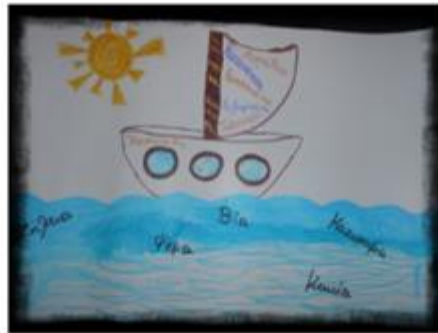
### **Photos from workshop's implementation**



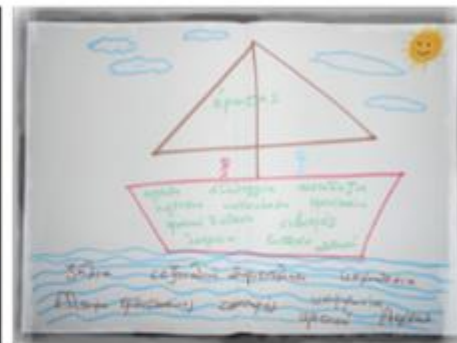




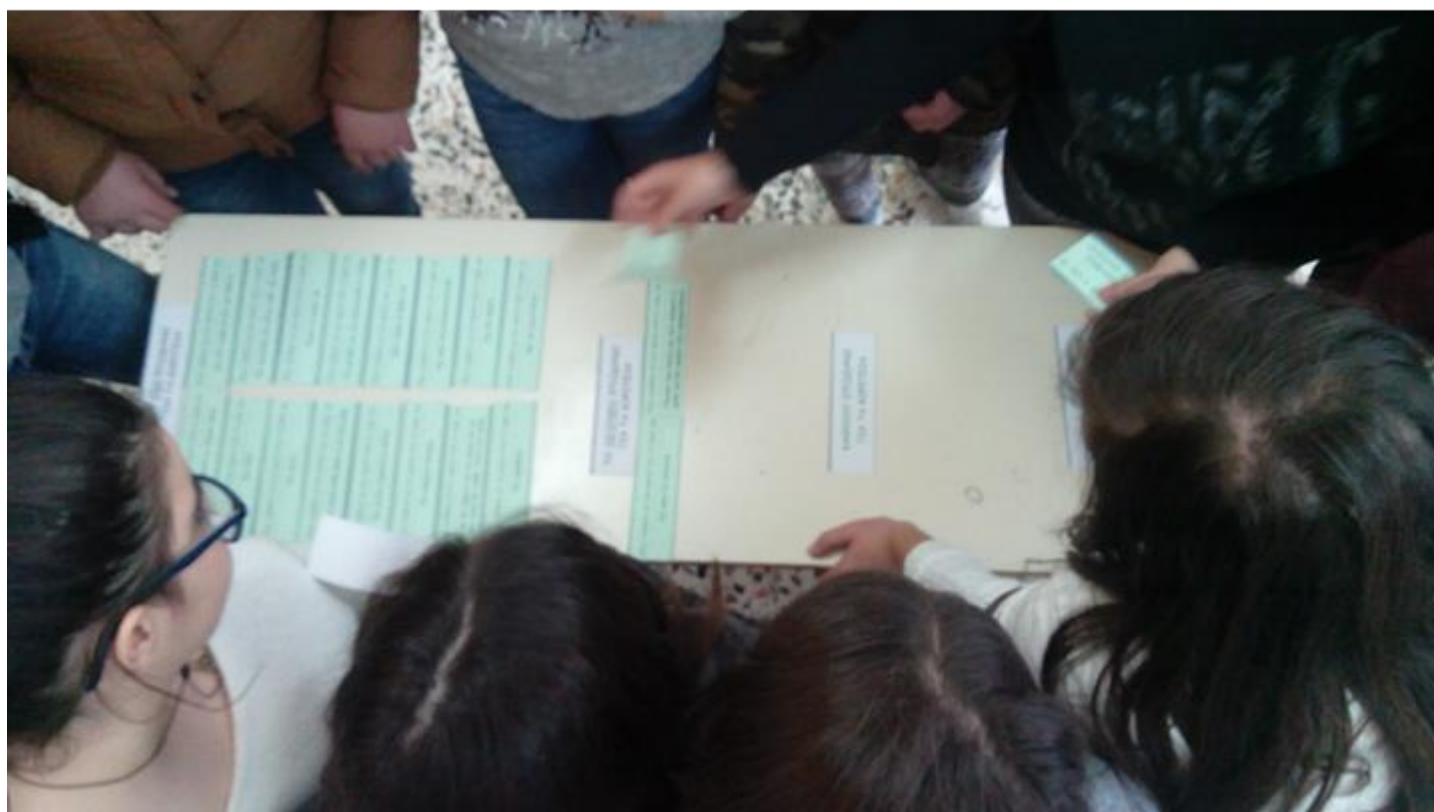




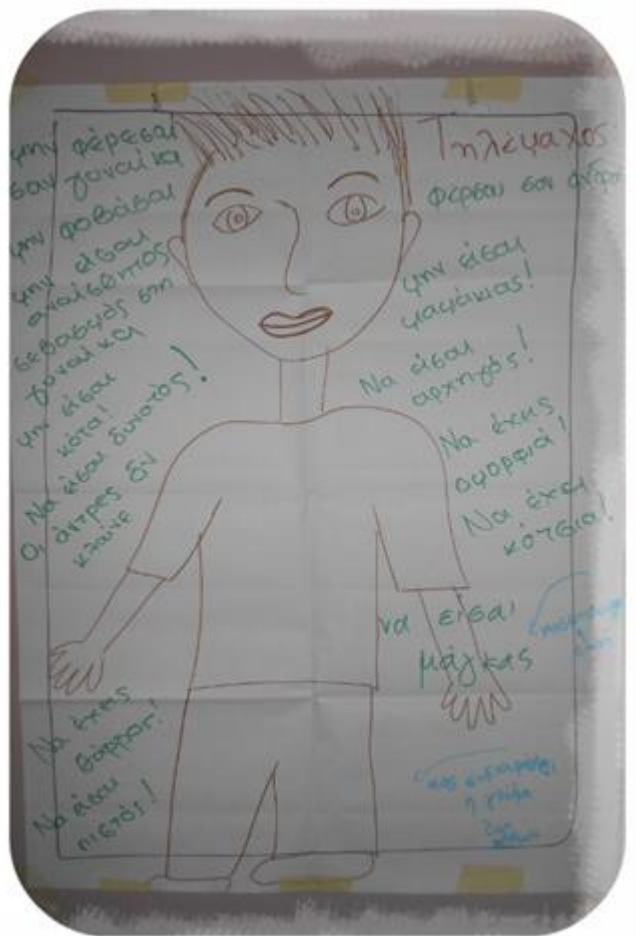
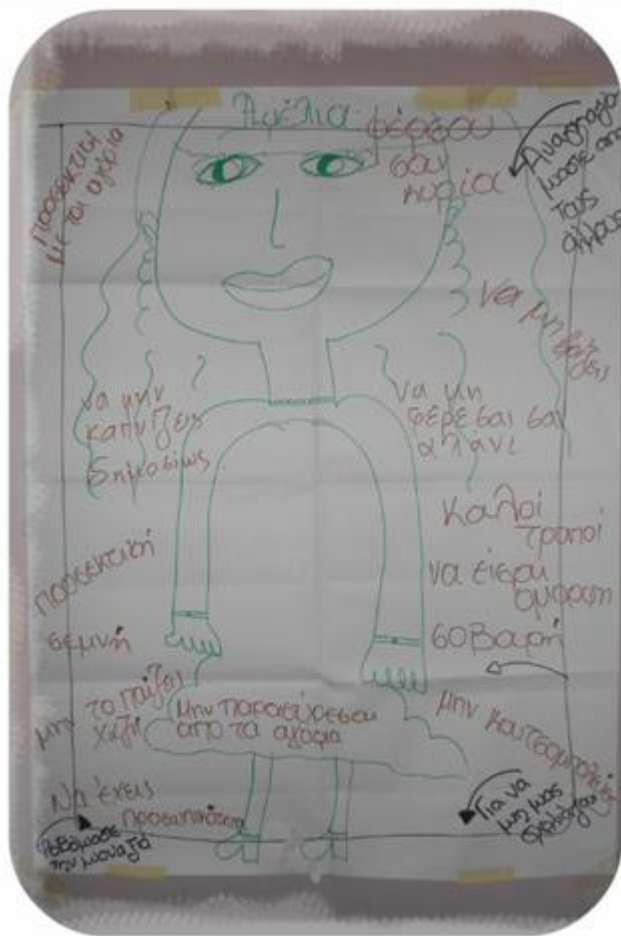
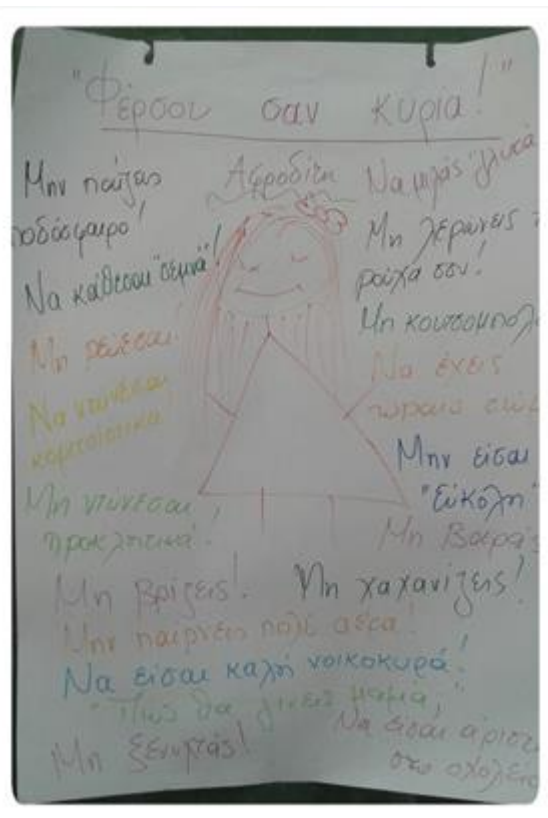














## **Annex 2a**

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



The background features a torn paper effect with a white top layer, a purple middle layer, and a light grey bottom layer. Small, multi-colored confetti (red, yellow, blue, green) is scattered throughout the entire image.

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

Ευρωπαϊκό Δίκτυο κατά της Βίας

**VIOLENCE  
REFUSANCE**

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

Αγαπητέ Μαθητή,

Αγαπητή Μαθήτριά,

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 Ευρωπαϊκό Δίκτυο κατά της Βίας και το Χαμόγελο του Παιδιού έχουν 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

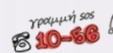
Όλα τα έργα που θα δημιουργηθούν από τις ομάδες εμπειρογνομόνων θα περιληφθούν στην διαδικτυακή εκστρατεία (εκτός από την απίθανη περίπτωση που τα μηνύματα ενός έργου έρχονται σε αντίθεση με τους σκοπούς της Εκστρατείας).

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 επινόησης, πραγματικό ή φανταστικό)
- τα ονόματα όλων των δημιουργών του έργου
- το όνομα της/του εκπαιδευτικού που υλοποίησε το Πρόγραμμα μαζί σας
- το όνομα του τμήματος και του σχολείου 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)), μέσω Facebook και ιστοσελίδων του Ευρωπαϊκού Δικτύου κατά της Βίας και του Συλλόγου Το Χαμόγελο του Παιδιού, 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.).

Η επιλογή των ισχυρότερων μηνυμάτων θα προέλθει συνδυαστικά, από το αποτέλεσμα ψηφοφορίας των εφήβων στους/στις οποίους/-ες στοχεύει η καμπάνια και από των μελών μιας επιτροπής, που θα αποτελείται από επιστήμονες των φορέων που συντονίζουν την εκστρατεία.



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!

Ευρωπαϊκό Δίκτυο κατά της Βίας

♦ Κική Πετρουλάκη



## **Annex 2b**

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### **Materials developed for the realization of the Campaign**

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## The 26 materials included in the Competition

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Video



**Junior High School of Krioneri Korinthias | Team: "Schedia" | Teacher: Vassiliki Micha**  
**WINNER OF THE COMPETITION**  
(1ST - votes from the general public and special committee)

Video



**1st Junior High School of Agios Nikolaos, Crete, Class C4 | Teacher: Maria Karakou**  
**WINNER OF THE COMPETITION**  
(2ND - votes from the general public and special committee)

Video



**The Smile of the Child - Kareas | Title: "I intervene now"**  
**WINNER OF THE COMPETITION**  
(3RD - votes from the general public and special committee)

Video



**5th Junior High School of Ksanthi | Teacher: Stavroula Mpouziani**  
**WINNER OF THE COMPETITION**  
(votes from the general public)

Drawing



**4th Junior High School of Chios, Class B1 | Team "Equal Smiles" | Teacher: Emi Lada**

Art work - collage



**3rd Junior High School of Syros, Class B1 | Teacher: Maria Polydorou**

Video



**Junior High School of Kalavrita | Team: "eponymous" | Teachers: Maria Eksarchopoulou, Pantelis Athanasiou**

Drawing



**The Smile of the Child Korinthos**

Video



**9th Junior High School of Patra | Creation: Karapanagiotis Dimitris, Andriopoulos George, Georgakopoulou Sofia, Vassiliki Andrikopoulou | Teacher: Maria Kondili**

### Drawing



**The Smile of the Child - Aigion /**  
Creation: Christina & Giota /  
Teacher: Dora Triantafyllopoulou

### Art work



**The Smile of the Child - Kyllini /**  
Creation: Vassilis, Panagiotis,  
Manolis, Evaggelia, Daniel,  
Andreas, Panagotis / Teacher:  
Katerina Ksenou

### Video



**The Smile of the Child -**  
Thessaloniki/Foinikas / Creation:  
Ali, Artemis, Frosso, Giannis,  
Aggelos / Teacher: Anastasia  
Meletlidou

### Drawing



**2nd Junior High School of Chania,**  
Class B3 / Creation: Chrysoula  
Papoutsidaki, Michaela  
Nikolarakou / Teacher: Christina  
Kompitsaki

### Drawing



**1st Junior High School of**  
Markopoulo Mesogaia /  
Creation: Vivianna Marini, Maria  
Filippou / Teacher: Aglaia Koutra

### Video



**2nd Junior High School of**  
Kalamata

### Poster



**Senior High School of Eleftherios**  
Venizelos / Chania, Creta / A` Class  
/ Teacher: Dimitris Vlachodimos

### Drawing



**The Smile of the Child - Agrinio /**  
Creation: Andreas, Vassiliki,  
Evaggelia, Kostas, Spyros,  
Christos / Implementer: Maria  
Tsonopoulou

### Calendar



**The Smile of the Child - Corfu**

### 4 Collages



**The Smile of the Child - Marousi**

### Drawing



**4th Junior High School of**  
Rethymnon / Creation: Smaragda  
Maripodi, Lefteris Andriotis, Asia  
Azmpie, Emioni Maniou, Aliai  
Louentio Konstantinos / Teacher:

### 2 Drawings



**1st Junior High School of**  
Zakynthos / Teacher: Foteini  
Dimitropoulou

Video



**Night Junior High School &  
Classes of Senior High School -  
Elefsina**

Drawing



**The Smile of the Child - Moschato**

Collage



**The Smile of the Child - Melissia /  
Team: "Alpha"**

Drawing



**Junior High School Plateos -  
Imathia**

Collage



**The Smile of the Child - Mytikas /  
Creation: Antonis Karagos,  
Marios Kakkos, John  
Tsomleksoglou, Paraskevi  
Kleidonari, Nikoletta Tsimpouni,  
Maria Perdiki / Teacher:  
Anastasia Spanou**



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## Additional material developed for the campaign

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*Drawing*



*1<sup>st</sup> Junior High School of Zakynthos*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos - Imathia*

*Drawing*



*Junior High School Plateos -  
Imathia*

*Drawing*



*1<sup>st</sup> Junior High School of  
Zakynthos*

*Drawing*



*1<sup>st</sup> Junior High School of Zakynthos*

*Drawing*



*4<sup>th</sup> Junior High School of  
Rethymnon*

*Drawing*



*The Smile of the Child - Kareas*

*Drawing*



*1<sup>st</sup> Junior High School of Zakynthos*