

Gender **E**quality **A**wareness **R**aising



against
Intimate
Partner
Violence



Co-funded by the DAPHNE III
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Booklet I

Master Package & How to Develop your own "GEAR against IPV" National Package

Revised Edition, 2015



Gender Equality Awareness Raising





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The activities included in the 1st edition of the Master Package were derived from a literature review of publications and materials that have been developed by various organizations and professionals around the world, and we would like to thank the authors/publishers who provided their permission to use, adapt and translate activities included in their materials.

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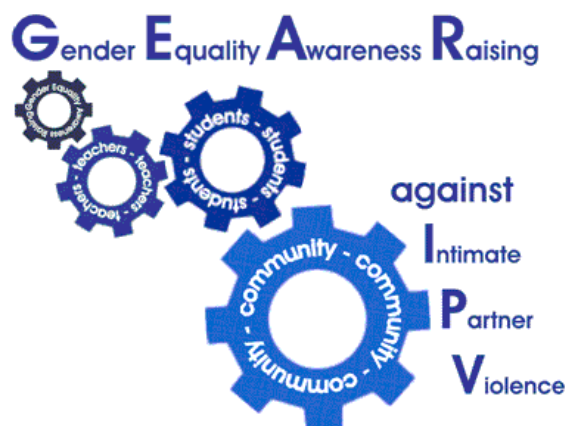
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National GEAR against IPV Packages, currently available: Austrian, Croatian, Cypriot, German, Greek, Romanian, Spanish (for future additions, please check on the project's website (www.gear-ipv.eu) or contact with EAVN (info@antiviolence-net.eu)).

Booklet I:

**Master Package & How to Develop Your
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Package
Revised Edition**

Introductory Note



The present Booklet, the first of four booklets of the Master Package, consists of three main parts:

Part A provides all the information concerning the aims and technical characteristics of the "GEAR against IPV" Approach and projects as well as the structure and contents of the Master Package and the stages followed for its development.

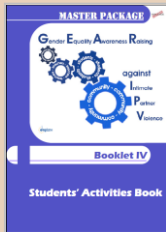
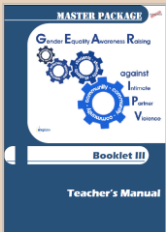
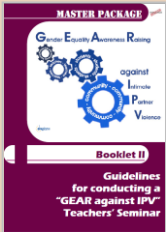
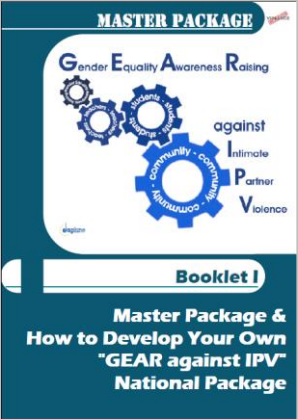
Part B is compiled in the form of a guide addressed to those interested in developing their own "GEAR against IPV" National Packages in their countries' official languages, and provides guidelines for the proper adaptation of specific cultural and other characteristics and existing conditions of each country, such as the extent of the problem of IPV, the best practices applied for the prevention of IPV or of GBV in general, the existing legislation concerning IPV and the existing supporting structures for victims and/or perpetrators.

Finally, **Part C** suggests a series of actions for the promotion of National Packages, including dissemination and publicizing of the effort, as well as of the methods for lobbying, with the ultimate aim to integrate the project's intervention in secondary schools' curricula. In this context, Chapter C.2 underlines the necessity for an intervention like "GEAR against IPV" in the field of education via presenting the reasoning in the format of hypothetical letters addressed to four different target-groups (students, their teachers and their parents, as well as policy makers).

Annexes present a) the methodology used for the development of the Master Package (Annexes 1 and 2^a) and b) the methodology that is suggested for the development of the National Packages: more specifically, tools that can be used for cultural adaptation are presented in Annexes 2^b, 3^a and 3^b, while for the development of National Booklet I a specific template will be provided by EAVN.

In the context of two DAPHNE projects "GEAR against IPV" I & II [JLS/2008/DAP3/AG/1258 & JUST/2013/DAP/AG/5408], the **Master Package** was developed, revised and consisted the basis for the development of **7 National "GEAR against IPV" Packages** for Austria, Croatia, Cyprus, Germany, Greece, Romania and Spain.*

* Available at the projects' website: www.gear-ipv.eu, or upon request from the responsible partner



A. The "GEAR against IPV" Approach

A. The “GEAR against IPV” Approach

A.1. What is the “Gender Equality Awareness Raising against Partner Violence” Approach

The “**G**ender **E**quality **A**wareness **R**aising [GEAR] against **I**ntimate **P**artner **V**iolence [IPV]” is a coordinated action of IPV primary prevention through training teachers and raising secondary school students’ awareness on gender equality issues. Through a series of workshops that include interactive activities, conducted in the classroom and coordinated by properly trained teachers, students are encouraged to identify and evaluate the culturally “inherited” and deeply rooted stereotypical perceptions of gender roles –which can often lead to IPV- and to modify them. The aim is for the students to approach apparent differences between the sexes not as general superiority or inferiority of one sex over the other, but as what they really are, that is, individual differences between men and women as well as to understand that gender differences are not inherent to each sex but are simply social constructs.

In order to achieve this aim, the “GEAR against IPV” suggests the implementation, in the context of education, of gender equality awareness raising and IPV prevention activities; the learning objectives, planning, tools and implementation methodology for these activities have been compiled in the four Booklets of each National Package, that can be developed on the basis of the “GEAR against IPV” Master Package.

The “GEAR *against* IPV” approach has some very important characteristics that render it, not only unique, but also qualified for a good practice.

More specifically the “GEAR *against* IPV”:

- **connects directly IPV with gender inequality** and it makes this exclusively via **active learning techniques** and **experiential activities** for adolescents
- is **child-centered**: teens are guided (not taught) **to explore** their own attitudes and the impact they have to their lives, as well as **to ‘discover’** and **exercise** life skills that will enable them to develop healthy, **violent-free intimate relationships**
- provides **ready-to-be-used material** for developing a **complete intervention** (teachers’ training – adolescents’ Workshops – evaluation)
- contains a strong **evaluation component** (tools + methodology) for process and effectiveness evaluation (including also measurements of the sustainability of the interventions’ effect)
- **is effective**: the evaluation results from its first implementations show that the interventions included (teachers training and students awareness raising) are highly effective
- **offers** (in the Master Package) the **methodology and material** for developing material **culturally appropriate** for any country

- **is available** for use **in 7 EU-MS** (7 National Packages are already available); at the end of the “GEAR against IPV-II” project, its interventions’ will have been pilot-tested in all of them
- consists a **precise fulfillment of** the requirements set by **Article 14** of the Council of Europe (2011) ***Convention on preventing and combating violence against women and domestic violence***.



A.1.1. Projects’ Identity

The **“GEAR against IPV” project** [JLS/2008/DAP3/AG/1258] was a 24-month action (December 2009-November 2011), co-funded by the European Commission (DAPHNE III Program, Justice, Freedom and Security Directorate-General) and the participating Organisations.

A total of five Organisations from four countries participated in this project: three EU-27 Member States (Austria, Germany, and Greece) and one candidate country (Croatia). The Coordinating Organisation of the project was the European Anti-Violence Network-EAVN (Greece). The Partner-Organisations were SPI Forschung hGmbH (Germany), Austrian Women’s Shelter Network, AÖF/ Information Centre Against Violence (Austria) and the Hellenic Association of Health Education Teachers (Greece), while the Center for Education, Counselling and Research-CESI (Croatia) participated as an associate partner. Finally, Prof. Carol Hagemann-White (Germany) participated as an expert who was responsible for the project’s external evaluation.

The **“GEAR against IPV”-II project** [JUST/2013/DAP/AG/5408] also was a 24-month action (October 2014-September 2016), co-funded by the European Union’s DAPHNE III Program. This project too was coordinated by the European Anti-Violence Network-EAVN (Greece) and externally evaluated by Prof. Carol Hagemann-White (Germany).

A total of five Organisations from five EU-28 Member States participated as partners: Center for Education, Counselling and Research-CESI (Croatia), Mediterranean Institute of Gender Studies-MIGS (Cyprus), The Smile of the Child (Greece), Association for Gender Equality and Liberty-ALEG (Romania) and Plataforma unitària contra les violències de gènere (Spain).



A.1.2. Description of the “GEAR against IPV”

Violence against women and girls, a serious and urgent¹ public health problem for all societies, regardless of their socio-economic status, is one of the main causes

¹ Garcia-Moreno, C., & Watts, C. (2011). Violence against women: an urgent public health priority. World Health Organization Bulletin, 89 (1), 2-3. Available at: <http://www.who.int/bulletin/volumes/89/1/10.085217>.

of injury and death of women between 15 and 44 years of age worldwide.^{2,3}

When it comes to **young girls**, though, the term *intimate partner violence* seems to be very restrictive in describing the *experiences of adolescents suffering some kind of violence or coercion by a person (peer or adult) with whom they are either involved in some type of relationship (dating, romantic, sexual or intimate) or who is pursuing a relationship. It should be noted that sexual assault and coercion also occurs without any close relationship, as in the case of acquaintance sexual abuse, which can be a single incident.* This long “definition”, even though difficult to be used, encompasses all forms of violence against girls, for which the “GEAR against IPV” material endeavours to be a preventive intervention. For this reason, throughout the remainder of the text we will continue to interchangeably use the terms *gender-based violence, intimate partner violence, dating violence or violence in relationships*, but the reader is urged to bear in mind this definition on all of these occasions.

The patriarchal structure of most modern societies and gender stereotypes have been identified as two of the most important causal factors² of the aforementioned forms of violence against girls and women.

Primary prevention of IPV may be effectively achieved through interventions aiming at the prevention of the establishment or the modification of already established stereotypical perceptions of gender roles and, at the same time, at the formation of beliefs essential for the development of equal -and therefore healthy- partner relationships. The student population, which is essentially the future adult population, is probably the most appropriate target population for the implementation of interventions of this type, since individuals in this age group are at a stage during which the re-negotiation of stereotypical attitudes and perceptions and of all kinds of established beliefs is much more flexible and probable in comparison to older age groups. The educational system, which not only functions as a centre for learning, also acts as an agent of socialisation through students’ interaction with their teachers as well as with each other in the classroom, making it the ideal setting for implementing interventions such as those aiming at primary prevention of gender-based violence.

The “GEAR against IPV” approach falls exactly into this type of intervention, namely of IPV primary prevention, because it addresses the student population and, as a first and essential step towards the prevention of IPV, it aims at raising their awareness on gender equality issues, identifying and revising possibly distorted gender perceptions and promoting equal, healthy relationships. Teachers are called on to undertake the facilitation of the intervention’s activities in the classroom.

What did the “GEAR against IPV” achieve? As already mentioned, the ultimate goal of this effort was mainly to contribute to the protection of girls and

² World Health Organization/London School of Hygiene and Tropical Medicine (2010). Preventing intimate partner and sexual violence against women: taking action and generating evidence. Geneva: World Health Organization.

³ CoE - Council of Europe, (2002). *Recommendation 1582: Domestic violence against women*. Strasbourg: Council of Europe. Available at: http://assembly.coe.int/Main.asp?link=/Documents/AdoptedText/ta02/EREC1582.htm#_ftn1

women from all forms of gender-based violence) as well as to develop public health policies and practices aiming to promote gender equality. The tool to achieve this aim was the Master and the National "GEAR against IPV" Packages⁴.

The **"GEAR against IPV"** project's main achievements were a) the development and wide distribution of the culturally adapted and revised –based on the evaluation results– **Master Package** and four "GEAR against IPV" **National Packages** (Austrian, Croatian, German and Greek); b) **adolescents' awareness raising** (via students' Workshops in 3 MS) regarding the harmful effects of gender stereotypes, their deconstruction and the development of safe and healthy intimate relationships with zero tolerance towards violence and, consequently, c) increasing the possibility for disclosing incidents of violence by adolescents whose awareness has been raised; **improvement of the teacher's ability** (via teachers' Seminars in 3 MS) d) to understand issues related to gender stereotypes, such as how they are related to the manifestation of gender-based violence and what the primary warning signs are in order to identify such cases and e) to use the produced material in order to implement "GEAR against IPV" Workshops with students of secondary schools.

In the context of the "GEAR against IPV-II" project, a **Revised Edition of the Master Package** was developed on the basis of which, **three new National Packages** (Cypriot, Romanian, Spanish) were created, evaluated and revised, while **two** of the existing Packages (Croatian and Greek) **were updated**. Under guidance of the National Packages, the "GEAR against IPV" main interventions (**Teachers' Seminars** and **Students' Workshops**) were implemented and evaluated in the 5 MS; in addition, material and interventions were pilot-tested with **high-risk children and adolescents** in 3 MS.

Furthermore, aiming to expand **awareness raising to adolescents' general population, peer-dissemination** was used: adolescents participated in the "GEAR against IPV" Workshops, were given the opportunity to create and convey to their peers, their own preventive messages via an **e-campaign** and a **National Conference**, held in each of the 5 MS.

Another new component that was added in the context of this project was the initiation of **mapping of preventive and supportive initiatives for IPV/SV in teens** for the 5 participating MS; it is envisioned that this mapping will be enriched for more MS, via the contribution of delegates from 28 MS and 8 candidate/potential MS that will be invited to participate in an **EU Conference** with the main aim to **broadly disseminate the "GEAR against IPV" material and approach**.

Who benefits from the "GEAR against IPV" interventions? The main beneficiaries during the implementation of both of the co-funded DAPHNE III project were teachers who participated in the teachers' training seminars and secondary school students, who participated in workshops that were conducted by specially trained teachers. The teachers' seminars and students' workshops were conducted in 3 EU Member-States (Austria, Germany and Greece) in the

⁴ The development of the Master and the National Packages are described in detail in Chapter A4 and in Part B, respectively.

context of the "GEAR against IPV" project and in 5 Member-States (Croatia, Cyprus, Greece, Romania and Spain) during the "GEAR against IPV-II" project's life.

The group of beneficiaries was further expanded in the "GEAR against IPV-II" project, by additionally including high-risk children, their pedagogues and other professionals working with them, in an effort to pilot-test the effectiveness of the "GEAR against IPV" approach with abused/neglected/vulnerable children (aged 12⁺).

Additional beneficiaries, apart from those who participated in these particular projects, include teachers and students in secondary schools, mainly in the 7 participating countries, as their National Packages have been translated, culturally adapted and are available for use, as well as secondary schools' populations in other countries that *will develop* National Packages, according to the step-by-step guidelines included in this Booklet.

Finally, in the long run, the intervention is expected to benefit mostly young girls and boys who, by participating in the students' workshops, will get the opportunity to examine their own beliefs and revise possible misconceptions or distortions related to gender roles, thus preparing themselves to build healthy, equal, and non-violent relationships. In particular, girls are expected to benefit from the "GEAR against IPV" students' workshops, as well as of all similar projects and actions aiming at the promotion of gender equality, as all of these efforts advocate for the creation of societies where all individuals, regardless of sex, have equal rights and obligations and are equally respected by others.

As **teachers** work on a daily basis with adolescents and are the ones who may conduct the workshops in the classroom, they may have much more opportunities to positively influence students towards a zero tolerance attitude against violence against girls and women. Teachers however are not necessarily, due to their specialty, different than the rest of the population: they may have their own personal -possibly distorted- perceptions of gender and the related roles and expectations, which are formed -as expected- due to the influence they also receive from the socio-cultural environment, in which they live.

In case teachers -whether consciously or not- share the same stereotypical beliefs with the general population, this factor can negatively impair the expected outcomes of their implementations in the classroom. In other words, the effectiveness of the intervention's implementation greatly depends on the extent to which the teachers themselves are aware of and theoretically trained on issues concerning gender equality, the characteristics and causal factors of gender-based violence, the effect that gender stereotypes and the patriarchal structure of society have on the manifestation of violence against girls and women, as well as the characteristics of healthy relationships and the way in which such a relationship may be achieved. In order to ensure (as much as possible) that teachers' attitudes will not be a barrier for the implementation of "GEAR against IPV" workshops in the classroom it is suggested, before the initiation of the Workshops in the classroom, to conduct teachers' training seminars.

In order to meet this need, the second of the four booklets of the Master Package, was developed including detailed *Guidelines for Conducting a "GEAR against IPV" Teachers' Seminar*. Booklet II describes the process of planning and conducting a teachers' seminar with three aims: i) to sensitise and inform teachers about the aforementioned issues as well as to provide them an opportunity to systematically examine, identify and –why not- deconstruct their own beliefs and or modify their behaviors that may reflect stereotypical patterns regarding gender and/or gender-based violence; ii) to build teachers' capacity to appropriately conduct "GEAR against IPV" Workshops in their classrooms and iii) to build their capacity to identify and support their students who suffer or have suffered any type of abuse. In addition to issues closely related to the proper implementation of the Workshop in the classroom, the training also includes issues widely accepted to constitute main risk factors for the occurrence of IPV such as the harmful effects of societies' patriarchal structures and culturally inherited and deeply rooted gender stereotypes; moreover, information on existing legislation concerning handling of abuse incidents and the available infrastructure for each country must be provided to teachers. Trained teachers are expected to be more effective in their effort to prevent students from becoming either victims or perpetrators of gender-based violence, as well as to reinforce the attitude of zero tolerance towards violence during this relatively early stage of their lives.

Taking into consideration that, already from birth, children come in contact with often erroneous beliefs about gender differences, it becomes evident how important the deconstruction of these stereotypes, at the youngest possible age, is. Moreover, the workshops' target population, that is, secondary school students, are at a stage when they are either having or have just had their first romantic or sexual experience. The educational system has, thus, the possibility to become a successful intervention setting, providing the students with the awareness raising necessary, as well as with the skills that will enable them to avoid getting involved in violent relationships and also to react to the occurrence of violence.

Due to the fact that almost all children and the majority of adolescents attend school, the need for integration of interventions targeting the promotion of gender equality and the prevention of any form of gender-based violence in the curricula of schools and subsequent implementation is imperative.



A.2. Aim of the "GEAR against IPV" Master Package

The "GEAR against IPV" Master Package was designed to be used as a model for the development of National Packages for conducting gender equality promotion and IPV prevention interventions in the educational setting. To this end, the Master Package includes all of the guidelines and procedures necessary in order to ensure the best possible development of properly adapted National Packages for any country. Each of these National Packages may comprise an integrated, flexible and user friendly tool for the organisation, preparation, support, implementation and evaluation of interventions in the classroom, aiming at the

primary prevention of intimate partner and dating violence, as well as of sexual coercion and acquaintance rape. Target countries are all European Union Member States and candidate countries as well as the EFTA countries.



A.3. Structure of the "GEAR against IPV" Master and the National Packages

Each "GEAR against IPV" Package consists of four complementary booklets:

"GEAR against IPV" Booklet I. In the Master Package, Booklet I is entitled *Master Package and How to Develop your own "GEAR against IPV" National Package*; this booklet is addressed to agencies and/or professionals in the areas of IPV prevention and gender equality promotion, especially in school settings that are interested in developing their own National "GEAR against IPV" Packages. Booklet I aims primarily at informing them on the use of the material and intervention in general (Part A), and also to act as a "guide" for the development (translation and cultural adaptation) of National Packages (Part B) that will enable the implementation of the "GEAR against IPV" Workshops in secondary schools in countries other than the ones that have participated in the "GEAR against IPV" projects. The last part of this booklet (Part C) contains suggestions for any interested parties (agencies or professionals who will develop their own National Packages) on how to effectively disseminate their National Packages and furthermore to lobby in order for the "GEAR against IPV" Workshops to be incorporated in the curricula of secondary education.

In **National Packages**, **Booklet I** is entitled [*country name*] *"GEAR against IPV" Package*, as it consists of the introductory booklet for the series. For this reason it contains only a few parts of the Master Booklet I, after appropriate adaptation and completion of country-related information.

"GEAR against IPV" Booklet II: Guidelines for Conducting a "GEAR against IPV" Teachers' Seminar. The second booklet is addressed to organisations and professionals who are interested in and are responsible for training teachers, and includes all of the necessary step-by-step procedures for organizing and implementing teacher training seminars. "GEAR against IPV" seminars aim at raising teachers' awareness on gender equality issues, developing their skills in identifying stereotypical beliefs concerning gender roles and understanding how they are possibly related to the occurrence of IPV, as well as informing them on what they can do in cases of disclosure of an abuse incident, namely of the existing legislation and available infrastructures in their country. The same booklet includes guidelines for training teachers on how to use the Teacher's Manual (Booklet III) and Students' Activities Book (Booklet IV), as well as on the methodology and tools to be used for evaluating the Teachers' Seminar.

"GEAR against IPV" Booklet III: Teacher's Manual. The "Teacher's Manual",

along with Booklet IV "Students' Activities Book", comprise the backbone of the material for both the Master Package and the National Packages. The aim of Booklet III is to provide teachers with all of the information necessary for effectively implementing the "GEAR against IPV" Workshop in the classroom, as well as to enrich their knowledge on the issues addressed by each Module and each activity, along with the necessary tools for both the implementation (Booklet IV), and its evaluation. Trained teachers will obtain step-by-step guidelines for designing the implementation of a Workshop adapted for the specific needs of their class and the time available. Booklet III provides guidelines for selecting the most appropriate activities from each Module, aiming at fulfilling the learning objectives that the teachers themselves consider as being important to achieve depending on their classroom's needs, as well as guidelines for evaluating the Workshop's effectiveness.

As far as its contents, the teacher's manual is structured in 5 Parts providing an overview of the intervention and its aims (Part A), information on how to plan, prepare, organise, document (Part B), evaluate (Part C), monitor and report the results (Part D) of a "GEAR against IPV" Workshop in the classroom.

The core part of the Manual (Part E), which provides a step-by-step description of the Workshop's implementation, is structured based on three thematic Modules: gender stereotypes and gender equality, healthy and unhealthy relationships, and issues concerning IPV, in addition to an Introductory Module. Two of the Modules are further divided into Units. More specifically, the module "Gender Stereotypes and Gender Equality" includes the thematic units "Gender Stereotypes and Masculinities vs. Femininities" and "Patriarchal Societies". Each Unit include a series of experiential and interactive activities aiming at the distinction between sex and gender, the examination of gender roles and gender stereotypes (Unit 1) and activities concerning the identification of unequal distribution of power among "superior" and "inferior" groups, the advantages of the "ruling class" and the harmful behaviors resulting from this uneven distribution of power (Unit 2). The module "Intimate Partner Violence" is further divided into two Units addressing the issues of raising awareness (Unit 1) and approaching gender-based violence from the point of view of a bystander and intervention possibilities (Unit 2). All of the activities in each module are presented using a common structure, namely: *short introduction, learning objectives, duration, material and preparation, suggested step-by-step process, expected outcome* (for monitoring the procedure) and *teacher's tips*.

The Annexes in Booklet III include background theoretical and country-specific information related to Gender (in)equality and IPV/dating violence/gender-based violence issues (ANNEX A) as well as suggested literature for further reading (ANNEX D) in order for the teacher to be informed on issues that s/he might not have fully mastered, before proceeding with the implementation. Finally, the tools that can be used for evaluating and monitoring the intervention are presented in Annexes B and C.

"GEAR against IPV" Booklet IV: Students' Activities Book. All of the material (worksheets, handouts, self-evaluation questionnaires, etc.) necessary for the implementation of each activity described in Booklet III, is available in

Booklet IV of the Master Package. This booklet is thus structured so as to facilitate locating the appropriate material for each activity, as well as for reproducing it (printing and copying), so that it may be used in the classroom or distributed to the students participating in the activities as homework or for future use.



A.4. How the "GEAR against IPV" Master Package was developed

The "GEAR against IPV" Master Package was initially developed during the first year of the implementation of DAPHNE III "GEAR against IPV" project (2009-2010), with the support of the European Commission, by the European Anti-Violence Network (Greece), Coordinating Organisation of the project, with the assistance of the three Partner-Organisations from Austria, Croatia and Germany.

As far as the methodology of the Master Package, the procedure was as follows:

Step 1: Using the "GEAR against IPV" objectives as a guide, the project's Coordinator set the general thematic modules of Booklet III (described in detail in the preceding Chapter).

Subsequently the structure of Booklet IV's material was developed, which essentially includes the supportive material that can be used by students during the implementation of each specific activity described in Booklet III.

In addition to the topics in Booklet III's Modules, some more topics were identified for which teachers who would later be implementing the "GEAR against IPV" Workshops in their classrooms require proper training. These topics defined the thematic areas of the *Background Theoretical Information (ANNEX A in Booklet III)* that have been included in the *Teachers' Manual*; they also defined the structure of Booklet II, aiming to guide teachers' training.

The structure of Booklet I was eventually developed, including general information about the "GEAR against IPV" project and its objectives, as well as about the Master Package and, more importantly, the guidelines for any interested parties (agency and/or professionals) on how to develop their own National Package on the basis of the Master Package.

Step 2: The rationale, the structure and the thematic areas for each of the four Master Package Booklets were extensively discussed during the 1st Managerial Meeting by the entire partnership. The representatives of the four countries (Austria, Croatia, Germany, Greece) introduced their suggestions and observations for all aspects ("rationale", structure & content), in regards to their country-specific characteristics for the topics to-be-addressed (gender equality, gender stereotypes, GBV, IPV, the patriarchal structure of society etc.), as well as in regards to the existing situation in their country regarding, for example, the operation of educational systems, the opportunities available in schools' curricula that would allow the endorsement of "GEAR against IPV"

Workshops and the estimated adequacy of teachers' training on related issues.

The structure of each of the four "GEAR against IPV" Master Package Booklets was finalized after the modifications and improvements were endorsed on the basis of the partners' contributions.

Step 3: The next step was the compilation of the content of the "GEAR against IPV" Master Package; the Master Package, even though it is a complete Package in regards to its structure, contains some "empty slots" for parts that require adaptation among countries; the empty slots are accompanied by instructions for interested parties on how to complete the necessary information. The aim of this Master Package is to provide the "model" after which complete and properly adapted National Packages may be easily developed..

The compilation of the content of the "GEAR against IPV" Master Package began with Booklets III and IV, that is with the "Teacher's Manual" and the "Students' Activities Book".

The main sources of information for these two booklets were the following:

- Educational material developed in the context of previous DAPHNE programs (adapted by the Project's Coordinator as described in Chapter A.4.1)
- An International Literature Review and review of the respective national literature of each of the project's Partners' countries (conducted as described in Chapter A.4.2 and Annex 1^a)

Step 4: In order to be included in Booklet III of the "GEAR against IPV" Master Package, all selected activities were translated into English and presented in a uniform manner in order to comply with the predesigned format:

- Short introduction
- Learning objectives
- Duration
- Material and Preparation
- Suggested step-by-step process
- Expected outcome (that may be used for monitoring the process)
- Teacher's tips

At the end of this stage, experts on subjects related to primary prevention of violence were asked to assist, by evaluating the material in terms of its thoroughness, appropriateness and quality (including characteristics such as structure, language and format). The evaluation process and results are described in Chapter A.4.3.



A.4.1. Adaptation of existing educational material

The material that constituted the base for developing the Master Booklet III was

the *Trainer's Manual*⁵ of the series *Sensitizing male population against intimate partner violence (IPV)* that had been developed, pilot tested and evaluated in the context of a previous DAPHNE project.⁶ The target group of this Manual is professionals working with small or large groups of young adult males aiming at raising their awareness on issues related to gender equality and intimate partner violence. As also underlined in the introductory note in the "Trainer's Manual" the same material may, with appropriate modifications, be used for implementing interventions with mixed groups, consisting of boys and girls. These "appropriate modifications" were realised in the context of the "GEAR against IPV" project. More specifically, the adaptation of the material to meet the needs of the "GEAR against IPV" Master Package was undertaken in three stages:

- Activities and accompanying material related to the Modules in Booklet III of the "GEAR against IPV" Master Package were selected to be included if, after appropriate adaptation, were appropriate to be used with a group of adolescents of both sexes. Therefore, out of the 28 activities, 14 were rejected due to the fact that they exclusively address only male and/or adult population and 14 were selected for adaptation and incorporation in the new material.
- Each of the selected activities was modified in order to a) allow implementation with groups with both sexes, b) allow implementation with small groups, and c) appropriately address secondary school students (14-16 years old), as opposed to the previous material, which was addressed to young adult (>18 years old) males.
- Each modified activity was adapted for the structure designated for the presentation of all of the activities in the "GEAR against IPV" material.

The material was also supplemented with additional activities that had been pilot tested in the context of a previous DAPHNE project⁷ as well as with activities identified during the literature review, a process that is described in the Chapter that follows.



A.4.2. Literature Review: Method & Results

The review mainly focused on searching for both published and unpublished sources from websites of organisations and services whose actions were related to the promotion of health, gender equality and the prevention of gender-based violence, dating violence and IPV (a list of the sources searched is presented in ANNEX 1^b).

⁵ Petroulaki, K., Dinapogias, A., Morucci, S., Petridou, E. (2006). Series: Sensitizing male population against intimate partner violence (IPV)-Trainer's Manual. Athens: Center for Research and Prevention of Injuries (CEREPR), Department of Hygiene and Epidemiology, School of Medicine, Athens University.

⁶ Daphne II Project: Improving the Response to Intimate Partner Violence (IPV) in Military Settings (JAI/DAP/2004-1/101/WY).

⁷ DAPHNE III project: *PERSPECTIVE-Peer Education Roots for School Pupils to Enhance Consciousness of Tackling and Impeding Women Violence in Europe* (JLS/2007/DAP-1/100)

The aim of this search was to identify material related to the thematic modules in the "GEAR against IPV" Booklet III, addressed to individuals aged 14-16 of both sexes. The material identified during this search was evaluated on the basis of predefined criteria, in order to decide if they would be selected for further adaptation and incorporation in the "GEAR against IPV" material. There was no initial limitation on the number of activities of the new material as the entire partnership agreed that the material could be very extensive and could include as much information and activities as possible, so that each interested future user would be able, by selecting activities from those available, to develop his/her own material that is most appropriate for the specific needs of his/her class, special characteristics of his/her country's educational system and the time available.

The review –mainly via internet- was performed by the coordinating organisation, as well as by the project partners' research groups: each group searched for material from their own country (Austria, Germany, Greece, Croatia), which they subsequently adapted and translated into English, while the coordinating organisation performed an additional search in European and international sources. The coordinating organisation composed an inventory of all of the material located in all of the partners' countries, as well as in other countries.

The methodology used for searching and identifying the related material is described in detail in the *Literature review protocol*, which can be found, along with the extraction forms used, in Annex 1^a.

Literature Review Results

Four researchers, one on behalf of each Partner, performed the national literature reviews (for Austria, Germany, Greece and Croatia respectively), while the European and international review was undertaken mainly by the Project's Coordinator, but also by the Partners (Table A1 presents, in numerical terms, the literature review results for each stage).

This procedure lasted from January until May 2010.

According to the methodology described in Annex 1^a (with only two slight modifications in the translated "keywords" that proved to be necessary), a total of 220 related materials were identified. According to the national reports of the literature review results, 137 of these materials were excluded during the first stage without being reviewed due to the fact that they didn't fit the purposes of the "GEAR against IPV" Project.

The remaining 83 materials, including a total of 94 activities, were reviewed in depth; 55 of the reviewed activities were excluded, leaving 39 activities judged as eligible for inclusion in the "GEAR against IPV" material. The reasons for excluding an activity or material at any stage were the following:

- Some eligible activities were excluded due to their similarity to others, already included in the material
- The learning objectives of some activities did not coincide with the objectives of the material under development

- Some activities were addressed to different age group target populations (younger or older than 14-16 years old)
- The quality of the material for certain activities was considered inadequate
- The information available regarding the description and/or the translation of the procedure was inadequate
- The material mainly focused on sexual health issues
- The content of some texts, mainly books and scientific publications, was theoretical, without including activities or possibilities for implementation

Finally, 35 of the 39 activities that were considered eligible for the "GEAR against IPV" material were included in Booklets III and IV. The reason for excluding these 4 activities was mainly missing or unclear information in regards to their implementation process.

A more detailed description of the methodology and the results of the Literature Review is available in the respective project's Report (www.gear-ipv.eu).

Table A1. Literature Review Results

Participating Countries and Organizations				
Country	Austria	Germany	Greece	Croatia
Partner Organization	Austrian Women's Shelter Network	SPI Forschung	European Anti-Violence Network (EAVN)	CESI – Center for Education, Counselling and Research
Results of Literature Review				
Total Number of Identified relevant activities/documents	30 activities 3 films	50	92	45
Number of identified but not reviewed activities/documents (excluded during the first stage)	10	40	66	21
Number of reviewed but excluded activities	30	1	11	13
Summary of the main reasons for excluding activities	<ul style="list-style-type: none"> • ineligible target group (mainly concerning the age) • Different objectives • some were too lengthy and the resources for translations were limited 	The source focused too strongly on sexual health topics.	<ul style="list-style-type: none"> • some activities were too similar to others that were already included in the manual • poor quality of some activities • some activities were considered as inappropriate for the targeted ages (e.g. targeting either a younger or older age than 14-16 years old) 	Books and articles – theoretical text not including activities or activities were already covered by other material
Number of activities reviewed and Included in the "GEAR against IPV" Master Package	5 (out of 6 initially proposed)	4 (out of 7 initially proposed)	15	11
Original Language of initially proposed material	Austrian/German=6	German=4 English=3	Greek=1 English=14	Croatian, Serbian, Bosnian =11



A.4.3. Evaluation of format-thoroughness-quality of material by experts

The development of the "GEAR against IPV" Master Package, which aimed to include all of the information that is considered to be *common among countries*, namely information that, most probably can be transferred to almost every country after the appropriate adaptations have been made, was completed with the synthesis of the results from the aforementioned procedures.

At this stage a group of experts was contacted in order to contribute to the evaluation of the Master Package, concerning its format, structure and the thoroughness and quality of each Booklet's contents. It is reminded that this evaluation concerned only the parts of the material that are considered common among the countries (and not those that were adapted and added to National Packages based on the respective countries' characteristics).

Formation of the group of experts: All partners and the external evaluator proposed experts on issues of gender equality promotion and GBV prevention in the educational settings at European and International levels.

Twenty-three experts were identified and invited to contribute to the evaluation of the Master Package.

Table A3. Experts (in alphabetical order) who evaluated the "GEAR against IPV" Master Package

Name	Expertise and/or Affiliation
Maria de Bruyn	Senior Policy Advisor, Ipas
Shanna Burns, M.Ed	Research Associate, CAMH Centre for Prevention Science
Regine Derr	German Youth Institute, Information Centre Child Abuse & Neglect
Amir Hodžić, MSc	Croatian National Expert, Psychologist
Maja Mamula	Croatian National Expert, Psychologist
Ana Markulin	Teacher of Croatian Culture and Philosophy
Lori Michau	Co-Director, Raising Voices
Artemis Pana	Independent Consultant - Gender Based Violence
Matina Papagiannopoulou	Sociologist/Criminologist, Specialised Scientific member of the office of the Secretary General for Gender Equality, Greek Ministry of Interior
E. Lisa Price, Ph.D.	Associate Professor and Registered Psychologist, Acadia University
David Wolfe, Ph.D	RBC Chair in Children's Mental Health and Head, CAMH Centre for Prevention Science

Out of the 23 experts:

- 6 did not respond at all

- 2 responded that they could not do the evaluation due to time restrictions
- 1 responded that he would not do it without payment
- 4 responded positively but in the end did not send their evaluations due to lack of time
- 10 accepted the invitation, reviewed and commented on the Booklets of Master "GEAR against IPV" Package; it should be explained here that the 10 evaluations were conducted by 11 individuals due to the fact that in one instance two individuals from the same Institute shared the evaluation task.

Out of the 10 evaluations received, half concerned the complete "GEAR against IPV" Master Package (namely all four booklets were evaluated); the rest of the evaluations concerned 3 out of the four booklets (1 expert), 2 out of the 4 booklets (3 experts) and 1 booklet (1 expert) –depending on the available time of each expert, as depicted in the table that follows.

	Booklet I	Booklet II	Booklet III	Booklet IV
1.	✓	✓	✓	✓
2.	✓	✓	✓	✓
3.	✓	✓	✓	✓
4.	✓	✓	✓	✓
5.	✓	✓	✓	✓
6.	✓	✓	✓	-
7.	✓	✓	-	-
8.	✓	-	✓	-
9.	-	-	✓	✓
10.	-	-	✓	-

Evaluation Tool: The tool developed for evaluating the Master Package (see Annex 2^a) consists of one sheet of guidelines and four "Evaluation Sheets", one for each booklet.

In the guidelines, the evaluators were asked to use a six-point scale (1= completely disagree to 6= completely agree) for rating a series of statements in order to evaluate each Booklet in terms of the following dimensions: a) Content's Completeness, b) Clarity and Precision, c) Methodological Issues, d) Structure & Functionality and e) Formatting & "User-friendliness". In case where a statement was rated with 1, 2, 3 or 4, the evaluators were instructed to comment on their answer and to document their suggestions concerning possible corrections. The same instructions were given in cases where an evaluator stated that s/he could not evaluate one or more statements.

Finally, the experts were asked to make a "general assessment" of each Booklet separately, where each of them had the opportunity to suggest that each booklet should stay as it is, be slightly modified, be greatly modified, along with their comments and observations regarding any modifications, to be omitted or to make additions that they considered necessary for improving the Master Package

Evaluation Results: In Figure 1 the mean scores of the experts' evaluations per Booklet are presented. Evaluation scores for all four booklets are high (ranging from 5.25 to 5.73 out of 6.00), indicating that, in general, experts considered the material to be of sufficient quality (Figure 1).

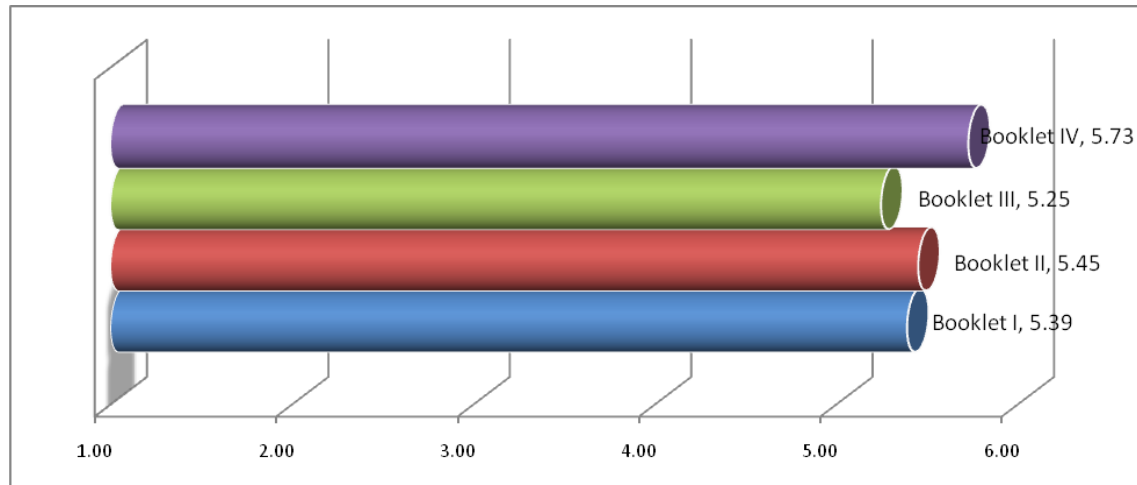


Figure 1. Mean evaluation scores per booklet

Similarly, the mean scores provided by experts for the individual characteristics under assessment for all booklets, namely for the "Content's Completeness", "Clarity & Precision", "Methodological Issues", "Structure & Functionality", "Formatting & 'User Friendliness'", were also high (>5.00/6.00). Experts agreed that the material is clear and precise, providing a score of 5.64/6.00 (the highest evaluation) and that the methodological aspects of the implementation concerning all four booklets were also sound (the score was slightly lower 5.15/6.00) (Figure 2).

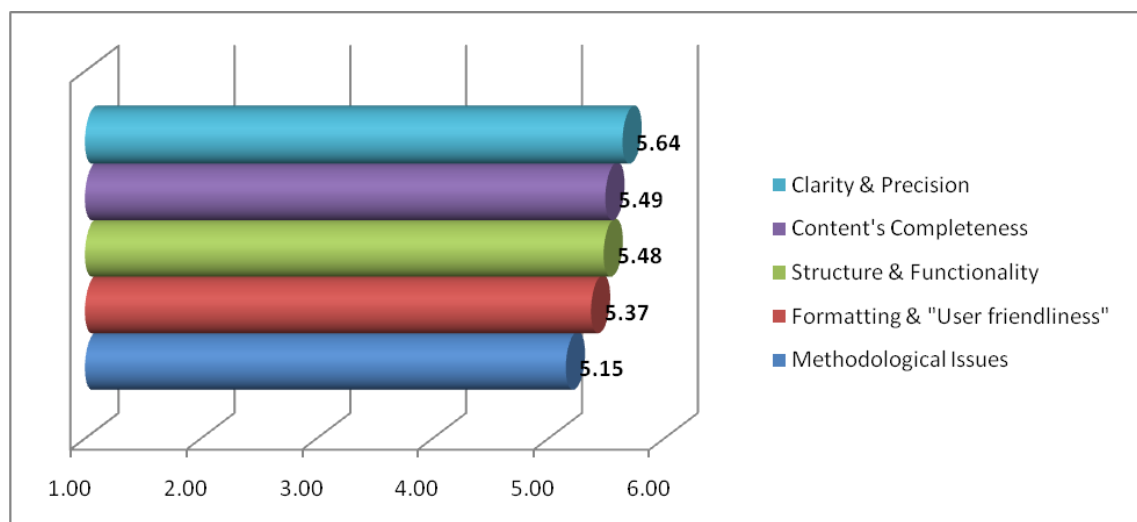


Figure 2. Mean evaluation scores of the four booklets per characteristic ("Content's Completeness", "Clarity & Precision", "Methodological Issues", "Structure & Functionality", "Formatting & 'User Friendliness'")

An overview of the experts' evaluations per booklet is provided in the paragraphs that follow. More detailed results of the experts' evaluation of the "GEAR against IPV" Master Package are available in the respective project's report (www.gear-ipv.eu).

Booklet I: Master Package & How to Develop your own "GEAR against IPV" National Package

The mean evaluation scores for Booklet I are derived from individual scores for 21 statements, which were categorized under the five general characteristics, for which the experts rated the extent of their agreement on a scale ranging from 1="totally disagree" to 6="totally agree".

The scores for the individual statements concerning Booklet I ranged from 5.00 (*"Difficulty level of Booklet I is suitable for potential users"*) to 5.88 (*"The main aim of the Project "GEAR against IPV" is clearly defined"*).

Three out of the 8 experts who reviewed and evaluated Booklet I suggested for it "to remain as it is", 4 suggested specific "slight modifications" and 1 suggested that "extended modifications" were needed.

An overview of the mean scores per assessed characteristic of Booklet I is presented in Figure 3a.

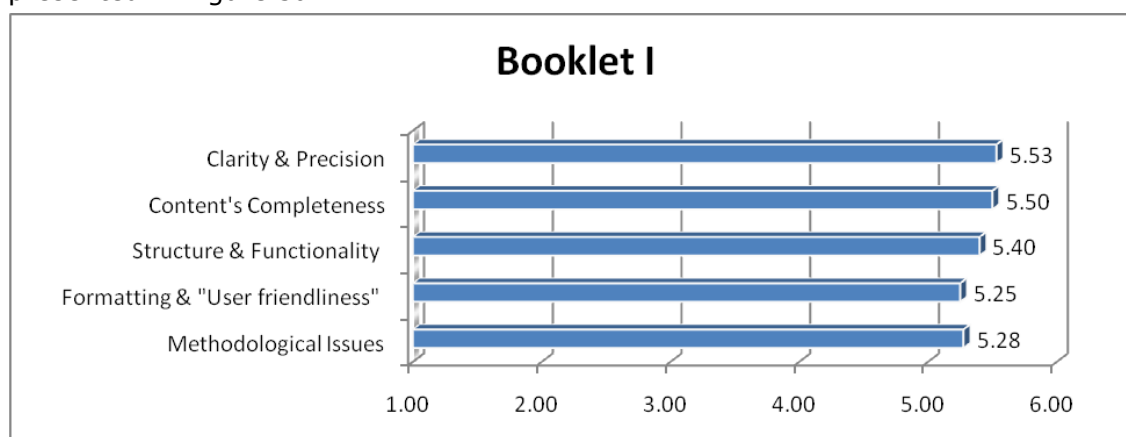


Figure 3a. Mean scores per characteristic for Booklet I.

Booklet II: Guidelines for Conducting a "GEAR against IPV" Teachers' Seminar

The mean evaluation scores for Booklet II are derived from individual scores for 19 statements, which were categorized under the five general characteristics. The scores for the individual statements concerning Booklet II ranged from 4.57/6.00 (*"Evaluation ready-to-use tools" for the evaluation of the teachers' seminar are appropriate*) to 6.00/6.00 (*"The main aim of Booklet II is clearly defined"* and *"Specific objectives of Booklet II are clearly defined"*).

Two out of the 7 experts who reviewed and evaluated Booklet II suggested for it "to remain as it is", 4 suggested specific "slight modifications" and 1 suggested that "extended modifications" were needed.

An overview of the mean scores per assessed characteristic of Booklet II is presented in Figure 3b.

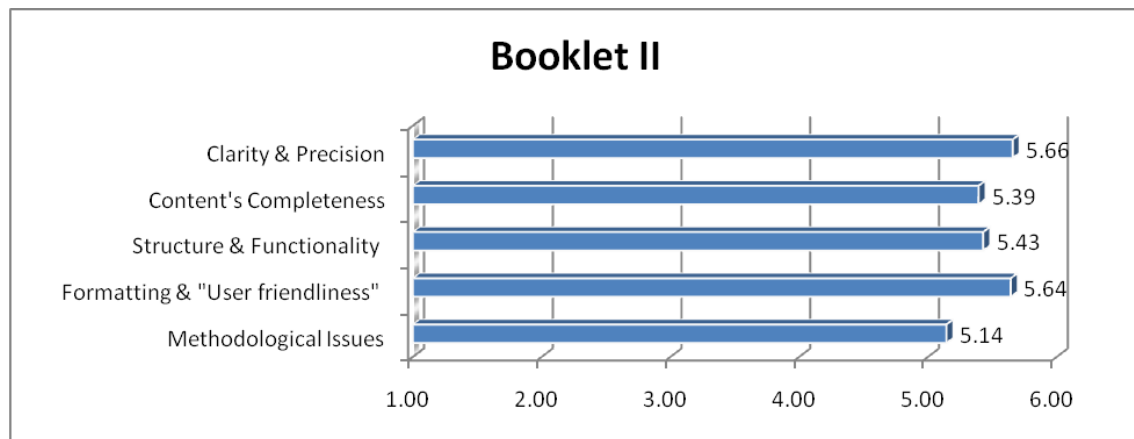


Figure 3b. Mean scores per characteristic for Booklet II.

Booklet III: Teacher's Manual

The mean evaluation scores for Booklet III are derived from individual scores for 19 individual statements, categorized under the five general characteristics. The scores for individual statements concerning Booklet II ranged from 4.56/6.00 (*"Evaluation methodology & ready-to-use tools are appropriate for the teachers to conduct effectiveness evaluation of the programme in classrooms"*) to 5.67/6.00 (*"Potential users (i.e. high school teachers) and target-population (i.e. high school students) are clearly defined"*).

Two out of the 9 experts who reviewed and evaluated Booklet III suggested for it "to remain as it is", 5 suggested specific "slight modifications" and 2 suggested that "extended modifications" were needed.

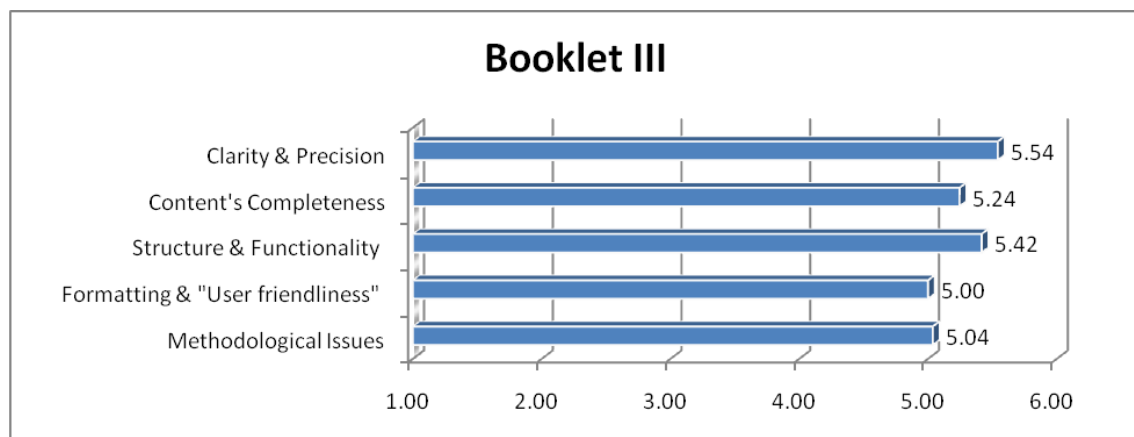


Figure 3c. Mean scores per characteristic for Booklet III.

An overview of the mean scores per assessed characteristic of Booklet III is presented in Figure 3c.

Booklet IV: Students' Activities Book

The mean evaluation scores for Booklet IV are derived from individual scores for 6 individual statements, categorized under the four general characteristics. The scores for individual statements concerning Booklet IV ranged from 5.33/6.00 (*"Formatting of individual materials makes Booklet IV user friendly for the teachers"*) to 6.00/6.00 (*"Booklet IV includes all the material needed for the implementation in the classroom of all the activities included in Booklet III"*).

Three out of the 6 experts who reviewed and evaluated Booklet IV suggested for it "to remain as it is" and 3 suggested specific "slight modifications".

An overview of the mean scores per assessed characteristic of Booklet IV is presented in Figure 3d.

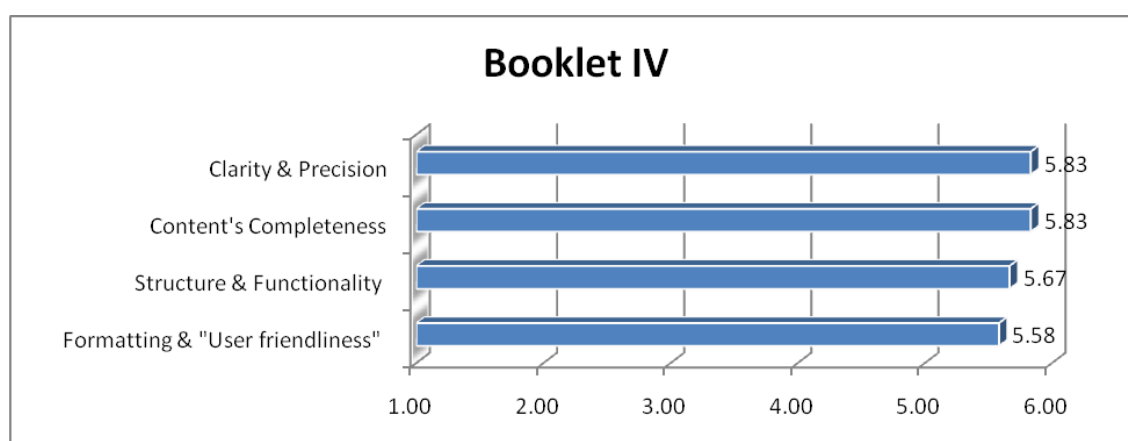


Figure 3d. Mean scores per characteristic for Booklet IV.

Conclusion

All experts provided valuable comments and suggested modifications for the "GEAR against IPV" Master Package, which were taken into account during the revision and finalization of the material. This process was an important step towards developing the material as the Master Package was the basis for the development of the Austrian, Croatian, German and Greek "GEAR against IPV" Packages and, hopefully, for more National Packages in the future.

Some of the general comments provided by experts who voluntarily evaluated the Master "GEAR against IPV" Package are quoted below:

- ✓ *This looks like it will be a very valuable resource and I'd be most grateful if you could send the final version to me!*
- ✓ *This looks like a great program and it is much needed.*
- ✓ *The booklets provide valuable information and an abundance of suggestions for activities for seminars and workshops against IPV.*
- ✓ *It might be helpful to instruct the reader to look through entire package first to orient themselves (I found the Master package more helpful once I had read through most of the other material).*
- ✓ *I remain overwhelmed by the enormity of the task you undertook. I have helped develop many national GBV prevention packages but none have been as comprehensive or ambitious as «GEAR against IPV». Your project is unique because it covers a huge range of activities beyond implementing an education initiative in a classroom setting. You have addressed the teacher training and classroom material elements of the project but you have also addressed the 'political' aspects of the package (i.e. lobbying) as well as the need for a framework to evaluate the package. You have done all this in a well thought-out and meticulous manner and I believe GEAR has huge potential to support progress in IPV prevention across Europe.*
- ✓ *If possible, consider reducing the amount of text to make it more "user friendly". The content is well developed and clear though.*
- ✓ *I commend its creators for doing such a fine job overall. I was really impressed with most aspects of it. Please pass my comments along.*
- ✓ *I'm really impressed with the work you have done! The educational material is comprehensive.*
- ✓ *Very impressive process done, materials are incredibly comprehensive and detailed -an enormous undertaking- congratulations! This will certainly be of use to the field. Some additional editing and formatting would help the reader.*
- ✓ *Congratulations on this project, I can see all the care and deliberations that went into it. I think it will be a very useful tool for schools.*



A.4.4. Finalization of "GEAR against IPV" Master Package and its Revised Edition

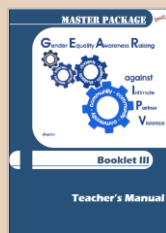
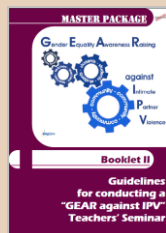
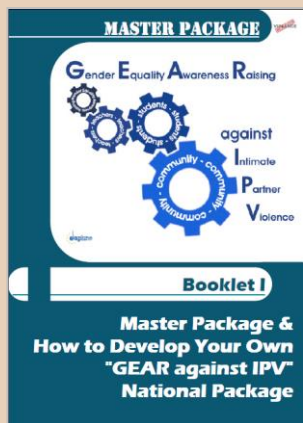
After receiving and processing the results of the experts' group evaluation regarding the structure, format and thoroughness of the Master Package's content, the evaluators' comments were gathered, categorized and discussed among the "GEAR against IPV" partnership, in order to decide on the necessary changes/modifications/corrections/ completions for the material in each Booklet.

The incorporation of the suggestions that resulted from this evaluation completed the "GEAR against IPV" Master Package.

Revised Edition of the "GEAR against IPV" Master Package. On the basis of the Master Package, four National Packages (Austrian, Croatian, German, Greek) were developed and used for the organization, implementation and evaluation of Teachers' Seminars and Students' Workshops in Austria, Germany and Greece in the context of the "GEAR against IPV" project.

All of the experience gained in the context of this project, both during the creation of the National Packages as well as during the interventions' design, implementation and evaluation, was fed to the *Revised Edition of the "GEAR against IPV" Master Package*, which was developed in the context of the "GEAR against IPV-II" project. In addition, the Revised Edition provided us with the opportunity to also include new research data (e.g. for the FRA survey) as well as other information [e.g. the Council of Europe (2011) Convention on preventing and combating violence against women and domestic violence]_that emerged during the period 2011-2014.

The current, *Revised Edition* of the "GEAR against IPV" Master Package was developed by the European Anti-Violence Network (Greece), Coordinating Organisation of the project, with the assistance of the four Partner-Organizations from Croatia, Cyprus, Romania and Spain.



B. HOW TO DEVELOP YOUR OWN "GEAR against IPV" NATIONAL PACKAGE

B. How to develop your own "GEAR against IPV" National Package

As already mentioned in Part A of this booklet, the aim of the "GEAR against IPV" project is to develop a flexible and user friendly educational tool for the prevention of IPV by examining and challenging culturally established gender stereotypes, addressed primarily to professionals in the field of education, who may proceed in implementing the "GEAR against IPV" Workshop in the classroom with secondary school students.

The rationale behind creating a Master Package was for it to become the basis for the development of "National Packages" that could guide interventions which will be implemented on the basis of a common methodology, primarily in the countries that participated in the Project and –possibly- in all EU member states, EFTA countries as well as candidate countries.

Although developing an identical tool for all countries would be much easier, the existence of cultural as well as socio-economic and other differences dictated that, apart from being translated, the material had to be culturally adapted for the specific characteristics of each country interested in developing its National "GEAR against IPV" Package. This adaptation, however, as becomes evident with one glance at the structure and contents of the material in Booklets II, III and IV is necessary for only some parts of the material, while for others, only translation into the official language of the country is required. With regard to the present Master Booklet I, neither translation nor adaptation is needed for most of it; this is due to the fact that its larger part is instructions and explanations and only a small part of it will be included in the National Packages' Booklet I (as has already been described in chapter A3), which will comprise the introductory description of each National Package.

Separate chapters in this Part provide guidelines regarding translation (Chapter B.1), so that the concepts in each National Package are in accordance with the Master Package's as well as guidelines concerning the parts requiring adaptation (Chapter B.3) or cultural adaptation (Chapter B.4). As far as the "empty slots" requiring completion are concerned, Chapter B.2 provides suggestions about which types of sources may be used as well as a proposal on how to present this information in the "GEAR against IPV" National Package.

In order to further facilitate professionals who proceed with developing National Packages for their counties, **Tables B1-B4** present the contents of Booklets I to VI respectively, pinpointing the parts that need to be modified in order for the contents of each National Package to be valid and to meet the needs of the target population(s) regarding the issues under consideration. Namely, the parts for which only translation is required, the parts that require adaptation and/or cultural adaptation according to the specific characteristics of the target groups of each country as well as the parts that require completion according to the conditions existing in each country (legislation, organisation, etc.). The symbols in the last column, next to the title of each chapter, entity or activity correspond to the following codification:

T	=	Translation
C	=	Completion of empty slots (existing conditions such as data indicating the magnitude of the problem, available policies, primary IPV prevention projects and organisations that support victims of abuse etc.)
A	=	Adaptation based on specifics of the country (such as the educational system, existent laws and regulations) or the available resources (time, human and financial resources etc.)
CA	=	Cultural Adaptation of the content, namely modifications that are necessary in order for the material and/or the interventions' process to become culturally appropriate for the country where it will be implemented



Table B1. Translation (T), completion (C), adaptation (A) and cultural adaptation (CA) requirements for the development of a "GEAR against IPV" National Booklet I

Booklet I: [Country name] "GEAR against IPV"*	Modification
Acknowledgments	T-C
Abbreviations	T-A
A. Introduction to the "GEAR against IPV" Project	T-CA
A.1. Projects' identity (A.1.1. in Master Booklet I)	T
B. LOBBYING FOR THE "GEAR against IPV" [country name] PACKAGE (C. in Master Booklet I)	T-A
B.1. Sustainability of the "GEAR against IPV" [country name] Package: advocating for the integration of the material in schools' curricula (C.1 in Master Booklet I)	T-A
B.1.1. Disseminating and promoting the "GEAR against IPV" [country name] Package (C.1.1 in Master Booklet I)	T-A-C
B.1.2. National dissemination "strategy" for the "GEAR against IPV" [country name] Package and the Project (C.1.2 in Master Booklet I)	T-A-C
B.2. "Why do schools need such a program?" (C.2 in Master Booklet I)	T-CA
Glossary (page 73 in Master Booklet I)	T-A-C

* For the development of Booklet I a template will be provided from EAVN



Table B2. Translation (T), completion (C), adaptation (A) and cultural adaptation (CA) requirements for the development of a “GEAR against IPV” National Booklet II

BOOKLET II: GUIDELINES FOR CONDUCTING A “GEAR AGAINST IPV” TEACHERS’ SEMINAR	Page in Master Booklet II	Modification
Abbreviations	iii	T
Acknowledgements	iv	T-C
INTRODUCTION	1	T-CA
A. HOW TO ORGANISE A “GEAR against IPV” TEACHERS’ SEMINAR	7	T
A1. Facilitator(s)/Instructor(s)	8	T
A2. Trainees	8	T-A-C
A3. Seminar’s Setting and Timing	10	T
A4. Budgeting the Seminar	10	T-A
A5. Drafting the Agenda	11	T-A
A6. Preparing the Seminar’s implementation	14	T
B. HOW TO IMPLEMENT THE “GEAR against IPV” TEACHERS’ SEMINAR	17	T
B1. Learning Methods	18	T-CA
B2. Building teachers’ capacity on implementing “GEAR against IPV” workshops in classroom	20	T-A-C
B3. Building teachers’ capacity on handling cases of abuse	26	T-A
C. HOW TO EVALUATE THE “GEAR against IPV” TEACHERS’ SEMINAR	30	T
C1. Aim of the evaluation	31	T-A
C2. Methodology	31	T-A
ANNEXES	37	T
ANNEX 1. “GEAR against IPV” Teachers’ Seminar Evaluation: Pre-questionnaire [T-S(pre)]		T-CA
ANNEX 2^a. “GEAR against IPV” Teachers’ Seminar Evaluation: Post-questionnaire [T-S(post)]		T-CA
ANNEX 2^b. Consent Form for Follow-up Evaluation		T
ANNEX 3^a. “GEAR against IPV” Teachers’ Seminar Evaluation: 1 st Follow-up questionnaire [T-S(fol. 1)]		T-CA
ANNEX 3^b. “GEAR against IPV” Teachers’ Seminar 2 nd Follow-up and Workshop’s Follow-up questionnaires [T-S(fol. 2) + T-W(fol.)]		T-CA
ANNEX 4. Certificate template for Teachers’ Seminar		T-C
ANNEX 5. PowerPoint presentation templates		T-C
ANNEX 6. Folder’s label template for the Teacher’s Seminar		T-C



Table B3. Translation (T), completion (C), adaptation (A) and cultural adaptation (CA) requirements for the development of a “GEAR against IPV” National Booklet III

BOOKLET III: TEACHER’S MANUAL	Page in Master Booklet III	Modification
Abbreviations	iv	T
Acknowledgements	iv	T
INTRODUCTION	1	T-CA
The [COUNTRY NAME] “GEAR against IPV” Package	4	T-C
Booklet III and How to Use it	5	T-C
PART A: OVERVIEW OF THE “GEAR against IPV” WORKSHOP	9	T
A.1. Aim and Objectives	10	T
A.2. Target Group	10	T-A
A.3. Why Should Schools and Teachers be Involved?	11	T
PART B: HOW TO ORGANISE YOUR “GEAR against IPV” WORKSHOP	13	T
B.1. Preparation of the “GEAR against IPV” Workshop	14	T
B.1.1. Obtainment of Permission or Approval	14	T
B.1.2. Planning and Incorporation of the Workshop into the School Program	14	T
B.1.3. Inform the Students	14	T
B.1.4. Teacher’s Self-Preparation	15	T-C
B.1.5. Needs Assessment	15	T
B.1.6. How to Select Activities	16	T
B.1.7. Workshop Program	17	T-A
B.2. How to Document your “GEAR against IPV” Workshop	23	T
PART C: HOW TO EVALUATE YOUR “GEAR against IPV” WORKSHOP	25	T
C.1. Aim of Evaluation	26	T
C.2. Method of Evaluation	26	T-A
PART D: HOW TO MONITOR & REPORT YOUR “GEAR against IPV” WORKSHOP	29	T-A-C
PART E: THE “GEAR against IPV” WORKSHOP ACTIVITIES	33	T
MODULE 1. INTRODUCTION & SETTING GOALS	34	T
Overview of the Module	34	T
Opening & Pre-Questionnaire	35	T
Activity 1.1. The Name Game: the Meaning of our Names	36	T-CA
Activity 1.2. Expectations and Objectives	38	T-CA
Activity 1.3. Ground Rules	39	T-CA
MODULE 2. GENDER STEREOTYPES AND GENDER EQUALITY	41	T
Overview of the Module	41	T
UNIT 1: Gender stereotypes and masculinities vs. femininities	44	T
Activity 2.1.1. How it is Being a Girl... how it is Being a Boy...	44	T-CA
Activity 2.1.2. Social Gender Roles	46	T-CA
Activity 2.1.3. What I Like – What I don’t Like	48	T-CA
Activity 2.1.4. Men, Women and Society	50	T-CA
Activity 2.1.5. Self Discovery	51	T-CA
Activity 2.1.6. Sex and Gender	53	T-CA
Activity 2.1.7. Agree and Disagree	55	T-CA-C
Activity 2.1.8. Quiz: Professions, Roles & Activities of Men and Women	57	T-CA
Activity 2.1.9. At the End it Says...	59	T-CA
Activity 2.1.10. Gender not Sex	60	T-CA
Activity 2.1.11. Gender Box	62	T-CA

Table B3. (continued)

BOOKLET III: TEACHER'S MANUAL	Page	Modification
Activity 2.1.12. Real Man and Real Woman	66	T-CA
Activity 2.1.13. Step Forward	67	T-CA
Activity 2.1.14. Myths about Women and Men and their Consequences	69	T-CA
Activity 2.1.15. Life Path	70	T-CA
Activity 2.1.16. Proverbs and Sayings	71	T-CA-C
Activity 2.1.17. Sex Stereotyping	73	T-CA
Activity 2.1.18. Advertising Industry	77	T-CA
Activity 2.1.19. That's my Music	78	T-CA
Activity 2.1.20. Gender Performance	80	T-CA
Activity 2.1.21. Role Play	81	T-CA
Activity 2.1.22. Imagine that...	82	T
UNIT 2: Patriarchal Societies	83	T
Activity 2.2.1. The Benefits of Being Male	83	T-CA
Activity 2.2.2. Power Chart	86	T-CA
Activity 2.2.3. Frozen Pictures	88	T-CA
Activity 2.2.4. Continuum of Harmful Behaviours to Girls and Boys	89	T-CA
Activity 2.2.5. Dominant Behaviour	93	T-CA
Work Group Exercises	94	T-CA
MODULE 3: HEALTHY & UNHEALTHY RELATIONSHIPS	95	T
Overview of the Module	95	T
Activity 3.1. What is Love?	96	T-CA
Activity 3.2. Adolescent Relationships	97	T-CA
Activity 3.3. Healthy and Unhealthy Relationships-Recognizing the Warning Signs	98	T-CA
Activity 3.4. Persons and Things	102	T-CA
Activity 3.5. To Address a Problem Matter-of-factly	104	T-CA
Activity 3.6. Body Awareness	105	T-CA
MODULE 4: INTIMATE PARTNER VIOLENCE	106	T
UNIT 1: Raising awareness	106	T
Activity 4.1.1. Definition & Types of Relationship/Dating/Intimate Partner Violence	107	T-CA
Activity 4.1.2. Anna and Dimitris	109	T-CA-A*
Activity 4.1.3. Relationship Violence Stories	114	T-CA
Activity 4.1.4. Cases of Violence	115	T-CA
Activity 4.1.5. The Power and Control Wheel & Equality Wheel	116	T-CA
Activity 4.1.6. Raise Young Peoples' Awareness on Recognizing Warning Signs Indicating IPV and on Ways to Offer Help	122	T-CA
Activity 4.1.7. Myth or Reality?	126	T-CA
Activity 4.1.8. Myths about Violence	132	T-CA
UNIT 2: What we can Do to Stop Dating/Intimate Partner Violence - Ways of Intervening in Intimate Partner Violence	133	T
Activity 4.2.1. What we can Do to Stop Intimate Partner Violence: a Toolbox of Intervention Strategies	134	T-CA
Activity 4.2.2. Taking a Stand	139	T-CA
Activity 4.2.3. From Violence to Respect in an Intimate Relationship	140	T-CA
Activity 4.2.4. Look, Listen and Learn-the Path to Enhance Good Communication	143	T-CA
REFERENCES OF THE ACTIVITIES USED FOR THIS MANUAL	145	

* Adaptation of names

Table B3. (continued)

BOOKLET III: TEACHER'S MANUAL	Page	Modification
ANNEXES	A-1	T
ANNEX A: BACKGROUND THEORETICAL INFORMATION	A-1	T
A.1. GENDER (IN)EQUALITY	A-2	T
A.1.1. Gender Roles, Gender Stereotypes and Gender Equality	A-2	T
A.1.2. Patriarchal Societies and Gender Inequality	A-5	T
A.1.3. International and European Commitments	A-6	T
A.1.4. The Gender (in)Equality in [Country]	A-13	C
A.2. GENDER-BASED VIOLENCE/ INTIMATE PARTNER VIOLENCE	A-14	T
A.2.1. What is Gender Based Violence?	A-14	T
A.2.2. What is Intimate Partner Violence	A-15	T
A.2.3. Extent of the Problem of IPV	A-20	T-C
A.2.4. Children's Exposure to Intimate Partner Violence	A-58	T
A.2.5. What is Dating Violence?	A-62	T
A.2.6. Primary Prevention of IPV/ Dating Violence	A-67	T
A.2.7. How to Recognize Abuse	A-68	T
A.2.8. How to React in Suspected/Disclosed Child Abuse & Neglect & IPV	A-72	T
A.2.8.1. Reporting and/or Referring in Case of Child Abuse or Neglect Disclosure	A-74	T-C
A.2.8.2. Reporting and/or Referring in Case of Intimate Partner/Dating Violence Disclosure	A-75	T
A.2.9. References	A-76	T
ANNEX B: EVALUATION TOOLS	A-81	T-A
B.1. PRE-QUESTIONNAIRE	A-81	T-A
B.2. POST-QUESTIONNAIRE	A-88	T-A
B.3. FOLLOW-UP QUESTIONNAIRE	A-95	T-A
ANNEX C. REPORTING TOOLS	A-100	T
C.1. REPORTING FORM	A-100	T-C-A
C.2. REPORTING FORM	A-104	T-C-A
C.3. REPORTING FORM	A-108	T-C-A
ANNEX D. FURTHER READING	A-112	T
D.1. List of suggested further reading in English	A-112	C
D.2. List of suggested further reading in [Country] language	A-113	C



Table B4. Translation (T), completion (C), adaptation (A) and cultural adaptation (CA) requirements for the development of a “GEAR against IPV” National Booklet IV

BOOKLET IV: STUDENT’S ACTIVITIES BOOK	Page in Master Booklet IV	Modification
Acknowledgements	iii	T-C
INTRODUCTION	1	T-CA
The [COUNTRY NAME] "GEAR against IPV" Package	4	T-C
Booklet IV and how to use it	5	T
WORKSHEETS	7	T
Module 2		
UNIT 1		
Activity 2.1.1.: How it is being a girl... How it is being a boy...	8	T
[Worksheet 1A (for boys)]	9	T
[Worksheet 1B (for girls)]	11	T
Activity 2.1.2.: Social gender roles	13	T
[Worksheet 2]	14	T
Activity 2.1.3.: What I like – What I don’t like	16	T
[Worksheet 3A (for girls)]	17	T
[Worksheet 3B (for boys)]	18	T
Activity 2.1.6.: Sex and Gender	19	T
[Worksheet 4]	20	T-CA
Activity 2.1.7.: Agree and Disagree [Results Table (for the teacher)]	21	T-C-CA
Activity 2.1.8.: Quiz: Professions, Roles & Activities of Men & Women	22	T
[Worksheet 5 (for the student)]	23	T-CA
[Worksheet 5 (for the teacher)]	24	T-CA
Activity 2.1.9.: At the end it says...	32	T
[Worksheet 6]	33	T
Activity 2.1.16.: Proverbs and Sayings	34	T
[Worksheet 7]	35	C
Activity 2.1.20.: Gender performance...	36	T
[Picture]	37	T
UNIT 2		
Activity 2.2.1.: The benefits of being male	38	T-CA
[Worksheet 8]	39	T-CA
Activity 2.2.4.: Continuum of harmful behaviors to girls and boys	40	T-CA
[Worksheet 9]	41	T-C-CA
Activity 2.2.5.: Dominant behaviour	69	T-CA*
[Worksheet 10]	70	T-CA*
Module 3		
Activity 3.3.: Healthy and unhealthy relationships-Recognizing warning signs	71	T
[Worksheet 11]	72	T
Activity 3.5.: To address a problem matter-of-factly	76	T-CA
[Worksheet 12]	77	T-CA
Activity 3.6.: Body awareness	79	T
[Worksheet 13]	80	T

* Adaptation of names

Table B4. (continued)

BOOKLET IV: STUDENT'S ACTIVITIES BOOK	Page in Master Booklet IV	Modification
Module 4		
Activity 4.1.2.: Anna and Dimitris	81	T-CA*
[Worksheet 14]	82	T CA*
Activity 4.1.3.: What is relationship violence		
[Worksheet 15 (for the teacher)]	83	T-CA-CA*
[Worksheet 15 (for the student)]	94	T-CA-CA*
Activity 4.1.4.: Cases of violence	98	T
[Worksheet 16]	99	T-CA-CA*
Activity 4.1.5.: The power and control wheel & equality wheel	102	T
[Worksheet 17]	103	T
Activity 4.1.7.: Myth or Reality?	111	T-CA
[Worksheet 18]	112	T-CA
Activity 4.1.8.: Myths about violence	125	T
[Worksheet 19]	126	T
Activity 4.2.1.: Scenarios	127	T
[Worksheet 20]	128	T
Activity 4.2.2.: Taking a stand [Worksheet 21 (for the teacher)]	134	T
[Worksheet 21]	136	T-CA*
HANDOUTS	138	T
Handout 1: Is your relationship equal and healthy or not?	139	T
Handout 2: What would you do?	141	T-C-CA
Handout 3: Signs of violence in relationship	147	T
Handout 4: What if you have noticed that your friend acts violently in a relationship?	149	T
Handout 5: Facts about violence	151	T-C-CA
Handout 6: Dating violence power & control wheel & Teen equality wheel	153	T
Handout 7: How to be helpful to a friend...	156	T-A
Handout 8: List of support services	159	C
Handout 9: Intimate Partner Violence Quiz	160	T
Handout 10: Your dating rights...	163	T
Handout 11: Getting into the mix	165	T
Handout 12: Relationship quiz: how do you know if you're being treated right?	167	T
Handout 13: Healthy relationships	169	T
Handout 14: Look, Listen and Learn-the path to enhance good communication	171	T-CA*

* Adaptation of names

Starting the development of your "GEAR against IPV" National Package

The Booklet in hand is to be used as the guide on how to proceed to develop your National Package. It is recommended to start the development of your National Package with Booklets III and IV, and to end it with Booklet I.

Master Booklets II, III and IV are to be used as templates for the development of your National Booklets. In order to develop your National Booklet I, though, you must use ANNEX 4 as a template. This ANNEX includes the main body of a National Booklet, namely, an introduction and the project identity, along with the Part entitled, *Lobbying for the "Gear against IPV" National Package*; instructions for its necessary completions and adaptations are embedded in the text (notes and examples for the developer(s) appearing in blue font and empty slots to be completed or adapted appearing in orange font). It also includes tables' templates that can assist the development of a dissemination plan. Finally, Chapter B2 aims to provide to the implementing Agency the arguments that could be used in order to explain the usefulness and benefits that can result from the implementation of this program. The arguments are compiled in the form of letters that hypothetically address four different target groups (students and their parents, implementers and policy makers) in order to convince them to participate and/or support the implementation of the GEAR against IPV intervention.

You might find it helpful during the entire process of the development of each Booklet, to have its respective Table (B1 - B4) on hand, depicting some of the modifications that each Chapter/entity/activity may need. Please have in mind though that the modifications suggested in these Tables are only indicative and it is anticipated that they will be different among countries. Far fewer (or many more) modifications, and of different types, may be proven to be necessary for each particular National "Gear against IPV" Package.



B.1. Translation of the "GEAR against IPV" Master Package

The aim of the proposed procedure for the development of National Packages, an integral part of which is the translation, is also the adaptation of the material for each country in order for interventions to be as appropriate and useful for the respective target populations (teachers and secondary school students) as possible, as well as for them to be implemented using an as much as possible similar methodology, so that their outcomes may be comparable.

Translator selection

Concerning translator selection, the professional in charge of developing the National Package should focus on two criteria:

1. Competency in English and fluency in the official language of the target country. It is always preferable for the translator to live –or to have at least lived- in the country where the language that s/he is going to translate the material into is spoken, so that s/he is familiar with the specifics of the language and is able to understand local idioms and every day expressions related to gender stereotypes, gender equality and intimate partner violence.
2. Although translation of the major part of the particular text does not require knowledge of specific technical terminology, its subject concerns a rather specialized topic, so it is desirable that the translator has a social sciences background or has some previous experience on the topics of both gender equality and gender-based violence, in order that s/he has the respective cognitive base that is, that s/he has at least some basic knowledge of primary prevention of intimate partner violence, as well as of the factors that lead to the occurrence of IPV. In any case, it is suggested that, before assigning the translation, the translator is asked to provide a sample translation of an excerpt from the text, in order to evaluate the quality of the translation.

Guidelines for the translator

The guidelines⁸ addressed to the translator must stress the importance of translating concepts and instructions in such a way that they are easily understood by the target populations. More specifically, the translator must:

- use the appropriate wording on a case by case basis, according to the target population the text is addressed to (e.g. for Booklet II, the professional(s) who will undertake the organisation and/or realisation of the teachers' training, for Booklet III teachers and secondary school students, for Booklet IV, secondary school students). S/he must also take into consideration that, apart from the professionals that will train the teachers (Booklet II), neither the teachers nor the students are likely to be very familiar with terms and concepts related to issues like "gender equality promotion", "deconstruction of gender stereotypes", "patriarchal structure of society", "gender-based violence", "intimate partner violence", etc.
- formulate the instructions for implementing activities in the classroom (Booklet III) and guidelines for training teachers (Booklet II) in a clear and consistent way (that is, always translate the same term in the same way, and do not alternate the use of terminology), whenever possible in a few words, as long sentences and/or paragraphs are often hard to understand and should be avoided
- refer to both sexes by using both articles or pronouns (in the languages where it applies) separated by a slash (e.g. "s/he") and respectively both nouns or

⁸ W.H.O. (1991). Guidelines for Translation & Adaptation of the Manual "Training in the Community for People with Disabilities". Geneva: World Health Organization. Available at: http://whqlibdoc.who.int/hq/1991/WHO_RHB_91.1.pdf

adjectives, where necessary (that is, when the noun is different for each gender, for example “actor/actress”)

- aim at delivering the conceptual equivalent of each phrase or instruction and not at producing a word-for-word translation, as all of the booklets include texts that can not be translated verbatim under any circumstances (for example, expressions related to gender stereotypes, proverbs, every day expressions, sayings, proper nouns etc.). When translating important terms (such as “patriarchal society”) it is important that the translator understands the definition of the original term and then translates it in a clear, understandable and simple manner, namely s/he applies some form of linguistic adaptation⁹⁹ to the text. In all cases requiring such a linguistic adaptation from English to the target language of each National package, the translator must adopt a creative approach and remain sensitive towards the cultural particularities of the target language. The best possible way to achieve successful cultural adaptation of the text though is to test the face validity of the final translated product with individuals who are native speakers of the target language, ideally by representative individuals, who belong to the material’s target population(s). This procedure can be implemented by inviting teachers and students to participate in focus groups, as described in Chapter B4.

It should be evident by now that the translation of the material cannot be simply an issue of language and style, but also a process through which the content is transferred from one cultural context to another. The extent of cultural adaptation should be proportional to the specific characteristics of the socio-cultural context where the target population lives, at least as far as issues related to gender equality are concerned, as well as issues such as possible consequences associated with inequality. Those characteristics have to do with the structure of society per se, the extent to which the patriarchal model is prevalent, the position of women and their rights compared to those of men (politics, education, finance), the legislation regarding the prevention of IPV and/or gender-based violence in all of its forms, as well as the particularities of the language concerning the use of the two genders. Only by taking all of these characteristics into consideration during the linguistic adaptation, can the material be immediately and properly understood by the target population, regarding both the concepts used and –most importantly- its learning objectives.

Suggested translation tool

At the end of this Booklet there is a “Glossary” (which can be further elaborated for each National Package) including the main terms appearing in the four booklets. The

⁹ C.A.M.H. (2007). Culture Counts: A Roadmap to Health Promotion. Best Practices for Developing Health Promotion Initiatives in Mental Health and Substance Use with Ethnocultural Communities. Toronto: Centre for Addiction and Mental Health. Available at: http://www.camh.net/About_CAMH/Health_Promotion/Community_Health_Promotion/Culture_Counts_Guide/CultureCountsGuide8.pdf

professional in charge of each National Package may, based on this glossary, develop a list (see example in Table B5), where s/he will record the most appropriate translation of each term, always keeping in mind the target population (teachers and secondary school students), so that this list may be used as a tool by the translator while translating the text.

Table B5. Suggested Translation Tool for the Glossary – an example from the Greek translation

English terms	Translation into Greek language
Dating violence	= Βία στις ρομαντικές σχέσεις [ραντεβού/έξοδο]
Gender-based violence	= Έμφυλη βία
Gender equality	= Ισότητα φύλων
Gender Equality Awareness Raising against Intimate Partner Violence (GEAR against IPV)	= Ευαισθητοποίηση για την Ισότητα των Φύλων ενάντια στη Βία μεταξύ Ερωτικών Συντρόφων
Gender stereotypes	= Στερεότυπα φύλου
Intimate partner violence	= Βία μεταξύ ερωτικών συντρόφων – ΒΕΣ
Patriarchal society	= Πατριαρχική κοινωνία
Primary prevention	= Πρωτογενής πρόληψη
School gender-based violence	= Έμφυλη βία στο σχολικό περιβάλλον



B.2. Completion of information for the specifics of your country

The aim of the procedure for “completing empty slots” is to create National Packages in accordance with the “GEAR against IPV” Master Package, in such a manner, that the final National Packages are country-adapted, while still having corresponding teaching objectives and methods among the countries. This particular chapter focuses mainly on modifications according to the existing situation in each country, such as current legislation, existing relevant supportive structures and related efforts and projects (see. B.2.1 and B.2.2). The empty slots to be completed appear in **<orange>** font.

Completing the “empty slots” concerns all four Booklets (as shown in Tables B1-B4, indicated with a “C”) and namely the following parts:

Booklet I

The largest part of **Chapter B**, *Lobbying for the “Gear against IPV” National Package*, needs to be completed in order to present specific dissemination plan for

the "GEAR against IPV" project and for the National Package; notes and examples aiming to guide the completion appear in **blue** font.

Booklet II

Trainees' identity: the most appropriate audience of the Seminar, in relation to the educational system of each country, must be described in this chapter.

Trainees' recruitment: the best –or the most appropriate- way(s) of recruiting teachers from each country must be described in this chapter.

The schools' **grade levels** as well as the **types of schools** (in countries where applicable) in which the intervention will be implemented must be described in this chapter.

In cases where it will be decided that modifications are needed in **Part C (Evaluation)** and/or to the evaluation questionnaires for both the Teachers' Seminar and the Students' Workshops, the description of the modified methodology and the alternative training that should be provided to teachers in regards to the Workshop's evaluation, must be described.

ANNEXES 4-6. Organization's name, logo, and other information must be completed in these templates (trainees' Certificate, .ppt templates, folder's label)

Booklet III

Annex A.1.3. Gender (in)Equality in <Country>: completion with country-specific information about the gender (in)equality situation including available data and indicators regarding gender inequality in different areas such as women's participation in politics, the labour market, and gender inequality in education.

Annex A.2.2. The Extent of the Problem of IPV in <Country>: completion with country-specific data regarding IPV, as identified by epidemiological or other studies or sources

Annex A.2.8.1. Reporting and/or Referring in Cases of Child Abuse or Neglect Disclosure: country specific information about the process that the teacher should follow in case of disclosure/suspicion of child abuse and neglect and where to report/refer. A description of the legislative provisions for reporting as well as organisations' contact details that offer support services to victims of child abuse and neglect should be included. (see also Chapters B.2.1 and B.2.2)

Annex A.2.8.2. Reporting and/or Referring in cases of Intimate Partner/Dating Violence Disclosure: country specific information about reporting and an inventory of organisations' contact details that offer support services to adolescent victims of Intimate Partner/Dating Violence (see also B.2.2)

Annex D.2. List of suggested further reading in <your language>: development of a list of literature in your national language related to gender

stereotypes, gender inequality and IPV/Dating Violence.

Booklet IV

Worksheet 7: Proverbs and Sayings: development of cards with culturally appropriate proverbs and sayings that produce and perpetuate gender stereotypes, prejudice and discrimination.

Handout 8: List of support services: SOS helplines and contact details of the existing governmental and non-governmental organisations that can be contacted by students for help in case of dating/intimate partner violence or any other form of abuse or sexual coercion.



B.2.1. Review of national legislation and existing policies regarding the disclosure and reporting of abuse

Both for the needs of the project as well as for the possibility of disclosure of any form of abuse during the implementation, teachers who conduct the workshops should be aware of the support services available and the potential legal obligations of citizens in general and of teachers and other professionals in the field of education in particular, in order to be able to provide information to students as well as to handle any revealed incidents of abuse.

More specifically, the legal frameworks for reporting **child abuse and neglect** and the **exposure of a child to IPV** (usually by witnessing his/her mother's abuse) vary from country to country. In some countries it is possible that all of the relevant provisions already exist in a unified document or in various documents (such as child abuse mandatory reporting protocols), and can be retrieved and inserted in Annex A.2.8.1 in Booklet III. However, in other countries, where this kind of information may not be available in a unified document, the professional(s) in charge will need to find and summarize the relevant provisions in order to complete this Annex (more information about the contents that this annex should include can be found in A.2.8.1 in Booklet III).

The description of national legislative provisions (if existent) and of the process that the teacher (or other professionals in the field of education) should or can follow in case of disclosure of a student who **is/was abused¹⁰ and/or sexually coerced** by a peer or adult (dating, romantic, sexual or intimate) partner, or by any other person (acquaintance or stranger) can be included in Annex A.2.8.2 in Booklet III.

¹⁰ sexually, physically or psychologically.



B.2.2. Identifying and recording Organisations/Agencies offering support to victims (or perpetrators)

A list of SOS helplines and contact details of available agencies and organisations (governmental and non-governmental) offering services to victims of child abuse and neglect, to adolescents, victims of any form of gender-based violence as well as to adults, victims of intimate partner violence is absolutely necessary, as is evident in several sections of the Teacher's Manual. Such lists are provisioned to be developed and inserted in Booklet III (for teachers' use); the list with services provided to adolescents must also be inserted in Booklet IV (for students' use).

Therefore, Handout 8 in Booklet IV should provide information to students about SOS helplines and organisations (available in the region where they live) that they can contact for help.

Annexes A.2.8.1 & A.2.8.2 in Booklet III must provide teachers with information about the competent agencies for reporting child abuse and neglect or other forms of gender-based violence against their students (e.g. any type of violence perpetrated by a partner or by any other person (peer or adult) (if this type of reporting is applicable in their country) as well as organisations' contact details that they can contact for further information or for referrals.

Guidelines for developing lists of organisations for the National Packages

Step 1: Identification of organisations

Search (via Internet or other means) for organisations and agencies that should be included in the lists:

- **Governmental organisations/agencies**
 - Social Welfare sector
 - Health sector
 - Justice sector
 - Public Order sector
 - Child Protection agencies
- **Non Governmental Organisations**
- **SOS Helplines**

Step 2: Development of lists of organisations

The identified organisations should be categorized in order to be used for the purposes of Booklet III and Booklet IV.

The organisations that will be included in Booklet III for teachers' use should be categorized in three lists which will include organisations offering services:

- a. to **adolescents** suffering some type of violence or coercion by a person (peer or

adult) with whom they are either involved with in some form of relationship (dating, romantic, sexual or intimate) or by an acquaintance or a stranger.

- b. to **children** suffering abuse and/or neglect and
- c. to **adults** abused by their intimate partner or suffering other types of gender-based violence.

A template that one can use for the development of each of these 3 lists is provided below.

Suggested Template for the lists of organisations

List of Agencies & Organisations offering services to adolescents [or children or adults] suffering violence				
Name	Telephone & e-mail	Address	Services & operating hrs/days	Sector
Organisation 1	XXX-XXXXXXX XXX@XXX.XX	Street, number	Counseling Center	Welfare
Organisation 2	XXX-XXXXXXX	Street, number	SOS Line, 24 hrs, 7 days	NGO
Organisation 3	XXX-XXXXXXX	Street, number	Prosecution	Justice
Organisation 3	XXX-XXXXXXX	Street, number	Shelter	Welfare
Organisation v	XXX-XXXXXXX

The list of SOS helplines and organisation's contact details that students can contact (Handout 8 in Booklet IV) should be tailored to their needs; for example it might be redundant to include in the students' handout the organisations' addresses but it might be necessary to include their e-mail addresses in case they prefer to ask for help electronically instead of talking on the phone. Furthermore, websites providing relevant information tailored to adolescents can also be included.



B.3. Adaptation and regular updates of "GEAR against IPV" National Packages

Material adaptation refers to possible specifics of each country that may relate to issues such as the structure and operation of the educational system, or to practical issues, such as the available resources (human and financial) for the implementation of the project, the time that can be devoted (either due to licensing or due to limited resources), etc.

As far as **Booklet II** is concerned, this kind of adaptation will most likely be needed in many countries for Part A *How to Organise a "GEAR against IPV" Teachers' Seminar*, regarding issues such as the *trainees' identity*, the selection of time and place for the training (for example, whether there is the possibility to use the school's premises), and possible funds for supporting the training

(whether it is necessary to search for sponsors or to request funding from local authorities). In Part B, *How to Implement the "GEAR against IPV" Teachers' Seminar*, the most likely entities to need modifications are *B1. Learning methods* and *B3. Building teachers' capacity on handling cases of abuse* that heavily depend on teachers' preferences and on the existing situation in each country in regards to the routines that are followed when incidents of abuse are disclosed (this part will most probably need to also be modified over time, even in each National Package). Part C (and its accompanying ANNEXES, 1, 2^a and 3^{a+b}) may also be subject to adaptations –large or small ones- depending on factors like the research capability of the Organisation conducting the training, as well as on other external factors (e.g. in countries where evaluating a Seminar is not a typical procedure, teachers may not welcome an evaluation with multiple measurements).

As far as **Booklet III** is concerned, this type of adaptation may be necessary for defining the target population (in the context of the DAPHNE projects, children of both sexes aged 14-16 in the "GEAR against IPV" and 12⁺ in the "GEAR against IPV-II") who, depending on each country's educational system, may be students attending secondary schools (e.g. High schools or Technical schools) or adolescents who can be approached in other settings. Adaptation may also be applied to the workshop's program (Part B.1.7 of Booklet III), and more specifically to the workshop's recommended duration; the recommended duration of at least 10hrs was opted for the purposes of the DAPHNE Projects but future National Booklets can deviate from this recommendation. Furthermore, the suggested method to be used for the evaluation of the workshop's effectiveness (Part C) may also be subject to either minor adaptations (e.g. follow-up measurement or not, control group or not) or major ones (e.g. use of only qualitative measurements). The same applies to the content of the suggested evaluation tools (Annex B) as, for example, one can choose to adapt the given questions, to delete or to add variables. Last but not least, the suggested method of workshops' implementation reporting and monitoring (Part D) can be adapted according to the preferences of the developer of the National Package by adapting also the respective Reporting Form (Annex C).

Regarding **Booklet IV**, minor adaptations may be needed, concerning mainly names of actors in scenarios or stories that should be replaced by culturally appropriate ones or wherever facts are provided (e.g. Handout 5).

All of the parts that may need adaptation may also require **regular updates**. Other parts that might need to be updated periodically, so that the material remains valid, are essentially the same parts that require completion, which are detailed in Chapters B.2.1 and B.2.2. The frequency with which the material should be updated, should be decided by the developer of the National Package and essentially depends on the progress made at national level on issues such as amendments to the legal framework and regulations, as well as whenever a reformation in the Educational System occurs and when competent agencies and organisations are either established or dissolved.



B.4. Cultural adaptation of "GEAR against IPV" National Packages

The aim of the "GEAR against IPV" approach is to create equivalent National Packages based on the Master Package's material, that will guide comparable interventions in different countries: the aim of cultural adaptation is to ensure an as appropriate as possible adaptation of each National Package for each country's target populations.

While the adaptation of the material concerns any characteristic of each country, which may relate to issues such as the structure and operation of the educational system, or practical matters such as the available resources for implementing the project and its duration, the cultural adaptation refers to the conceptual content of the material: it is more than a simple linguistic adaptation, as the culturally adapted text could be viewed as new text coming from the Master Package's material and not as a verbatim version of the English text to the target language.

This means that the content of the National Package's material will not correspond, word for word, to the Master Package's material, but there may be specific changes to the content, according to the translator's competency in order to convey the meaning via more culturally appropriate examples. Namely, the initial cultural adaptation is conducted by the translator and subsequently must be checked and corrected by the professional(s) in charge. In both stages the cultural characteristics of the target population, teachers and children in the same age with the students the National Package intends to target, should be taken into account.

This will lead to the **1st draft** of the National Package, which will be used for assessing, via expert evaluation, its completeness and quality, as well as for exploring if there are any additional needs for cultural adaptation.

Any revisions made on the basis of the expert evaluation's results will lead to the **2nd draft** which, in its turn, will be used for assessing, via focus groups with teachers and students, the materials' appropriateness as well as for locating any, still unidentified, needs for further cultural adaptation.

This **3rd draft**, resulting after endorsing any modifications revealed by the focus groups' evaluation, will be the **Final National Package** that you will use for guiding the interventions you intend to implement in your country.



B.4.1. How to conduct the cultural adaptation of your National Package

B.4.1.1. Initial cultural adaptation

As mentioned above, the initial cultural adaptation is made by the translator; a skilful translator will deliver you a culturally appropriate text that flows.

As a next step, the professional in charge should review the text in order to check and correct the translated National Package in regards to:

- the adequacy and accuracy of the text in comparison with the original text for the entire material, paying particular attention to Booklets III and IV
- whether the content and meaning of the National Package is equivalent to the "GEAR against IPV" Master Package and at the same time is also expressed in a culturally appropriate manner
- whether the examples, scenarios and other adaptations made are culturally appropriate
- whether the text is consistent and accurate in regards to grammar and syntax (possibly with the assistance of a Philologist).

Parts of the Master Package requiring cultural adaptation: Essentially the main body of the material requires cultural adaptation; in other words the content of **Booklet III**, and especially the content of the activities in each module (Part E), should include culturally appropriate expressions; the instructions to the students and to the teachers should be understandable and culturally appropriate and should include examples and expressions that are applicable to their specific culture. In the case of culturally adapted activities in Booklet III, attention should also be paid to the respective worksheets and handouts in Booklet IV which may require cultural adaptations.

In **Booklet II**, cultural differences may also lead to the modification of parts such as the preferred method of training teachers as well as of the content of the evaluation questionnaires.

Finalization of the 1st draft of your "GEAR against IPV" National Package

Having completed the aforementioned procedures (translation, completion of empty slots, adaptation and initial cultural adaptation), the Organisation or professional(s) responsible for the creation of a "GEAR against IPV" National Package may proceed to the development of the National Package's first draft, regarding the formatting (layout, colors, images etc.) using, as a model, the editable files of the Master Package's Booklets II–IV and of ANNEX 4 for Booklet I.

In order to assess and improve (if needed) the quality of the initial cultural adaptation, two different but complementary methods are proposed, which are described in detail in the two chapters that follow: initially, an evaluation of the 1st draft of the National Package by experts from the target country can be conducted; after modifying the material on the basis of the experts' evaluation results (if deemed necessary), the evaluation of the material's «face validity» can be conducted via focus groups with teachers and students.

B.4.1.2. Experts' evaluation

The professional in charge of the National Package should establish a group of at least two or more experts in the domains of gender equality, prevention of all types of partner abuse as well as of sexual coercion and of child protection, who will evaluate the National Package. At this stage the aim of the process is to firstly identify and resolve shortcomings or errors in the wording of the national version of the material (see details below) and to assess how adequate the provided country-specific information is (namely, the "empty slots" that have been completed in the National Package). In case this information has been evaluated as incorrect and/or incomplete, it is anticipated that the group of experts will make recommendations for corrections and will suggest sources in order to find the appropriate information needed to complete the relevant parts of the material.

The group of experts will be invited to perform a critical review of the "GEAR against IPV" National Package in order to assess at least:

- whether the language used, including the vocabulary, addresses the specific characteristics of the target population, namely professionals who will undertake the teacher's training (for Booklet II), teachers of secondary education (for Booklet III) and students of the age the National Package intends to target (for Booklet III and IV)
- whether the style of language used, including the vocabulary, is culturally appropriate and meets the project's objectives, namely the primary prevention of IPV

In addition, the experts will be asked to assess the National Package's Booklets using the same method and tools (see ANNEX 2^b) that are similar with these used in assessing the "GEAR against IPV" Master Package (see Chapter A.4.3. for a detailed description). In other words, experts will evaluate the National Package regarding its thoroughness, appropriateness, completeness and format as well as its content.

2nd draft of your "GEAR against IPV" National Package

According to the feedback from the expert evaluation, the necessary modifications should be made to the National Package, resulting in the 2nd draft of the National Package.

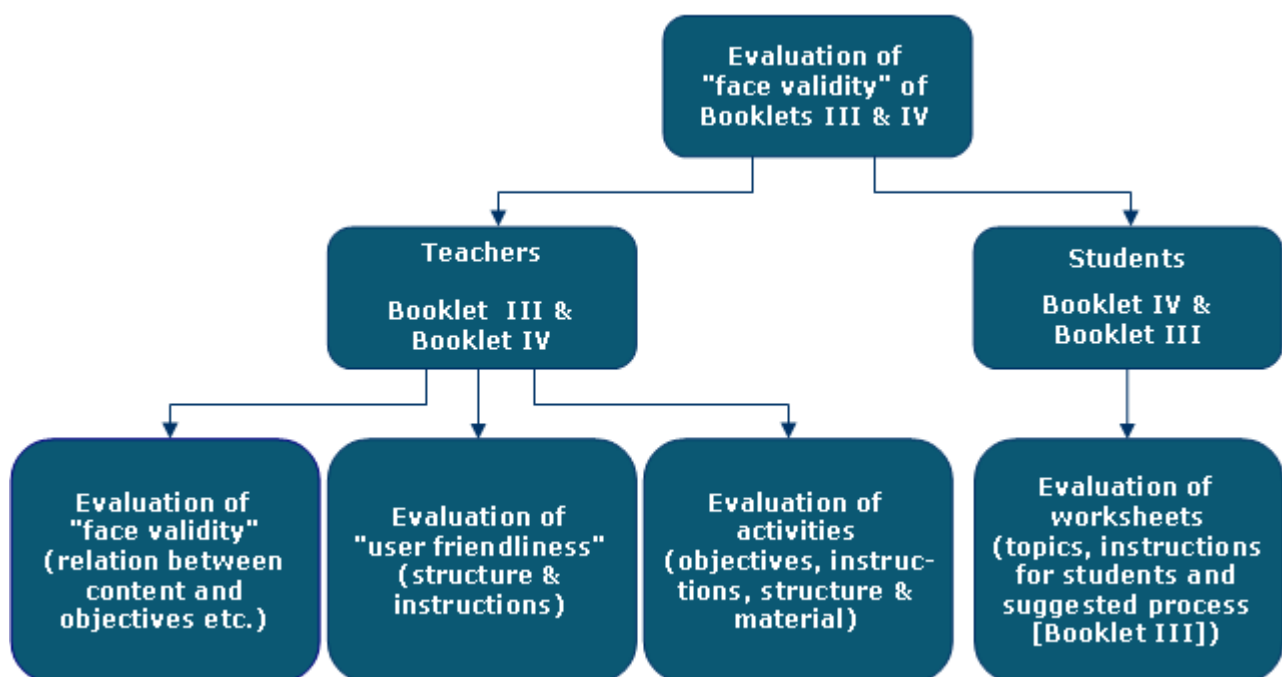
This 2nd draft of the National Package can, then, be used in the focus groups to test the materials' face validity for the target groups.

B.4.1.3. Focus Groups' evaluation

The final step before finalizing a National Package is to evaluate its face validity, namely the extent to which, according to each target group's opinion, the material seems to meet the project's aims as well as to adequately cover and appropriately address the topics of gender (in)equality and IPV. Testing of this type of validity of National Packages is proposed to be made through focus groups with teachers (especially for Booklets III and IV) and students of secondary education (for Booklet IV as well as for the processes described in Booklet III): the focus groups are expected to result in the identification of any conceptual gaps or inaccuracies in the topics related to gender equality, gender stereotypes and IPV, along with the identification of potential weaknesses in terms of the workshop's implementation, proposed modifications, adaptations or even omission of entire sections, if necessary, so that the material meets the needs and characteristics of the specific populations in the best possible way.

This process is of extreme importance, so that the teacher, during the implementation phase of the project has at her/his disposal appropriate, up-to-date and compatible with everyday life material that s/he can use in order to effectively guide her/his students to challenge and deconstruct their well-established gender stereotypes as well as to promote healthy behavior in adolescents' intimate relationships.

Figure 2. Schematic representation of the face validity evaluation process of the "GEAR against IPV" Booklets III and IV



Methodology for conducting focus groups

Focus groups with teachers aim to evaluate the face validity of Booklet III “Teacher’s Manual”, as well as Booklet IV “Students’ Activities Book”. That is, teachers are invited to assess whether the specific booklets give them the impression that: a) they indeed address the topics that are maintained to be addressed, b) they address these topics effectively (regarding the workshop’s objectives) and c) they are appropriate for the target age group. Additionally they should be asked to assess a) how understandable each activity is, regarding the related objectives and instructions for its implementation, b) how feasible they consider each activity in their classroom to be (how comfortable they feel to implement each individual activity and how «ready» they consider the students to be to participate in the activity) and c) whether the booklets will enable the teachers to implement the workshop in their classrooms.

Focus groups with students having the same age with students that will participate in the Workshops aim to evaluate the face validity of Booklet IV and the suggested process for the activities in Booklet III. Students are invited to assess from their point of view: a) how understandable the instructions are for implementing the activities and b) how feasible they consider each activity in their classroom to be (how comfortable they feel to participate in each individual activity). Additionally, they should be asked to assess whether the material and activities in Booklet IV give them the impression that they indeed address the topics that are maintained to be addressed and whether these topics are addressed in a way that is appropriate for their age group.

Depending on the feedback of the focus groups, the necessary changes should be made to the National Package. Especially the results from the children’s focus groups are expected to lead to identification of activities which are not suitable, for any reason, for inclusion in the material and/or to the appropriate changes, if and when necessary.

Number and Duration of Focus Groups. In order to obtain a better picture of both of the target groups’ opinions, it is suggested to conduct at least two focus groups with teachers and two with students in each country. When results are derived from two or more groups the possibility to identify any existing patterns in participants’ attitudes regarding the two Booklets is increased; at the same time, the possibility to avoid bias due to the process is decreased (e.g. one person dominating the discussion can influence the group’s dynamics and therefore lead to non-representative results). In cases where the comments and observations of participants of both groups do not have consistency between them, it may be required to conduct a third group.

A focus group with 8-10 participants that will last from 90 to 120 minutes is recommended. A duration of 120 minutes is recommended for teachers’ groups, while a duration of 90-minutes is recommended for the students’ groups.

Focus Group Protocols and Discussion Guides for Moderators. Focus group protocols and discussion guides were created in order for the process to

follow a common methodology among different focus groups, as well as among countries creating National Packages. More specifically, as this method is suggested to be followed by each agent that creates a "GEAR against IPV" National Package, two **protocols for scheduling focus group** with teachers and students have been developed (presented in Annexes 3^a and 3^b respectively). These protocols briefly list all of the technical components concerning duration, group size, characteristics of participants, material needed etc. for each focus group.

A "**Discussion Guide**" was also developed for each target-group (see 3^a and 3^b for teachers and students respectively). Each Guide suggests a series of topics that can be used to guide a discussion in a structured way aiming to evaluate whether the participants think that the two Booklets (III & IV) address the targeted issues in a way that is appropriate for the characteristics of the target groups, whether the booklets facilitate the implementation of the workshops, if each activity is understandable in regards to its objectives and implementation guidelines, if they believe that the activities can be implemented in the classroom and if not, the reasons for this. Aiming at the collection of comparable data (in cases where more than one focus group is conducted), it is important that all moderators follow the recommended guide, adding questions only in cases where they need to encourage the discussion.

The information in the following sections is intended for professionals who will undertake the organisation and implementation of focus groups and are common for both target populations.

Moderator's role. In both focus groups, the moderator assumes a central role, on which the effectiveness of the entire process depends. It is recommended to the moderator(s) to follow as closely as possible the focus group protocols and discussion guides for all groups in order to coordinate the discussion without becoming part of it.

Firstly, moderators should be adequately prepared for conducting the groups in accordance with the instructions, as described in the discussion protocols and guides. Needless to say all moderators should be adequately informed of the objective, the structure and the content of the "GEAR against IPV" National Package and should also be familiar with issues such as how gender stereotypes are associated with the manifestation of dating violence and IPV, the types of abuse, characteristics of unhealthy relationships and methods of primary prevention.

For the sake of uniformity and consistency of data collected from all groups, it is recommended that the coordination of all groups should be conducted by the same moderator in each country. Regarding the process, the moderator should:

- Ensure that each participant has the opportunity to give his/her opinion for each discussion topic
- Encourage discussion among participants

- Not allow one person to dominate the discussion
- Adhere to the time schedule

Among the moderator's responsibilities is to properly prepare the room where the discussion will take place and to ensure that all of the necessary materials are available, including audio player/video camera in order to record the group's discussion. It is recommended to keep minutes of the discussion even when the discussion is recorded.

It is also recommended for a co-moderator to be present in every focus group. This person keeps the minutes of the discussion, but s/he must also be adequately prepared to be able to take over and coordinate the discussion in case of an emergency (for example in case the moderator is sick or has to leave).

Participants. Teachers (or any professional in the fields of education, health promotion, gender equality promotion or violence prevention, who is eligible to implement Workshops at school) and students of secondary school education are the eligible participants in order to provide their opinions in the focus groups, the results of which will be used for evaluating the "face validity" of Booklets' III and IV in order to proceed to making any necessary modifications.

Suggested criteria that can be used for the selection of participants may be the following:

For teachers' focus groups: teachers or other eligible professionals

- of both sexes
- with a university or equivalent degree, teaching at a secondary school
- who intend (or wish) to implement the workshops in their classrooms
- who agree before participating in the focus group to study Booklets III and IV in order to identify any parts of the material they may have difficulty with

For students' focus groups: students

- attending secondary school, in the same grade(s) the Workshops will be implemented
- of both sexes
- of different ethnic and/or language minorities (whenever this is applicable in a country's students' population)
- with basic skills pertaining to speaking and understanding the country's written and spoken language

Invitation to participate in Focus Groups. The invitation can be in the form of a letter to individuals who are eligible to participate in the focus groups and to students' parents in order to be informed as well as to provide their consent (if needed), in which there would be a brief description of the group's objectives and procedure. It should also state how the results will be used and it

should be made clear that any use of participants' comments will be strictly anonymous. Potential participants should be informed that they will have the option to leave the group at any time during the discussion, if they wish to do so. Finally, the participants should be informed of the location and time of the group's meeting as well as its duration. Especially for teachers, the invitation letter should include information concerning their preparation for the focus group.

Teachers, upon accepting to participate in the focus group, should be sent copies of Booklets III and IV along with the discussion topics in due course (e.g. 10 working days before the discussion), with instructions to study the material and keep notes on any point (either for the general part or for specific activities) that they would like to discuss during the focus group regarding further development, modification or removal.

The focus groups should be scheduled, in general, at times that suit the participants' schedules, who should also be informed of the expected duration of the discussion.

Selection of Activities to be discussed with teachers. Given that due to time restrictions a maximum of 6-7 activities (~10 min per activity) can be discussed during a session and that teachers will be prepared for the discussion, the moderator can ask them to suggest from beforehand which individual activities they would like to discuss because they consider them not suitable (for any reason), non understandable or difficult to implement in the classroom. If teachers indicate more than 6 activities, the moderator should select 6-7 of them, e.g. according to the number of requests. If teachers suggest less than 6 activities for discussion, the moderator should be prepared to focus the discussion on activities that s/he will pre-select according to her/his criteria. In any case, activities that have already been pilot-tested and proven to work well in the classroom can be excluded from the discussion.

Selection of Activities to be discussed with students. Again, due to time restrictions, a maximum of 6 activities (~12 min per activity) can be discussed during a session with students. These activities can be the same as those that have been discussed with teachers or activities that the professionals in charge of developing the National Package have doubts as to how well they will work in the classroom. As with teachers' focus groups, activities that have already been pilot-tested and proven to work well in the classroom can be excluded from the discussion.

An alternative process can also be followed: instead of having students hearing or reading the instructions and trying to imagine the process of each activity, the moderator may "quickly" simulate with students the main parts of the selected activities and then discuss with them their experience as described in the Discussion Guide. Even though this process is recommended, it should be taken into account that it would be more time consuming.

Preparing the room. The room where discussions will take place should be quiet, comfortable and free of distractions (e.g. anyone who is not participating

should not enter the room). Participants should be seated in a circle so that they can all see each other. As participation is voluntary, at least soft drinks/coffee and/or snacks should be available, as a minimum indication that their contribution is appreciated. Finally, pen and paper must be available for each participant in order to take notes if s/he wishes to do so.

Procedure. On the day of the discussion, it is recommended to adhere to the following procedure:

Before opening the discussion, the moderator should briefly introduce her/himself, present the objective of the discussion to the participants and then guide the group in setting "rules" for the discussion.

The moderator will, in effect, manage the discussion as a structured interview, asking the open questions with the order in which they appear in the respective guide, and encouraging each member to give his/her opinion on each question for Booklets III and IV.

Moderator's self-introduction (Sample text)

"Hello, I am ----- and this is my colleague ----- who will be assisting us with the procedure for the discussion that will follow. First of all, I want to thank you for being here today to contribute to the effort of <Organisation's Name> to create this material, which in the future will be used in schools by teachers (or students) like yourselves in the context of educational health projects, aiming at raising the awareness of students on topics of gender equality and gender stereotypes as well as on the prevention of violence in dating and intimate partner relationships. The Booklets (activities) that we are going to discuss together today were created in order to be used in many countries and although they have been translated and adapted for use in our country, there might be some parts that may need additional modifications. For this reason we would like the opinion of each one of you because you represent to a point all teachers (students) of secondary education, who will use this material in the future. For this particular project you are the experts and this is why we would like your opinion on whether you believe this material is suitable for

- the specific topics (namely, gender equality/inequality, gender stereotypes and violence in intimate relationships between boys and girls)*
- this type of populations (namely, students aged <age range of your target group> and teachers)*
- the school setting, where the material will be used*
- achieving the workshop's objectives [promotion of gender equality, modification of gender stereotypes, promotion of healthy relationships and (primary) prevention of violence in relationships before it occurs]*

Additionally, we would like your opinion regarding the process, what you think might work in the classroom and what we might need to change and how.

The topics for discussion have been arranged in advance and you should know that

there are no right or wrong answers. We are interested only in your personal opinion and your observations after studying the material. In accordance, you understand that there may be disagreements but this is to be expected. What is important is that everyone feels free to say what s/he really believes and everyone's views on the following questions are heard.

My role is to ensure that all questions are asked, to indicate who is going to speak –when necessary, to listen to your answers and to keep track of time, so that we complete the procedure according to schedule. Also sometimes, I will summarize the main points of the discussion.

Discussion Rules. Before starting the discussion, the moderator should devote a few minutes to asking the participants to suggest and adopt the “discussion rules”, which the entire group will follow during the discussion (if not suggested by the group, the moderator should set the following rules):

- *Our goal is for all of you to speak, but only one person at a time rather than all together*
- *It is not required to answer all of the questions, if someone doesn't have a comment to make on a question*
- *Everyone can give his/her opinion, even when it is different from all the others*
- *Whatever is discussed in this room, stays in this room. Do we all agree on this?*

Do you have any questions before we begin?

Ethical Issues

Informed Consent. All participants should be aware of the group's objectives, that their participation is voluntary and that they can withdraw at any time and without having to explain the reason for withdrawing. Whenever parental consent is required, it should be requested and obtained according to the National regulations.

Confidentiality. The collected data will be used only for the specified objective, namely for evaluating the face validity of Booklets III and IV of the "GEAR against IPV" National Package, and access to the discussions' records will be restricted only to the staff of the Organisation that develop the National Package.

Management and processing of results

From the focus groups' discussion a bulk of information is expected to result regarding participants' opinions and comments for both booklets in general, the activities, their content and structure, the accompanying worksheets and the process for implementing the activities, as well as for the aim of the intervention.

For this reason, and especially if the discussion has not been video or tape

recorded, it is suggested that immediately after ending each group, for both moderators to meet and record the main points of the discussion, summarize any patterns observed in the answers, by identifying the topics on which there was agreement or disagreement. They should also record all alternative proposals for improvement.

The answers (qualitative data) and words- or key-phrases should be recorded and grouped into categories under general headings corresponding to the topics included in the respective discussion guide for each group (Table B6 illustrates such an example). Once completing the recording of answers, the different views and attitudes and the extent to which group members agreed (they actually had the same opinion) can then be separated. Combining the common responses will result in the general pattern of responses, which will determine whether the material requires further modifications or not.

To facilitate and systematize this process, a template can be used as in the example below, in which the Discussion Guide's topics are recorded in the first column; participants' answers in regards to Booklet III are recorded in the second column while in the 3rd column those for Booklet IV can be recorded.

Table B6. Sample of a template for the systematization of answers from a focus group with teachers

TOPIC 2- STRUCTURE OF BOOKLETS III & VI	BOOKLET III Teacher's Manual	BOOKLET VI Student's Activities Book
<i>In general, how would you evaluate the structure of the</i> <ul style="list-style-type: none"> • <i>Teacher's Manual?</i> • <i>Students' Activities Book?</i> 	X.Z. "I think the manual is well-structured and ..." A.B. "The step-by-step instructions seem to be..." X.X. "It's fine except for the part..." L.D.	A.B. "It is very easy to locate the worksheet..." X.Z. "It's seems to me to be very complicated..." L.D. "It might be better if..."
<i>Do you think that the two booklets would facilitate you in implementing the workshop in the classroom?</i>	A.B. "Yes" X.Z. "Not particularly because the subject...."	X.Z. "No, because..." L.D. "Yes, ..."
<i>Is there something that you don't understand regarding the teachers' instructions for the use of the material?</i>	X.Z. "It is fine" A.B. "Yes," ...	L.D. "No, ..." ...

Focus group report

The focus group results must be appropriately tabulated in such a way that will reveal whether -and to what extent- each Booklet appropriately addresses the topics

in question in a way that is appropriate for the specific target group(s), or if it needs to be further modified. Needless to say that of all of the comments and opinions that have been expressed by the participants in regards to necessary modifications, the moderator(s) must take into account only those that are also considered scientifically sound.

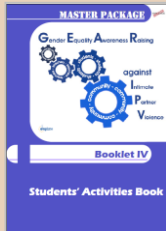
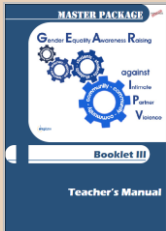
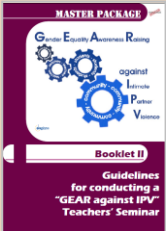
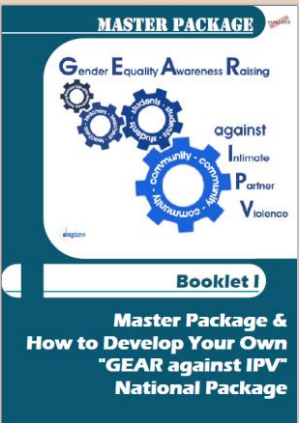
Regarding its structure, the focus group report must include the aim for conducting the groups, a brief description of the methodology and a detailed presentation of the results. In a separate section, the exact parts of each booklet that require modifications as well as the modifications that need to be made should be described.

Finalization of your "GEAR against IPV" National Package

According to the results from the focus groups' evaluation by teachers and students, the professional(s) in charge of the National Package proceed to the necessary modifications (if needed) of the material; after this final revision, the "GEAR against IPV" Package for their country can be considered as finalized.

This final version of the "GEAR against IPV" National Package is the material that will be used with the target populations as well as for dissemination to the general public and for lobbying its implementation in classrooms.

In Part C of this Booklet, the suggested methods for dissemination and lobbying are described.



A.

B.

C. LOBBYING FOR THE “GEAR against IPV”
NATIONAL PACKAGE

ANNEXES

C. LOBBYING FOR THE “GEAR against IPV” NATIONAL PACKAGE

C. Lobbying for the "GEAR against IPV" National Package

The development of "GEAR against IPV" National Packages is the first and most essential step in implementing gender-based violence and intimate partner violence primary prevention programs in school settings. As soon as a National Package is available, the professional(s) in charge of the Package –as well as other stakeholders- should undertake a series of actions in order to inform specific target groups and the general population about the existence of the intervention and the availability of the material.

In this Chapter, specific actions are suggested for the National Package at two levels: firstly, lobbying for the integration of the "GEAR against IPV" Workshop in the curricula of secondary education schools and secondly, widely promoting the "GEAR against IPV" National Package.



C.1. How to enhance the sustainability of the "GEAR against IPV" National Package: advocating for the integration of the material in schools' curricula

Lobbying is the effort of a person -or group of individuals who share a common idea- to influence policy makers, in order to persuade them to move towards a desirable action. In each "GEAR against IPV" National Package the "common idea" that must be lobbied at national level is the implementation of IPV primary prevention projects in the educational setting and the permanent integration of the respective material in schools' curricula, thus ensuring the sustainability of the effort.

In some of the target countries, secondary schools already include health education programs and in these countries the request might be to integrate the "GEAR against IPV" Workshops in their curricula. However in other countries where health education may not be included in the curricula, there might be other suitable courses (such as history, moral/religious education, art, drama etc.) or programs aimed at teaching social issues and values, or lobbying efforts could be directed at introducing appropriate programs and integrating the "GEAR against IPV" Workshops in their curricula.

Developing local partnerships with key actors: The individual(s) who will lobby for the integration of the "GEAR against IPV" Workshop in the curricula of secondary education schools is, firstly, the professional(s) in charge and/or the Organisation that has undertaken the initiative to develop the "GEAR against IPV" National Package. They may proceed to build local partnerships with individuals and organisations sharing the same interests towards the common goal, namely

the primary prevention of dating violence and IPV in all its forms, and are willing to contribute to dissemination activities as well as in lobbying for the inclusion of the "GEAR against IPV" Workshops in secondary schools at local or national levels. Agencies or experts in IPV primary prevention in school or community settings could participate in such a team, as well as local authorities, such as municipalities, related NGOs, teachers' and parents' associations as well as individual teachers, parents and students.

Lobbying for active participation of National Authorities: In each and every country, it is vital to identify the main decision maker(s), namely the people that have the ability to "institutionalise" such an integration in schools' curricula, as well as the relevant agencies or departments that steer such decisions. In many countries, this is the national Minister of Education while in others the authority to decide on curricula may be reserved to the regional level of government or the local authorities. Additionally, competent agencies or authorities may differ; for example, in Greece, the Pedagogical Institute is the competent authority for designing curricula for all levels of the education. For effective lobbying for the integration of the "GEAR against IPV" Workshops in schools' curricula the professional(s) in charge of the project should identify the key-people to whom the request must be submitted. In other words, it is imperative to know who the people are that decide on the curricula at all educational levels, when the decision on updates/modifications are taken (whether or not the procedure is made regularly, for example on an annual basis) and what their motives are, in other words what can influence their planning of the curricula; such a motive could be, for example, if there are general provisions in the law requiring schools to promote gender equality and/or non-violence; for EU countries the motive could be an EU Recommendation or a ratified (or expected to be ratified) Convention as it is, for example, the Council of Europe (2011) Convention on preventing and combating violence against women and domestic violence; it is also important to know if, in the past, they have integrated related programs in the curricula (for example, Health Education or programs that promote gender equality or programs that prevent other types of violence like right-wing violence).

Approaching the key-people might be achieved through several means, for example by submitting an official request, co-signed by the professional in charge of the National Package, along with supporters of the request, by publishing one or more relevant articles in the press or by scheduling a Working Group in which one or more individuals responsible for planning curricula and a committee, consisting of the professional(s) in charge of the National Package and experts, can participate.

Lobbying for the "GEAR against IPV Workshop at local level: At local level, however, lobbying for implementing the workshop in secondary schools may be a simpler process, since those who can decide to implement the workshop are usually the school principals (with the consent of the teachers), who are far easier to be approached, informed and possibly more likely to support the necessity of such a program for students in their schools. However, in this case, permanent

integration of the workshop can not be guaranteed, as in some countries schools principals do not have the authority to revise curricula without previous authorization from a central or regional authority; in other cases, due to changing conditions (available resources, time, human and financial resources) school principals may be forced to reverse their decision to implement the workshops.



C.1.1. Disseminating and promoting the "GEAR against IPV" National Package

This chapter, along with the previous one, mainly address the Organisations and/or professional(s) in charge of a National Package in order to effectively promote the results of their effort as well as to inform all interested stakeholders of the availability of the "GEAR against IPV" material that had been developed and the opportunity to use this material for implementing "GEAR against IPV" Workshops. The purpose of the procedures suggested in the remaining Part C is to systematically disseminate each National Package in order to render it widely known and to create the best possible conditions for teachers, students, parents, the general population and other stakeholders to understand its necessity and its learning objectives as well as to raise their awareness on issues of IPV primary prevention.

Methods for disseminating and promoting the National Package. The dissemination has three objectives: informing, raising awareness and understanding, and lobbying. The concrete objectives of disseminating the "GEAR against IPV" National Package and promoting the Workshops' implementation are as follows:

Informing concerns mostly individuals and organisations that do not belong to the target-groups of the "GEAR against IPV" project but, still, should be informed of the problem of violence in relationships, sexual coercion and acquaintance rape as well as any existing preventive efforts. Therefore it is not necessary to provide them with information about technical or other details of the material or of the workshops. However, they should be informed of the purpose for which they were developed and their usefulness for children in the educational setting. This type of dissemination can help, at least at the local level, in letting people know that this material exists and could also facilitate the acceptance of implementing the workshop in schools. In this instance, the target-group may be the parents of secondary schools' students who, if uninformed, may be hesitant to allow their children to participate in the Workshop's activities. Journalists could also consist of a target group, as they are in a position to contribute to wide dissemination.

Raising awareness and understanding: In this case, dissemination of the existence of the National Package targets secondary education teacher- and student-populations of the country. Individuals belonging to these groups must be convinced of the importance of the effort and of the direct benefits for them should they decide to participate in the project's implementation. Therefore it is important for both teachers and students to be informed in more detail about the necessity of the

project, the magnitude and nature of the problem it targets; teachers must also be informed about other technical features (such as the required training as well as the implementation process) of the "GEAR against IPV" National Package and Interventions. Other target-groups whose sensitisation is considered to be critical could be: a) Agencies, NGO's and professionals in the field of education, health promotion, gender equality promotion or violence prevention, b) the future teachers or other professionals related with these fields, who can be reached via their University's or College's library (where the National Package can be sent) as well as via their Professors/educators (via personal contacts as well as through scientific publications and announcements).

Lobbying for decision making: The "decision" refers to the acceptance of the project and approval of its integration in secondary education schools' curricula, either nationally and permanently (by a central authority such as the Ministry of Education) or at local level and/or temporarily (by a local authority, such as the principal of a school). Therefore, dissemination actions at this level either indirectly target groups of people who are able to "influence" on the decision making process regarding the educational setting or directly target individuals who "make the decisions" of whether or not the "GEAR against IPV" Workshop will be integrated in secondary education schools' curricula. These groups of people should be informed in detail about both the benefits and requirements of such a project, as well as about any available evaluations indicating its effectiveness.

An indicative inventory of the dissemination means that can be used to promote the "GEAR against IPV" Workshop is presented below, along with the group(s) that each dissemination action is targeting; this list can be used by the responsible party of the National Package in order to develop her/his adapted country-specific dissemination strategy.

Dissemination means for the "GEAR against IPV" National Package

The means that can be used to disseminate any National Package are numerous, requiring different types of approach and possibly targeting different populations. Although the most common of these are presented below, in each case, the Organisation and/or professional(s) in charge of the Package, as well as any other stakeholder, may create their own list of dissemination tools for the "GEAR against IPV" Project and the National Package according to the standards in their country.

Websites (Internet): Notification of the existence of the National Package can be made through posting on websites of relevant organisations or websites that are exclusively visited by teachers and other professionals eligible for implementing the Workshop.

Emailing lists: Compilation of extensive lists of e-mail addresses so as to inform all potential interested parties of the existence of the Project and of the Material (see entity *Dissemination recipients for the "GEAR against IPV" Packages*). In this case the sender should send only a brief, descriptive but appealing message that includes a hyperlink for downloading the material.

Mail: When there is a printed version of a National Package, or an electronic one (CDs), or in case that other informational material (e.g. leaflets) are also developed, a mass mailing to all target groups by post can also be made (see entity *Dissemination recipients for the "GEAR against IPV" Packages*). The material can also reach a large number of its recipients if sent to Associations such as Teachers' Associations or other related professionals' Unions and/or any other coordinating Body that may exist, as well as, to libraries of Universities/Colleges that have related Departments and to professors/educators teaching there; school libraries (if existent) can also receive a copy of the material).

Interviews and/or Press Releases: Interviews and press releases to the press, television and/or radio stations at appropriate times (upon completion of the National Package, upon completion of implementing the Workshops in one or more schools or at critical time periods, for example, when modifications are being made to the educational curricula) are the appropriate tools to inform both the general population and the target groups (such as school principals, teachers, parents and the student population) and is also an effective means for lobbying at local and/or national levels.

Leaflets or other informational material (such as bookmarks): This represents a relatively inexpensive method for promoting the existence of the material for specific population groups (such as students and teachers).

Presentation of the National Package through NGO's Bulletins (Newsletters) is an effective way to inform already sensitized individuals, that are connected with these NGO's, of the existence of the material so as to create partnerships that, at a later stage, will advocate for the integration of the Workshop in schools' curricula.

Presentation of the National Package through professional journals and/or Newsletters that address teachers or related professionals could be an excellent way to reach a large number of potential implementers.

Meetings with representatives of National and/or local authorities (e.g. with regional and municipal authorities as well as with school principals); especially the meetings with local authorities may be particularly effective in lobbying for the National Package and in achieving implementation of the Workshop in schools in specific regions.

Announcements in Conferences and other scientific meetings: This can be especially effective after the Workshop has already been implemented and evaluated in one or more schools and hence there are available data on its effectiveness, which can be published, stressing the necessity for IPV primary prevention projects in the educational setting.

Publications in scientific journals is the most appropriate way to inform the relevant scientific and academic community, nationally or internationally, about the project and its evaluation results. Published evidence of the intervention's effectiveness could be the first step towards considering the "GEAR against IPV" a "good practice" in educational settings for the primary prevention of intimate partner and gender-based violence.

Dissemination recipients for the "GEAR against IPV" **National Package**

Dissemination of the "GEAR against IPV" **National Package** at:

Local level

- Teachers and other professionals eligible to be implementers
- Students
- Local authorities (municipalities, schools, teachers' and parents' associations etc.)
- Related NGOs
- Mass Media (journalists)
- General Population

National level

- Policy makers for education or/and prevention of IPV
- Ministry of Education and other Organisations related to education/prevention of IPV
- Mass Media (journalists)
- Scientific community
- Related NGOs
- Related Networks

Dissemination of the "GEAR against IPV" **Master Package** at:

European level

- European Union/ Members of the European Parliament
- Ministries of Education of EU MS
- European information bulletins, websites, newsletters, etc
- Related Networks
- Scientific community

International level

- Scientific community
- Related Networks



C.1.2. Planning a National dissemination "strategy" for the "GEAR against IPV" National Package and the Project

Using the following tables (which are included in editable format in the template for the development of National Booklet I) and taking into account the information included in the previous chapters of this Part, you may proceed to the planning of a dissemination "strategy" for the "GEAR against IPV" National Package and Project in your country, in two stages:

In Table C1's columns, **record all of** the necessary information that will serve for the systematic dissemination of the National Package and Project (the materials, information or news you would like to disseminate, which populations you would like to reach, which dissemination means you have at your disposal, which is the most appropriate time to realise each dissemination action and who may contribute to the effort).

Table C1. Preparation of a tools' "pool" for developing a dissemination "strategy" for the "GEAR against IPV" National Package and Project

Dissemination material	Population-Target Group	Dissemination means/tools	Time	Responsible
<ul style="list-style-type: none"> • "GEAR against IPV" National Package • Information about the program • Evaluation results of the Workshop • Electronic version etc. 	<ul style="list-style-type: none"> • Students • Parents • Teachers • General Population etc. 	<ul style="list-style-type: none"> • Press releases • Letters • Scientific publications • Presentations in conferences etc. 	<ul style="list-style-type: none"> • During conferences • At the beginning of the school year etc. 	<ul style="list-style-type: none"> • Professional(s) in charge of the National Package • Experts on IPV violence prevention etc.

Table C2 can assist the disseminator to organise all this information into her/his own strategy, by combining what s/he would disseminate, to whom, for what purpose, how, when and who is going to undertake each specific dissemination activity.

Table C2. National dissemination "strategy" for the "GEAR against IPV" National Package & Project (example)

	Material	Population-Target group	Dissemination Means/tools	Time	Responsible
Informing	Leaflet with information about the project	Parents	Mailings to Parents' Associations	Beginning of the school year	Organisation coordinating the implementation of the Workshop by teachers
Understanding and awareness	CD with the "Gear against IPV" National Package	Teachers	<ul style="list-style-type: none"> • Mail through secondary education agencies • Uploading on teachers' websites 	Beginning of the school year	Persons in charge of prefectures' education departments
Lobbying	Evaluation results from the Workshop	Policy makers/ Developers of secondary education curricula	<ul style="list-style-type: none"> • Press release • E-mail • Publishing in the Press 	<ul style="list-style-type: none"> • After publishing of an abuse case by the Mass Media • With the publication of data or National Reports regarding the magnitude of the IPV problem 	Organisation coordinating the lobbying team



C.2. “Why do schools need such a program?”

It is certainly clear that while the material, teachers’ training and a detailed description of the implementations’ methodology are necessary conditions in order to convince decision makers, teachers and students to support the “GEAR against IPV” project, are not enough by themselves to achieve this. The critical condition that can determine whether or not the project’s aim (namely the primary prevention of gender-based violence through students’ awareness raising on gender equality, gender stereotypes and healthy/unhealthy relationships) will be achieved, is that each target-group must firstly understand the importance of implementing such a program in the classroom, as well as the need to share its objectives and to support its implementation.

There may be many alternative ways to approach the target groups in order to convey information regarding the importance of the project’s implementation; independently of the way that will be selected though, it is very important to convey information outlining the aims and the necessity of the program, that will be adjusted for the style and content in such a way in order to be appropriate for each target group.

The four hypothetical letters that follow aim to illustrate the arguments that could be used in order to explain the usefulness and benefits that can result from the implementation of this program. The arguments are compiled in the form of a letter that address each of the four different target groups (students and their parents, implementers and policy makers) in order to present them with the benefits that the “GEAR against IPV” Workshop has to offer them; the letters intends to provide information and raise awareness with the aim to convince their recipients to participate and/or support the implementation of the “GEAR against IPV” intervention.

The format of letters was chosen not because we believe that the best –or most effective- way to approach each target group is via letters but exclusively for the sake of directness of speech; the letter to students, for example, includes information that a teacher can use in order to orally inform her/his class about the Workshop’s implementation, the process and why this action concerns them as well as to invite them to attend it.

The format in which the “message” will be conveyed to each target-group, as well as the arguments included in these sample letters, can be modified and adapted by any professional in the fields of education, health promotion, gender equality promotion or violence prevention, who would like to support the effort or to implement “GEAR against IPV” Workshops by using the material and process contained in the National Package that has been developed for her/his country.



Dear Student,

I/we would like to inform you about the *GEAR against IPV* Workshop that is going to be conducted, here, in our school; GEAR stands for “**G**ender **E**quality **A**wareness **R**aising” while IPV stands for “**I**ntimate **P**artner **V**iolence”.

Everyone has heard of, read about or seen a relationship with problems. The most severe type of problem is when one partner is violent towards the other. What we may not all be aware of is how some relationships become something that at least one member – if not both – does not want.

Through games and experiential activities in your classroom, the *GEAR against IPV* Workshop may help you and your classmates to discover that some opinions/attitudes against men and/or women, even though are quite common, are nothing other than gender stereotypes; this means that they are not correct and distort the reality of gender roles and their characteristics, which often leads to unhealthy relationships, like, for example, violent ones. You will also have the opportunity to learn how to recognise the warning signs of unhealthy relationships as well as what you can do if you encounter this kind of relationship, either in one of your friend’s relationship or as a partner in the relationship.

We strongly believe that, if all adults, men and women alike, had had the opportunity when they were children to be informed on and made aware of issues like the ones that you could “explore” by participating in the workshop, then there would certainly be fewer unhealthy relationships today.

We consider this issue to be one that concerns all of us and we believe that if people your age are properly equipped to build healthy relationships, then we will have made an important step towards creating a society free of violence, where everyone respects each other.

Hoping that we will meet you in the Workshop,
We wish you all the best,

Name of the Workshop’s Coordinator



Dear Mother, Father or Guardian,

With this letter we would like to inform you about a Health Education program entitled *GEAR against IPV*, which will be conducted in the school where your child attends. GEAR stands for “**G**ender **E**quality **A**wareness **R**aising” while IPV stands for “**I**ntimate **P**artner **V**iolence”.

Through games and experiential activities that are appropriate for your child’s age, the *GEAR against IPV* Workshop aims to raise students’ awareness on issues related to gender equality as well as on how they can recognise if a relationship is healthy, unhealthy, or even violent. The Workshop also aims to help children to identify and find ways to “build” healthy relationships between them as well as how they can seek help if needed, either for a friend or for themselves.

The Workshop will be conducted by “teacher’s name” and, in total, there will be “#” sessions.

We believe that it is extremely important for children, *the future men and women of our society*, to adopt, as early as possible in their lifetimes, healthy models for both genders and for their relationships, and, for this reason, we hope that you will not object to allowing your child to participate in this workshop, if s/he desires to do so.

For any further questions or information, please do not hesitate to contact the Workshop’s Coordinator by phone/email <contact information>

Respectfully,

*Name and Signature of the Workshop’s Coordinator
and/or the School’s Principal*



Dear Teacher,

The "GEAR against IPV - **Gender Equality Awareness Raising against Intimate Partner Violence**" material for implementing activities in the classroom with the participation of secondary school students, not only highlights and supports the leading and crucial role of teachers, but also the teaching practice in general, in health promotion, and more particularly in the promotion of healthy and non-violent partner relationships between students who will soon become members of adult society.

This aim may be achieved through the promotion and establishment of the concept of gender equality, the deconstruction of widely established, usually culturally inherited and often fallacious gender stereotypes, and consequently through the primary prevention of all forms of gender-based violence, especially dating and intimate partner violence.

By implementing the project which you are going to adapt based on your students' needs and taking into consideration the practical limitations set by the educational system, you may provide your students with the chance to actively participate in activities that will help them understand very important possible misunderstandings concerning gender roles and gender relationships, helping them in the most substantial way to renegotiate, primarily with themselves, but also with those around them, their beliefs concerning healthy and unhealthy behaviors and understand how the latter lead to gender-based violence. Our ultimate goal is to provide adolescents with the practical skills that will enable them to build healthy partner relationships in the present and in the future.

The "Teacher's Manual" (Booklet III) includes all of the information necessary for you to cover any "gaps" you may find in your own knowledge on gender equality issues, detailed guidelines on the way in which you may develop your own Workshop that will meet your students' needs, and step-by-step instructions for implementing the activities of your choice in the classroom. The "Students' Activities Book" (Booklet IV) comprises the material you can easily find and reproduce, especially helpful for the implementation of any of the Workshop's activities in the classroom, with the students.

We believe that you, as an educator, completely share our attitude regarding the need for preparing adolescents for their entry into adult life free of beliefs that may lead them into unhealthy interpersonal relationships, well aware of gender equality and intimate partner violence issues –not as a personal issue, but as a grave public health problem that affects us all- and equipped with the skills necessary for them to build healthy relationships and break the cycle of violence. The teachers' role in this effort is particularly important, not only because the implementation of similar activities in the context of the educational system depends on them, but also because they can act as multipliers, passing their grasp of this necessity on to their students, their colleagues, their students' parents, and to the community in general.

We are certain that the objectives of this project may coincide with some of your lessons' objectives, expanding the benefits of the educational system to levels other than the acquisition of knowledge, but to equally, if not more important ones.

Sincerely,

Signature of the professional in charge



Dear Sir-Madame/or Minister of Education,

"GEAR against IPV - **G**ender **E**quality **A**wareness **R**aising against **I**ntimate **P**artner **V**iolence" was developed for the promotion and establishment of the concept of gender equality, the deconstruction of widely established stereotypes, namely of usually culturally inherited and often fallacious gender perceptions and beliefs, and consequently the primary prevention of all forms of gender-based violence, especially dating and intimate partner violence. The material in hand may be used for the implementation of integrated programs, adapted to the needs of each classroom, with the participation of secondary school students.

The existence of the [country name] "GEAR against IPV" Package is important in order for the educators of [country name] to have the tools necessary for the implementation of the Workshop, as issues like gender stereotypes and gender inequality resulting from the existing patriarchal structure of society and the consequent occurrence of gender-based violence are high among the priorities of [country name].

On our part, we are prepared to work towards this end together with the Ministry of Health, competent Organizations and Agencies, and with teachers, in order to support the implementation of the [country name] "GEAR against IPV" Workshops. We hope that this extensive pilot implementation of the project will lead to its integration as a permanent module in the curricula of secondary schools.

Looking forward to our future cooperation,

Sincerely,

Signature of professional in charge



Glossary

Acquaintance rape

Gender-based violence

Gender equality

Gender stereotypes

Intimate partner violence

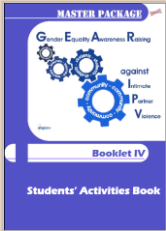
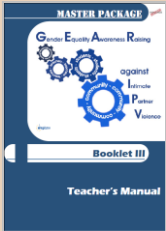
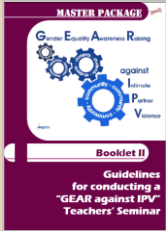
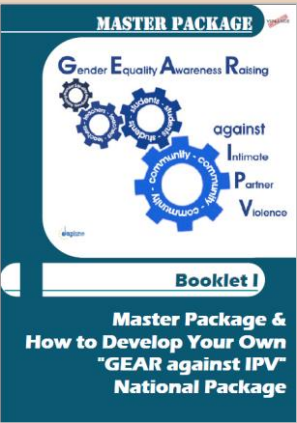
Patriarchal society

Primary prevention

Sexual coercion

...

[to be completed]



ANNEXES

ANNEX 1^a: Literature Review Protocol

ANNEX 1^b: List of Sources

ANNEX 2^a: Evaluation tool for the "GEAR against IPV" Master Package by Experts

ANNEX 2^b: Evaluation tool for the "GEAR against IPV" National Package by Experts

ANNEX 3^a: Focus Group with Teachers: Protocol and Moderator's Discussion Guide

ANNEX 3^b: Focus Group with Students: Protocol and Moderator's Discussion Guide

ANNEX 4: "Ready to use" template for development of **Booklet I of the GEAR against IPV" National Package**

A

B.

C.

ANNEXES

ANNEX 1^a: Literature Review

Protocol

LITERATURE REVIEW PROTOCOL

1. SUBJECT IN QUESTION

The identification of preventive practices/interventions material and resources (grey & published), addressing the following main topics:

- patriarchal societies
- femininity and masculinity patterns
- gender stereotypes (or deconstruction of stereotypical views of the opposite gender)
- gender based inequalities (or gender equality issues)
- gender based violence (or healthy behaviour in intimate partner relationships and healthy intimate relationships)

2. SEARCH STRATEGY

Type of sources to be searched

- a. Grey Literature: previous DAPHNE and other projects, websites, educational material
- b. Published literature: education/ sensitization good practices & the respective material

Keywords: separate and combined searches to be conducted

- A.**
- a. "patriarchal" and "society" or "societies"
- AND**
- b. "gender" or "boys" and "girls" or "men" and "women" or "victim" or "survivor" or "batterer" or "perpetrator"
- AND**
- c. "equality" or "inequality" or "stereotypes" or "relationships" or "violence" or "behaviour"
- AND**
- d. "education" or "prevention" or "intervention" or "project" or "report" or "book" or "booklet" or "exercise" or "practice" or "method" or "manual" or "guide"
- B.**
- a. "femininity" or "masculinity" or "gender"
- AND**
- b. "stereotypes"
- AND**
- c. "construction" or "deconstruction" or "myth" or "reality" or "relationships" or "healthy relationships" or "unhealthy relationships" or "violence" or "intimate partner violence" or "domestic violence" or "dating violence" or "behaviour" or "abuse" or "stalking" or "physical abuse" or "emotional abuse" or "psychological abuse" or "sexual abuse"
- AND**
- d. "prevention" or "intervention" or "project" or "report" or "book" or "booklet" or "exercise" or "practice" or "method" or "activity" or "activities"

SEARCH APPROACH

Electronic search (via Internet)

Suggested Sources (the list is not exhaustive)

- | | |
|--------------------|---|
| a. DAPHNE Projects | f. ERIC: Education Resources Information Center |
| b. CDC | g. CoE |
| c. UNICEF | h. (to be enriched) |
| d. UNIFEM | |
| e. WHO | |

Other **Electronic** (e.g. websites or material published from related organizations, networks, etc. related to the topics) or **paper sources** (e.g. libraries, other printed material)



3. INCLUSION/EXCLUSION CRITERIA

3.1. Inclusion criteria

- a. **Target group:** teenagers & young people (12-24 years old) of both genders
- b. **Relativity:** the target of intervention/project/material/ to be relevant with one or more of the abovementioned topics
- c. **Languages:** English, German, Greek, Croatian

3.2. Exclusion criteria

- a. Sources **NOT** including practices/ exercises/ activities/ other type of material
- b. Documents including practices related to tertiary prevention interventions

4. EXTRACTION FORM

A. IDENTITY OF THE MATERIAL

General Information

- Title
- Author(s)
- Year published/ developed
- Name of responsible Organization
- Country of origin
- Topic targeted (list same with the subject in question – multiple choices)
- Target group age:
- Target group identity (gender and brief description)
- Format of material
 - Paper
 - Electronic online (*please provide exact location/link*)
 - Electronic but not online

Decision

- ☐ Included
- ☐ Excluded due to:
 - ☐ Irrelevant topic
 - ☐ Age of target group
 - ☐ Material not available (e.g. activities)
 - ☐ Material of low quality
 - ☐ Other: _____

Information related to the type of the identified material

- **Published**
 - Type (book/ leaflet/ report/ guideline / other (*please describe*))
 - Full bibliographical reference (including ISBN where applicable)
- **Gray literature**
 - Type (book/ leaflet/ report/ guideline / other (*please describe*))

Information related to the content of the identified material

- **Level of implementation**
 - International /European /National /Local /Not implemented / Unknown
- **Place of implementation**
 - *Please specify country/-ies, city/-ies, etc.*
- **Setting of implementation**
 - School/ other (*please specify*)
- **Stage of implementation**
 - Ongoing / completed
- **Existence of Evaluation**
 - No/ Yes; *If yes, what is the reported level of effectiveness (high/ medium/ low/ none/ unspecified)*
- **Summary and/or Comments**



B. SPECIFIC ACTIVITIES' DESCRIPTION AND MATERIAL/S

AIM: to **extract** *specific activities*, to-be-included in the core GEAR Master Package, in a common structure (**per activity**), as follows:

Instructional Part

List of available material (file/s to be attached and/or provide the **specific** link to it)

If the original material is not in English, it should be translated according to the following structure:

- Identity of material (source¹ - **only if different from that mentioned in Part A**)
- Short introduction (on the issue addressed by the specific activity)
- Learning objectives (of the specific activity)
- Duration (in minutes)
- Material and preparation needed for the specific activity
- Suggested step-by-step process
- Expected outcomes for monitoring the process
- Teacher's tips
- Entities not anticipated and/or Comments:

- Copyrighted? (No/ Yes (*please provide contact details*))
- Did you adapt the activity?
 - No
 - Yes, slightly
 - Yes, moderately
 - Yes, totally (only the idea was kept)

Student's Worksheet/ Handouts (Individual *ready-to-use* materials)

List of available material (file/s to be attached and/or provide the **specific** link to it)

If the original material is not in English, it should be translated according to the following structure:

- Identity of material (source¹ - **only if different from that mentioned in Instructional Part**)
- Instructions (to the students – where needed)
- Content of material

- Copyrighted? (No/ Yes (*please provide contact details* - **only if different from that mentioned in Instructional Part**))
- Did you adapt the Worksheet/Handout?
 - No
 - Yes, slightly
 - Yes, moderately
 - Yes, totally (only the idea was kept)

¹ In case you develop the activity and/or the Worksheet or Handout for an activity, please write the reference as you would like it to appear; Multiple sources could be used

EXTRACTION FORM

A. IDENTITY OF THE MATERIAL

GENERAL INFORMATION					
Title					
Subtitle					
Author(s)					
Year of Publication					
Organization					
Country of origin					
Topic targeted (check as many topics as appropriate)	<input type="checkbox"/> patriarchal societies <input type="checkbox"/> femininity and masculinity patterns <input type="checkbox"/> gender stereotypes <input type="checkbox"/> deconstruction of stereotypical views of the opposite gender <input type="checkbox"/> gender equality issues <input type="checkbox"/> gender based inequalities <input type="checkbox"/> gender based violence <input type="checkbox"/> healthy behaviour in intimate partner relationships <input type="checkbox"/> healthier intimate relationships				
Target group age:					
Target group identity	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Both More information:				
Format of material	<input type="checkbox"/> Paper <input type="checkbox"/> Electronic but not online <input type="checkbox"/> Electronic online (<i>exact link</i>):				
Decision	<input type="checkbox"/> Included <input type="checkbox"/> Excluded due to <input type="checkbox"/> Irrelevant topic <input type="checkbox"/> Age of target group <input type="checkbox"/> Material not available (e.g. activities) <input type="checkbox"/> Material of low quality <input type="checkbox"/> Other:				
INFORMATION RELATED TO THE TYPE OF THE IDENTIFIED MATERIAL					
<input type="checkbox"/> Published: Type <input type="checkbox"/> Book <input type="checkbox"/> Leaflet <input type="checkbox"/> Report <input type="checkbox"/> Guideline <input type="checkbox"/> Paper (journal) Other: Full bibliographical reference ISBN:			<input type="checkbox"/> Gray literature: Type <input type="checkbox"/> Book <input type="checkbox"/> Leaflet <input type="checkbox"/> Report <input type="checkbox"/> Guideline Other: Full reference (if applicable)		
INFORMATION RELATED TO THE CONTENT OF THE IDENTIFIED MATERIAL					
Level of Implementation	<input type="checkbox"/> International <input type="checkbox"/> European <input type="checkbox"/> Not implemented <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Unknown				
Place of implementation	Country/ies:		City/ies:		<input type="checkbox"/> Not implemented <input type="checkbox"/> Unknown
Setting of implementation	Please, define (e.g. high school):				<input type="checkbox"/> Not implemented <input type="checkbox"/> Unknown
Stage of implementation	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed <input type="checkbox"/> No information available				
Existence of evaluation	<input type="checkbox"/> No <input type="checkbox"/> Yes: <i>If yes, what is the reported level of effectiveness</i> <input type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/> none <input type="checkbox"/> unspecified <input type="checkbox"/> No information available				
Summary / Comments					

B. SPECIFIC ACTIVITIES' DESCRIPTION AND MATERIAL/S

AIM of form B: to **extract** specific activities to-be-included in the core GEAR Master Package in a common structure **per activity**

INSTRUCTIONAL PART	
List of available material	(file/s to be attached and/or provide the specific link to it)
IF THE ORIGINAL MATERIAL IS NOT IN ENGLISH, SHOULD BE TRANSLATED ACCORDING TO THE FOLLOWING STRUCTURE:	
Identity of material (source¹)	Please, provide ONLY if different from that mentioned in Part A <input type="checkbox"/> Published <input type="checkbox"/> Gray literature Type: <input type="checkbox"/> Book <input type="checkbox"/> Leaflet <input type="checkbox"/> Report <input type="checkbox"/> Guideline Other: Full bibliographical reference ISBN:
Short introduction on the issue addressed by the specific activity	
Learning objectives of the specific activity	
Duration in minutes	
Material and preparation needed for the specific activity	
Suggested step-by-step process	
Expected outcomes to be used for process monitoring	(e.g. time monitoring by step for timely and smooth completion of the activity)
Teacher's tips (if available)	
Entities not anticipated and/or Comments:	
Is the activity copyrighted?	<input type="checkbox"/> No <input type="checkbox"/> Yes: <i>If yes, please provide contact details:</i> <input type="checkbox"/> Other:
Did you adapt the activity?	<input type="checkbox"/> No <input type="checkbox"/> Yes, slightly <input type="checkbox"/> Yes, moderately <input type="checkbox"/> Yes, totally (only the idea was kept)

¹ In case you develop the activity and/or the Worksheet or Handout for an activity, please write the reference as you would like it to appear; multiple sources could be used

STUDENT'S WORKSHEET/ HANDOUTS (Individual ready-to-use materials)	
List of available material	(file/s to be attached and/or provide the specific link to it)
IF THE ORIGINAL MATERIAL IS NOT IN ENGLISH, SHOULD BE TRANSLATED ACCORDING TO THE FOLLOWING STRUCTURE:	
Identity of material (source²)	Please, provide ONLY if different from that mentioned in Instructional Part
Instructions to the students (where needed)	
Content of material	
Is the material copyrighted?	<input type="checkbox"/> No <input type="checkbox"/> Yes: <i>If yes, please provide contact details-only if different from that mentioned in Instructional Part</i>
Did you adapt the Worksheet/ Handout?	<input type="checkbox"/> No <input type="checkbox"/> Yes, slightly <input type="checkbox"/> Yes, moderately <input type="checkbox"/> Yes, totally (only the idea was kept)

² In case you develop the activity and/or the Worksheet or Handout for an activity, please write the reference as you would like it to appear; multiple sources could be used

ANNEX 1^b: List of Sources

Table A2. List of Sources

Austria	Germany	Greece	Croatia
<p>Women's/Girl's Antiviolence - NGOs</p> <p>Websites of institutions for civic/political education</p> <p>Website of the ministry for education and related websites</p> <p>Sources:</p> <p>White Ribbon Tool-kit: http://www.whiteribbon.at/documents/269232836.pdf</p> <p>Zentrum polis - Politik lernen in der Schule: http://www.politiklernen.at</p> <p>Startpaket PLUS. Partnerschaftlich lernen und Schule: http://www.eduhi.at/dl/startpaket.pdf</p>	<p>Search Engines: Google, Google scholar</p> <p>Sources German:</p> <p>BMG, Prävention häuslicher Gewalt im schulischen Bereich; BzgA, Gesundheit und Schule: Achtsamkeit und Anerkennung</p> <p>Länder: specific campaigns or materials developed by the German "Länder"</p> <p>Ministerium für Schule, Jugend und Kinder, des Landes Nordrhein-Westfalen und dem Landesinstitut für Schule</p> <p>Soest: Schule im Gender Mainstream</p> <p>Landeskriminalamt Niedersachsen, Gegen Gewalt in Paarbeziehungen</p> <p>Landespräventionsrat Niedersachsen: Häusliche Gewalt, Perspektiven für die Prävention</p> <p>Landesstelle Jugendschutz Niedersachsen</p> <p>Rheinland-Pfalz, Interventionsprojekt gegen Gewalt in engen sozialen Beziehungen (RIGG) Ministerium für Bildung, Frauen und Jugend</p> <p>Ministerium für Gesundheit Sachsen Anhalt: Kinder als Opfer häuslicher Gewalt</p> <p>Other sources (Institutes, universities, NGO`s etc.)</p> <p>Andere Quellen:</p> <p>GIGnet, Universität Bielefeld</p> <p>Deutscher Bildungsserver</p> <p>Dissens, Berlin</p> <p>BIG, Berlin</p> <p>Fit for Gender, Heinrich Böll Stiftung</p> <p>Humboldt Universität Berlin, Genderkompetenzzentrum</p> <p>Institut für Friedenspädagogik Tübingen e.v.</p> <p>Frauenakademie München e.v.</p> <p>Fachkreis Gewaltprävention, und Behörde für Schule, Jugend und Berufsbildung, Hamburg</p> <p>Leuphana Universität Lüneburg, Referenzrahmen schulischer Gesundheitsförderung</p> <p>Kreisjugendring, München</p> <p>Schweiz:</p> <p>Büro für die Gleichstellung und für Familienfragen des Kantons Freiburg und kantonale, Kommission gegen Gewalt in Paarbeziehungen</p> <p>Fachhochschule Nordwestschweiz, Pädagogische Hochschule</p> <p>Fachstelle gegen Gewalt, Schweizerische Eidgenossenschaft, Eidgenössische Büro für die Gleichstellung von Mann und Frau: Gewalt in Paarbeziehungen</p> <p>English:</p> <p>CDC - USAID - UNICEF</p> <p>European Institute for Gender Equality</p> <p>Ipas-protecting womens health and HDN - health and development networks</p> <p>Campaign: Love is not abuse</p> <p>Campaign: Choose respect</p>	<p>Search Engines: Google & google books</p> <p>International Organisations:</p> <p>CDC (e.g. Project Choose Respect)</p> <p>Daphne toolkit</p> <p>White Ribbon Campaign</p> <p>UNICEF</p> <p>UNIFEM</p> <p>RHRC (Reproductive Health Response in Conflict Consortium)</p> <p>JSI Research and Training Institute</p> <p>US Agency for International Development</p> <p>Websites:</p> <p>www.teachingsexualhealth.ca</p> <p>www.promundo.org.br</p> <p>University of Northern Colorado: www.unco.edu/ASAP/Intimate Partner Violence/healthy_relationships.html</p> <p>Manuals and/or projects targeting Prevention of Dating Violence and/or Domestic Violence:</p> <p>Program Love is not Abuse www.loveisnotabuse.com)</p> <p>Project: Choose Respect (www.chooserespect.org)</p> <p>SafeDates: An Adolescent Dating Abuse Prevention Curriculum</p> <p>Love and Respect: Teens helping teens develop safer relationships in New Mexico</p> <p>Stop Dating Violence among Adolescents</p> <p>Break the Cycle: empowering youth to end domestic violence</p> <p>Healthy Relationships: Violence Prevention Curriculum (http://m4c.ns.ca/outcomes.html)</p> <p>Online Resource: Facilitators Guide for Gender Training www.konsnet.dk/Default.aspx?ID=18698)</p> <p>Growing and Developing Healthy Relationships Curriculum Support Materials http://www.public.health.wa.gov.au/2/233/2/schoolbased_sexual_health_education.pm)</p> <p>Libraries</p> <p>www.gbv.ie/category/resource-library</p> <p>Paper Sources:</p> <p>Gender Matters: Manual on gender based violence affecting young people</p>	<p>Manuals:</p> <p>Sex and gender under magnifying glass</p> <p>Better safe than sorry</p> <p>My Choice is Prevention</p> <p>Sexual violence in schools</p> <p>Women for the life without violence</p> <p>Educational activities:</p> <p>Educational module for the promotion of gender equality</p> <p>Books:</p> <p>Violence against woman in family</p> <p>Who is to blame!</p> <p>Violence against women</p> <p>To live with(out) violence</p> <p>Violence does not pass by itself</p> <p>Criminal act of domestic violence:</p> <p>Current judicial practice in Belgrade & Nis</p> <p>SIGNPOST FOR MY RIGHTS in Prevention From Domestic Violence</p> <p>Rape is a crime</p> <p>The dark side of love</p> <p>Is it possible that is love?</p> <p>Scientific Articles:</p> <p>Data bases and web sites of organisations/institutions in Croatia, Bosnia and Herzegovina and Serbia working on GBV issues.</p>

ANNEX 2^a: Evaluation tool for the “GEAR against IPV” Master Package by experts

Attn: Mr/Mrs [Name]

[Title]

[Affiliation]

Dear Mr/Mrs [Name],

*The DAPHNE III Project **"Gender Equality Awareness Raising against Intimate Partner Violence"** (GEAR against IPV) intends to contribute to primary prevention of IPV through a school-based intervention aiming to raise awareness and deconstruct the endorsed gender stereotypes of both high school students and teachers. Teachers, after special training aiming to build their capacity to implement primary prevention programs against dating violence and IPV in classrooms via the "GEAR against IPV" activities, will raise awareness among their students on the harmful effects of gender stereotyping, including IPV and dating violence. Deconstruction of students' gender stereotypes will contribute to the development of attitudes of zero tolerance towards violence at a relatively early age, with the ultimate goal being to promote the development of healthy and equal relationships among young people.*

Five Organizations from four countries are participating in the "GEAR against IPV" Project that is co-funded by the European Commission, Justice, Freedom and Security Directorate-General: [European Anti-Violence Network-Greece](#) (Coordinating Organization), [SPI Forschung hGmbH](#)-Germany, [Austrian Women Shelter Network, AOF/Information Centre Against Violence](#)-Austria, the [Hellenic Association of Health Education Promoting Teachers](#)-Greece, and the [Center for Education, Counselling and Research-CESI](#)-Croatia.

The material entitled "GEAR against IPV" Master Package aims to serve as a model for any Agency and/or professional interested in developing a "GEAR against IPV" National Package, which will allow the implementation of IPV primary prevention programmes in school settings.

The "GEAR against IPV" Master Package consists of four booklets. Booklet I introduces the importance of implementing IPV primary prevention programmes in school settings and contains instructions on how to develop national packages as well as ways to promote the permanent use of such a programme in high school curricula. Booklet II contains instructions for planning and implementing seminars for high school teachers, aiming to build their capacity in order for them to be able to effectively implement the programme in their classrooms. Booklet III, the "Teachers' Manual", is a step-by-step guide aimed at teachers, providing them with all the necessary information on how to formulate and implement adapted versions of the program according to the specific needs of their classrooms. Finally, Booklet IV contains all of the material needed for the implementation of the activities described in Booklet III.

Taking into account your expertise in the area of prevention of violence against women we would like to kindly invite you to participate in this effort by providing your evaluation for the "GEAR against IPV" Master Package. The evaluation will be realized via a tool that has been developed for this purpose.



“GEAR against IPV”

Gender Equality Awareness Raising against Intimate Partner Violence

www.gear-ipv.eu



Your contribution is essential as the Master Package will be the model for the development of four National Packages (Austrian, Croatian, German and Greek) that will be developed in the context of the current Project and potentially of any additional National Packages that could be developed by other interested countries. Moreover, we would like to inform you that your contribution will be acknowledged in all four booklets of the Master Package.

Please, let us know whether you accept this invitation no later than [Date]. If you decide to participate in this process, you will receive the material along with the evaluation tools in due time.

In case that for any reason you are not able to provide your evaluation, please forward this invitation to any of your colleagues who you consider as appropriate to participate in this process (with cc to info@antiviolence-net.eu) or provide us with their contact details in order for us to contact them.

If you need any further clarification, please do not hesitate to contact us.

Thank you in advance for your invaluable contribution to this effort!

On behalf of

European Anti-Violence Network-GR

SPI Forschung hGmbH-DE

Austrian Women Shelter Network, AOF/ Information Centre Against Violence-AT

Hellenic Association of Health Education Promoting Teachers-GR

Center for Education, Counselling and Research-CESI-HR

European Anti-Violence Network

Vice President

12 Zacharitsa Str.

117 42 Athens

Greece

Tel.: +30 210 9225491

Email: sakis@antiviolence-net.eu

URL: www.antiviolence-net.eu

Content of material at a glance

"GEAR against IPV" Master Package aims to serve as a model to any professional and/or Organization interested in developing National Packages of "GEAR against IPV"; "GEAR against IPV" National Packages will contribute to the implementation of IPV primary prevention programmes in school settings.

Master Package "GEAR against IPV" Master Package consists of four booklets distinct as to their aims and content. In Booklet I the aim of IPV primary prevention programmes in school settings, as well as ways for professionals to promote the permanent use of such a programme in the high school curricula are fairly detailed. Booklet II contains instructions for planning and implementing seminars for high school teachers, aiming to build their capacity to effectively implement the programme in their classrooms; Booklet III, "Teachers' Manual", is a step-by-step guide aimed at teachers, providing them with all the necessary information on how to formulate and implement adapted versions of the program according to the specific needs of their classrooms; finally, Booklet IV contains all the material needed for the implementation of the activities described in Booklet III.

Instructions for Evaluation

Four "Evaluation Sheets" have been developed, one per booklet of the Master Package "GEAR against IPV". It is suggested to start the evaluation process by reviewing Booklet I and, upon its completion, to use the respective "Sheet I" for your evaluation. The same process can be followed for the rest three booklets. **We would like to kindly ask you to pay special attention in Booklet III "Trainer's Manual".**

To assess whether you agree or not with each of the sentences under the titles "Content Completeness", "Clarity & Precision", "Methodological Issues", "Structure & Functionality", "Formatting and 'user friendliness'", please, use the **6-degree scale** at the header of each evaluation sheet. Last but not least, please provide your "General Assessment" for each booklet in the last section of the respective evaluation sheet. For all the cases your rating is **1, 2, 3 or 4**, please **use the field named "Comments"** in order to provide a brief justification for your assessment. **Your comments will be of great help in our effort to improve the "GEAR against IPV" Master Package.**

If you do not wish to evaluate one or more specific aspects of the material, please write down on the respective cell "NA" ("Non Applicable").

Once you will finalize the evaluation process, please return the four completed evaluation sheets at European Anti-Violence Network (info@antiviolence-net.eu; cc: sakis@antiviolence-net.eu) till November 22, 2010.

Thank you again for your invaluable contribution in this effort!

On behalf of the entire Project Consortium

[European Anti-Violence Network-GR](#)

[SPI Forschung hGmbH-DE](#)

[Austrian Women Shelter Network, AOF/ Information Centre Against Violence-AT](#)

[Hellenic Association of Health Education Promoting Teachers-GR](#)

[Center for Education, Counselling and Research-CESI-HR](#)

Note: If you like to complete the evaluation sheets in simple word format (no form), you can unlock the forms (password: 1) (from the menu bar → Tools → Protect document).

1	2	3	4	5	6
Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree

Evaluator's Name: _____ Title (as you wish to appear in the acknowledgements): _____

EVALUATION SHEET I	GEAR against IPV Booklet I: The Master Package and How to Develop your National Package	Evaluation
A. Content's Completeness	1. Booklet I serves the purpose of the Project "GEAR against IPV", namely the implementation of primary prevention of IPV in school settings	_____
	2. Meets the needs for which Booklet I of Master Package has been created, namely to be the model for the development of National Packages	_____
	3. Provides sufficient information to any interested professional regarding the "GEAR against IPV" Master Package	_____
	4. Provides sufficient guidelines to any interested professional/ Organization on how to develop a "GEAR against IPV" National Package	_____
	5. Provides sufficient instructions to any interested professional on how to disseminate and lobby his/her "GEAR against IPV" National Package	_____
B. Clarity & Precision	1. The main aim of the Project "GEAR against IPV" is clearly defined	_____
	2. The main aim of Booklet I is clearly defined	_____
	3. Potential Users of Booklet I (i.e. professionals that interested to develop their own National Packages "Gear against IPV") are clearly defined	_____
	4. Difficulty level of Booklet I is suitable for potential users	_____
C. Methodological Issues	1. Literature Review Protocol is an appropriate tool for the development of the content of "GEAR against IPV"	_____
	2. Guidelines provided for the development of National Packages are feasible	_____
	3. The (present) tool that you are using for the evaluation of the Master Package is appropriate	_____
	4. Suggested methodology for focus groups conduction contributes sufficiently towards the cultural adaptation of the Master Package	_____
	5. Provided recommendations towards the sustainability of the Program "GEAR against IPV" are sufficient	_____
D. Structure & Functionality	1. The structure of the content of Booklet I is rational	_____
	2. Titles and sub-titles facilitate the reader	_____
	3. Annexes in general sufficiently support the content of Booklet I	_____
	4. Tables in Part B of the Booklet I facilitate the potential users to better understand the structure of the whole Master Package (all four booklets)	_____
	5. Presentation of Booklet I generally encourages the development of National Packages "GEAR against IPV"	_____
E. Formatting & "User friendliness"	1. Font size is the appropriate	_____
	2. Formatting of Booklet I makes it user friendly	_____
General Assessment:	<input type="checkbox"/> To remain as it is (no modifications are needed)	
	<input type="checkbox"/> Booklet I requires slight modifications	
	Suggestions:	
	<input type="checkbox"/> Booklet I requires extensive modifications	
	Suggestions:	

Comments: Please, use the fields below in order to provide your comments –if any- to individual aspects of your evaluation (for example A1, B4, C3 etc.)

A1:

A2:

A3:

A4:

A5:

B1:

B2:

B3:

B4:

C1:

C2:

C3:

C4:

C5:

D1:

D2:

D3:

D4:

D5:

E1:

E2:

1	2	3	4	5	6
Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree

Evaluator's Name: _____ Title (as you wish to appear in the acknowledgements): _____

EVALUATION SHEET II	GEAR against IPV Booklet II: Guidelines for conducting a "GEAR against IPV" Teachers' Training	Evaluation
A. Content's Completeness	1. Booklet II serves the purpose of the Project "GEAR against IPV", namely the implementation of primary prevention of IPV in school settings 2. Provides the necessary instructions on how to plan "GEAR against IPV" teachers' seminars 3. Provides the necessary instructions on how to implement "GEAR against IPV" teachers' seminars 4. Provides the necessary instructions on how to evaluate "GEAR against IPV" teachers' seminars	
B. Clarity & Precision	1. The main aim of Booklet II is clearly defined 2. Specific objectives of Booklet II are clearly defined 3. Potential users are clearly defined 4. Target-population (high school teachers) is clearly defined 5. Difficulty level of Booklet II is suitable for the potential users (professionals working in the area of primary prevention of IPV that will undertake to train the teachers)	
C. Methodological Issues	1. Planning of teachers' seminars according to guidelines is feasible 2. Conduction of teachers' seminars according to guidelines is feasible 3. "Evaluation <i>ready-to-use</i> tools" for the evaluation of the teachers' seminar are appropriate	
D. Structure & Functionality	1. The structure of the content of Booklet II is rational 2. Titles and sub-titles facilitate the reader 3. Guidelines on how to use Booklets III and IV during the training of the teachers are sufficient 4. Guidelines for awareness raising and sensitization of teachers on gender based violence-related issues are sufficient 5. Presentation of Booklet II generally encourages the conduction of teachers' seminar	
E. Formatting & "User friendliness"	1. Font size is the appropriate 2. Formatting of Booklet II makes it user friendly	
General Assessment:	<input type="checkbox"/> To remain as it is (no modifications are needed) <input type="checkbox"/> Booklet II requires slight modifications Suggestions: <input type="checkbox"/> Booklet II requires extensive modifications Suggestions:	

Comments: Please, use the fields below in order to provide your comments –if any- to individual aspects of your evaluation (for example A1, B4, C3 etc.)

A1:

A2:

A3:

A4:

B1:

B2:

B3:

B4:

B5:

C1:

C2:

C3:

D1:

D2:

D3:

D4:

D5:

E1:

E2:

1	2	3	4	5	6
Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree

Evaluator's Name: _____ Title (as you wish to appear in the acknowledgements): _____

EVALUATION SHEET III	GEAR against IPV Booklet III: Teacher's Manual	Evaluation
A. Content's Completeness	1. Booklet III serves the purpose of the Project "GEAR against IPV", namely the implementation of primary prevention of IPV in school settings 2. Provides all the necessary instructions for teachers on how to use the Booklet III: Teacher's Manual 3. Includes the necessary sections (gender equality, gender stereotypes, healthy/unhealthy relationships, IPV-relate issues) that are needed for students' awareness raising on these issues 4. Generally, annexes include the necessary information in order for the teachers to be sufficiently aware regarding gender equality & IPV issues 5. Provides all the necessary instructions for the evaluation of the "GEAR against IPV" programme in classroom	
B. Clarity & Precision	1. The main aim of Booklet III is clearly defined 2. Specific objectives of Booklet III are clearly defined 3. Potential users (i.e. high school teachers) and target-population (i.e. high school students) are clearly defined 4. Step-by-step instructions for the implementation of the Programme "GEAR against IPV" in the classroom are clear 5. Difficulty level of Booklet III is suitable for the potential users (high school teachers that will implement the "GEAR against IPV" in their classrooms)	
C. Methodological Issues	1. Justification for the necessity of implementing such a programme in school settings is sufficient 2. Adaptation of the programme according to the specific needs of a classroom is feasible 3. Evaluation methodology & ready-to-use tools are appropriate for the teachers to conduct effectiveness evaluation of the programme in classrooms	
D. Structure & Functionality	1. The structure of the content of Booklet III is rational 2. The structure of individual activities facilitates teacher to understand the implementation procedure 3. Generally, instructions aimed at teachers facilitate them to implement the programme in their classrooms 4. Presentation of Booklet III generally encourages teachers to initiate the implementation of "GEAR against IPV" programme in their classrooms	
E. Formatting & "User friendliness"	1. Font size is the appropriate 2. Formatting of Booklet III makes it user friendly	
General Assessment:	<input type="checkbox"/> To remain as it is (no modifications are needed) <input type="checkbox"/> Booklet III requires slight modifications Suggestions: <input type="checkbox"/> Booklet III requires extensive modifications Suggestions:	

Comments: Please, use the fields below in order to provide your comments –if any- to individual aspects of your evaluation (for example A1, B4, C3 etc.)

A1:

A2:

A3:

A4:

A5:

B1:

B2:

B3:

B4:

B5:

C1:

C2:

C3:

D1:

D2:

D3:

D4:

E1:

E2:

1	2	3	4	5	6
Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree

Evaluator's Name: _____ Title (as you wish to appear in the acknowledgements): _____

EVALUATION SHEET IV	GEAR against IPV Booklet IV: Activities' Book for Students	Evaluation
A. Content's Completeness	1. Booklet IV meets the learning objectives of activities included in Booklet III: Teacher's Manual	_____
	2. Booklet IV includes all the material needed for the implementation in the classroom of all the activities included in Booklet III	_____
B. Clarity & Precision	1. Instructions for using Booklet IV are clear	_____
C. Structure & Functionality	1. Difficulty level of Booklet IV is suitable for target-population (high school students)	_____
D. Formatting & "User friendliness"	1. Formatting of individual materials makes Booklet IV user friendly for the teachers	_____
	2. Formatting of individual materials makes Booklet IV user friendly for the students	_____
General Assessment:	<input type="checkbox"/> To remain as it is (no modifications are needed)	
	<input type="checkbox"/> Booklet IV requires slight modifications	
	Suggestions: <input type="checkbox"/> Booklet IV requires extensive modifications	
	Suggestions:	

Comments: Please, use the fields below in order to provide your comments –if any- to individual aspects of your evaluation (for example A1, B4, C3 etc.)

A1:

A2:

B1:

C1:

D1:

D2:

ANNEX 2^b: Evaluation tool for the

“GEAR against IPV” National Package by experts



“GEAR against IPV”-II

Gender Equality Awareness Raising **against** Intimate Partner Violence

Project N°: JUST/2013/DAP/AG/5408

www.gear-ipv.eu



Attn: [Name]

[Title/Position]

[Affiliation]

Topic: Invitation to participate as an expert in the evaluation of the [Country name] GEAR against IPV Package

Dear Mr/Ms/Dr/Prof./other [Name],

The DAPHNE III Project “Gender Equality Awareness Raising **against** Intimate Partner Violence”-II (GEAR against IPV-II) intends to contribute to primary prevention of IPV through a high school-based intervention aiming to deconstruct the endorsed gender stereotypes of both high school students and teachers, to raise awareness on gender equality and IPV issues, as well as to “equip” students with “protective” skills that will allow them to identify, avoid and react against abuse and, at the same time, to build healthy relationships. Teachers, after special training aiming to build their capacity to implement primary prevention programs against dating violence and IPV in classrooms via the “GEAR against IPV” activities, will implement “GEAR against IPV” Workshops with their students. Deconstruction of students’ gender stereotypes is expected to contribute to the development of attitudes of zero tolerance towards violence at a relatively early age, with the ultimate goal being to promote the development of healthy and equal relationships among young people.

Six Organisations from five EU-28 Member States are participating in the “GEAR against IPV – II” Project, co-funded by the European Union’s DAPHNE III Program that is coordinated by European Anti-Violence Network-EAVN (Greece) and externally evaluated by Prof. Carol Hagemann-White. [move you Organization’s Name here] is the coordinating organization for our country, while the remaining partner-Organizations are the following: Center for Education, Counselling and Research-CESI (Croatia), Mediterranean Institute of Gender Studies-MIGS (Cyprus), The Smile of the Child (Greece), Association for Gender Equality and Liberty-ALEG (Romania) and Plataforma unitària contra les violències de gènere (Spain).

One of the project’s aims is develop material that is adequate and culturally appropriate for guiding the implementation of the “GEAR against IPV” interventions in our country. The [Country name] "GEAR against IPV" Package has initially been created on the basis of an analogous Master Package, which functions as a model for developing "GEAR against IPV" National Packages; afterwards, it was completed with information and was adapted in a way so that to be cultural appropriate for use in our own country. At this stage, we would greatly appreciate your contribution that will allow us to evaluate the extend to which the aim has been accomplished, namely that the material in hand is appropriate in order to allow the implementation of IPV primary prevention projects in our country's high school settings.

In addition to its introductory Booklet I, the [Country name] "GEAR against IPV" Package, contains three Booklets, which we would like to kindly invite you to evaluate. **Booklet III**, the "Teachers' Manual", is a step-by-step guide aimed at teachers, providing them with all the necessary information on how to formulate and implement Workshops, adapted to the specific needs of their classrooms, while **Booklet IV** contains all of the material needed for the implementation of the activities described in Booklet III. **Booklet II** contains instructions for planning and implementing seminars for high school teachers, aiming to build their capacity in order for



"GEAR against IPV"-II

Gender Equality Awareness Raising against Intimate Partner Violence

Project N°: JUST/2013/DAP/AG/5408

www.gear-ipv.eu



them to be able to effectively implement the Workshops with their students, as well as to identify and appropriately respond to students who may be abused.

Taking into account your expertise in the area of GBV/IPV/VAWG and/or gender equality [to be modified according each expert's expertise], we would like to kindly invite you to participate in this effort by providing your evaluation for the [Country name] "GEAR against IPV" Package. Your contribution is essential as it will help us identify and improve any weak points of the [Country name] "GEAR against IPV" Package before using it for implementing "GEAR against IPV" interventions with teachers and students in our country. Needless to say that your contribution will be acknowledged in all four booklets of the [Country name] "GEAR against IPV" Package.

We would like to kindly ask you to inform us whether you accept our invitation at your earliest possible convenience but not later than [Date]. Upon receiving a positive answer from you, we will send you the Booklets along with their evaluation tools, but in case you need the material in order for you to decide, please let us know.

In case that, for any reason, you are not able to evaluate our material, we would be grateful if you could recommend us another [Country's nationality] expert in the areas of GBV/IPV/VAWG and/or gender equality in order to invite her/him to participate in the evaluation process.

Should you need any further clarification or information, please do not hesitate to contact us.

Hoping that you will accept our invitation, we thank you in advance for your invaluable contribution to this effort!

On behalf of

Name of your Organization

Contact details of person signing this letter

Content of material at a glance

The [Country name] "GEAR against IPV" Package aims to guide the implementation of of IPV primary prevention projects in our country's school settings.

The "GEAR against IPV" Package consists of four booklets distinct as to their aims and content. **Booklet I** is the introductory booklet, describing the aim of IPV primary prevention projects in school settings, as well as ways for professionals to disseminate and promote the permanent use of such a project in the high school curricula. **Booklet II** contains instructions for planning and implementing seminars for high school teachers, aiming to build their capacity to effectively implement the GEAR against IPV Workshops with their students in classroom; **Booklet III**, "Teachers' Manual", is a step-by-step guide aimed at teachers, providing them with all the necessary information on how to design, organize, implement, evaluate and document Workshops in their classrooms, adapted so that to appropriately meet the specific needs of their students; finally, **Booklet IV** contains, in a ready-to-use format, all material that students will use during the implementation of the activities described in Booklet III.

Instructions for the Experts' Evaluation of the Material

Please find attached three "Evaluation Sheets" that have been developed for the evaluation of each of the Booklets II – IV of the "GEAR against IPV" Package.

It is suggested to start the evaluation process by reviewing firstly Booklets III and IV and at the end Booklet II.

Each Evaluation Sheet request you to assess each booklet's content in terms of its "Content's completeness & cultural appropriateness", "Clarity & precision", "Methodological issues", "Structure & Functionality", "Formatting and 'user friendliness'"; please rate each statement on the basis of the **6-point scale** (completely disagree – completely agree), which is located on the top of each evaluation sheet. Please rate **all statements**; in case that you do not wish to evaluate one or more specific aspects of the material, please write "NA" ("Non Applicable") or DWA (Don't Want to Answer) in the respective cell.

Please also provide your "General Assessment" for each booklet in the last section of the first page.

In the second page of each evaluation sheet you are kindly requested to provide us your feedback for each statement that your rate was **1, 2, 3 or 4**; please **use the respective field** under the area "Comments" in order to provide a brief justification for your assessment and/or your comments for improving this aspect of the booklet.

There is no evaluation sheet for the introductory Booklet I, but in case that you have any comments to contribute for it, they are more than welcomed.

Your comments will be valuable for us, in our effort to improve the [Country name] "GEAR against IPV" Package.

Once you have finalized the evaluation process, please return the three completed evaluation sheets to the <Name of your Organization>. (xxx@xxxxxxxx.xx). We would be very grateful if you could send us your evaluation by <date>.

Thank you again for your invaluable contribution in this effort!

On behalf of the <Name of your Organization>.

Contact details of person signing this e-mail/letter

1	2	3	4	5	6
Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree

Evaluator's Name: _____ Title (as you wish to appear in the acknowledgements): _____

EVALUATION SHEET	[Country name] GEAR against IPV Package Booklet II: Guidelines for conducting a “GEAR against IPV” Teachers’ Seminar	Evaluation
A. Content's completeness & Cultural Appropriateness	1. Booklet II serves the purpose of the Project "GEAR against IPV", namely the implementation of primary prevention of IPV in school settings 2. Provides the necessary instructions on how to plan "GEAR against IPV" teachers' seminars 3. Provides the necessary instructions on how to implement "GEAR against IPV" teachers' seminars 4. Provides the necessary instructions on how to evaluate "GEAR against IPV" teachers' seminars 5. Its content is culturally appropriate for our country 6. The process described for Teachers’ Training is culturally appropriate for our country	
B. Clarity & Precision	1. The main aim of Booklet II is clearly defined 2. Specific objectives of Booklet II are clearly defined 3. Potential users are clearly defined 4. Target-population (high school teachers) is clearly defined 5. Difficulty level of Booklet II is suitable for the potential users (professionals working in the area of primary prevention of IPV that will undertake to train the teachers)	
C. Methodological Issues	1. Planning of teachers' seminars according to guidelines is feasible for our country 2. Implementation of teachers' seminars according to guidelines is feasible for our country 3. Evaluation methodology & ready-to-use tools are appropriate for evaluating the effectiveness of the Teachers Seminar in our country	
D. Structure & Functionality	1. The structure of the content of Booklet II is rational 2. Guidelines on how to use Booklets III and IV during the training of the teachers are sufficient 3. Guidelines for awareness raising and sensitization of teachers on gender based violence-related issues are sufficient 4. Presentation of Booklet II generally encourages the conduction of teachers' seminar	
E. Formatting & "User friendliness"	1. Font size is the appropriate 2. Formatting of Booklet II makes it user friendly	
General Assessment	<input type="checkbox"/> To remain as it is (no modifications are needed) <input type="checkbox"/> Booklet II requires slight modifications Please provide your suggestions: <input type="checkbox"/> Booklet II requires extensive modifications Please provide your suggestions:	

Comments: Please, use the fields below in order to provide your comments –if any- to individual aspects of your evaluation, which received **rates 1-4** (for example A1, B4, C3 etc.)

A1:

A2:

A3:

A4:

A5:

A6:

B1:

B2:

B3:

B4:

B5:

C1:

C2:

C3:

D1:

D2:

D3:

D4:

E1:

E2:

Thank you!!!

1	2	3	4	5	6
Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree

Evaluator's Name: _____ Title (as you wish to appear in the acknowledgements): _____

EVALUATION SHEET	[Country name] GEAR against IPV Package Booklet III: Teacher's Manual				Evaluation
A. Content's Completeness & Cultural Appropriateness	1. Booklet III serves the purpose of the Project "GEAR against IPV", namely the implementation of primary prevention of IPV in school settings				
	2. Provides the necessary instructions for teachers on how to use the Booklet III: Teacher's Manual				
	3. Includes the necessary sections (gender equality, gender stereotypes, healthy/unhealthy relationships, IPV-relate issues) that are needed for students' awareness raising on these issues				
	4. Annexes include the necessary information in order for the teachers to get sufficiently aware regarding gender equality and IPV issues in our country				
	5. Provides the necessary instructions for the evaluation of the "GEAR against IPV" Workshop with students				
	6. Its content is culturally appropriate for high school teachers and students of our country				
	7. The process described for the Workshops with students is culturally appropriate for the school setting of our country				
B. Clarity & Precision	1. The main aim of Booklet III is clearly defined				
	2. Specific objectives of Booklet III are clearly defined				
	3. Potential users (i.e. high school teachers) and target-population (i.e. high school students) are clearly defined				
	4. Step-by-step instructions for the implementation of the Workshop "GEAR against IPV" in the classroom are clear				
	5. Difficulty level of Booklet III is suitable for the potential users (high school teachers that will implement the "GEAR against IPV" in their classrooms)				
C. Methodological Issues	1. Justification for the necessity of implementing such a Workshop in school settings is sufficient for our country				
	2. Implementation of the Workshop according to guidelines is feasible for our country				
	3. Adaptation of the Workshop according to the specific needs of a classroom is feasible				
	4. Evaluation methodology & ready-to-use tools are appropriate for conducting effectiveness evaluation of the Workshop in classrooms in our country				
D. Structure & Functionality	1. The structure of the content of Booklet III is rational				
	2. The structure of individual activities facilitates teachers to understand the implementation procedure				
	3. Instructions aimed at teachers facilitate them to implement the Workshop with their students				
	4. Presentation of Booklet III, in general, encourages teachers to initiate the implementation of "GEAR against IPV" Workshop with their students				
E. Formatting & "User friendliness"	1. Font size is the appropriate				
	2. Formatting of Booklet III makes it user friendly [for the teachers]				
General Assessment	<input type="checkbox"/> To remain as it is (no modifications are needed)				
	<input type="checkbox"/> Booklet III requires slight modifications		Please provide your suggestions:		
	<input type="checkbox"/> Booklet III requires extensive modifications		Please provide your suggestions:		

Comments: Please, use the fields below in order to provide your comments –if any- to individual aspects of your evaluation, which received **rates 1-4** (for example A1, B4, C3 etc.)

A1:

A2:

A3:

A4:

A5:

A6:

A7:

B1:

B2:

B3:

B4:

B5:

C1:

C2:

C3:

C4:

D1:

D2:

D3:

D4:

E1:

E2:

Thank you!!!

1	2	3	4	5	6
Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree

Evaluator's Name: _____ Title (as you wish to appear in the acknowledgements): _____

EVALUATION SHEET	[Country name] GEAR against IPV Package GEAR against IPV Booklet IV: Students' Activities Book				Evaluation
A. Content's Completeness & Cultural Appropriateness	1. Booklet IV meets the learning objectives of activities included in Booklet III: Teacher's Manual				
	2. Booklet IV includes all the material needed for the implementation in the classroom of all the activities included in Booklet III				
	3. Examples and other information included in the material are culturally appropriate for our country				
	4. Examples and other information included in the material are culturally appropriate for students of this age (12+) in our country				
B. Clarity & Precision	1. Instructions for using the material of Booklet IV are clear				
C. Structure & Functionality	1. Difficulty level of Booklet IV is suitable for target-population (high school students) in our country				
D. Formatting & "User friendliness"	1. Font size is the appropriate				
	2. Formatting of individual materials makes Booklet IV user friendly for the teachers				
	3. Formatting of individual materials makes them user friendly for the students				
	4. Formatting of individual materials makes them attractive to the students				
General Assessment:	<input type="checkbox"/> To remain as it is (no modifications are needed)				
	<input type="checkbox"/> Booklet IV requires slight modifications		Please provide your suggestions:		
	<input type="checkbox"/> Booklet IV requires extensive modifications		Please provide your suggestions:		

Comments: Please, use the fields below in order to provide your comments –if any- to individual aspects of your evaluation, which received **rates 1-4** (for example A1, C1, D3 etc.)

A1:

A2:

A3:

A4:

B1:

C1:

D1:

D2:

D3:

D4:

Thank you!!!

ANNEX 3^a: Focus Group with Teachers:

Protocol and Moderator's Discussion Guide

Protocol for Scheduling Focus Group Discussion with Teachers

Discussion Topic: "GEAR against IPV" Booklets III & IV

Method	Group guided discussion
Group size	8-10 teachers per session + moderators
Duration of Session	120 min
Time	TBD by the competent persons
Place	TBD by the competent persons
Participants	High school teachers (teaching in the grade/s you intend to target)
Creation of Groups	TBD by the competent persons (e.g. written invitation to the teachers and further communication via phone calls)
Preparation of Teachers	Study of Booklets III & IV [Booklets III & IV along with instructions must be sent to teachers upon their confirmation of participation in due time before the discussion (e.g. 10 days)]
Characteristics of eligible participants	Teachers of both sexes who <ul style="list-style-type: none"> • teach in secondary education schools • are potential users of the material • are willing to study Booklets III & IV & voluntarily participate in the discussion
Number of Groups and Participants	<ul style="list-style-type: none"> • If feasible, at least two groups of teachers is recommended • Total: 16-20 participants (if possible, 4-5 men and 4-5 women per group)
Moderators of Focus Group Discussions	Two moderators per group <ul style="list-style-type: none"> • Moderator: Coordination of the discussion • Co-moderator: recording of the discussion (the means TBD) Preparation <ul style="list-style-type: none"> • To assemble each group according to this protocol (moderator) • To be familiarized with the discussion guides for teachers (moderator) • To take care of the technical means to be used (TBD) for recording the discussion (co-moderator)
Material for the Moderators	<ul style="list-style-type: none"> • Discussion Guide (see next page) includes topics to be discussed in the group, instructions for coordinating the discussion and time to be devoted per issue • Template for writing the minutes • Audio player or video camera and sufficient tapes or storage space (if chosen)
Material for the group	<ul style="list-style-type: none"> • Invitation letters for potential participants (if written invitation is chosen) • Consent form (if the tape/video recording is chosen) • Colorful markers and stickers on which participants and moderators will write their names and stick them on their clothes • Papers, pens and/or pencils • Copies (printed or electronic) of the National Booklets III & IV
Form of Data	Qualitative
Data Collection	Written minutes and audio/video recording (TBD) that will be transcribed
Data Analysis	<ul style="list-style-type: none"> • Descriptive analysis of repeated issues, comments and suggestions • Systematic presentation of selected quotations (words, sentences, expressions)
Reporting	<ul style="list-style-type: none"> • Aim of the focus group (in brief) • Methodology (in brief) • Presentation of results (based on the analysis) • References to any specific part of Booklets III and IV suggested to be modified and list of specific modifications

Moderator's Discussion Guide for Implementing Focus Group Discussion with Teachers

[120 min/session]

INTRODUCTORY SCRIPT & DISCUSSION RULES

[5 min]

Moderator's and co-moderator's introduction; short description of the aim of the discussion that will follow (see sample in B.4.1.3 "*Moderator's self-introduction*" and "*Discussion Rules*")

Opening of the Discussion

TOPIC 1: PRESENTATION OF BOOKLETS III & IV AND COMMENTARY

[10 min]

As the participants will be prepared for the discussion, the moderator asks the following questions:

1. *In general, how do you find the idea that such a material has been developed?*
 2. *Do you think that the way the issues are presented meet the objectives of the programme?*
 3. *Do you think that the implementation of such a Workshop in the classroom is feasible?*
 4. *Regarding the content of the material, is there anything that you don't agree with?*
-

TOPIC 2: STRUCTURE OF BOOKLETS III & IV

[10 min]

Objective: investigating the extent to which the structure of the two booklets including instructions and annexes are sufficiently understandable and user friendly for the target group (teachers)

1. *In general, how would you evaluate the structure of the Teacher's Manual?*
 2. *In general, how would you evaluate the structure of the Students' Activities Book?*
 3. *Do you think that the two booklets would facilitate you in implementing the Workshop in the classroom?*
 4. *Is there something that you don't understand regarding the teachers' instructions for the use of the material?*
-

TOPIC 3: MODULES OVERVIEW

[15 min]

Instructions to the Moderator:

Please, ask the following 3 questions for each of the 4 modules included in Booklet III, namely:

- **Module 1: Introduction & Setting Goals**
- **Module 2: Gender Stereotypes & Gender Equality**
- **Module 3: Healthy & Unhealthy Relationships**
- **Module 4: Intimate Partner Violence**

1. *Are the learning objectives of the four modules comprehensible to everyone?*
 2. *In your opinion, do the modules deal with the subjects that they aim to address?*
 3. *Do you think that the way the subject is handled is suitable for the age of the students it addresses?*
-

TOPIC 4: SELECTING ACTIVITIES

[10 min]

Instructions to the Moderator:

- Please, ask the participants to report if there is/are any activity/-ies they would like to discuss because they consider it/them not suitable (for any reason), non understandable or difficult to implement in the classroom.
- Use the following table to keep the number of teachers indicating each individual activity.

Note 1: If you wish to save time, you may send the following list to teachers along with the Booklets and ask them to select the activities they wish to discuss in your meeting; you can instruct teachers to rank their choices, by providing the score 1 to the activity they definitely need to be discussed, 2 to the next one etc.

Note 2: Bear in mind that the available time is sufficient for the discussion of a maximum of 6 activities.

- If teachers indicate more than 6 (out of the 49) activities for discussion, please select 6, according to the number of requests.
 - If teachers indicate less than 6 activities, please be prepared to focus the discussion on activities that you will pre-select according to your criteria.
-

Instruction to the Moderator: Please, note the number of teachers that indicate each activity

Module 1: Introduction & Setting Goals		Module 3: Healthy & Unhealthy Relationships	
___ Activity 1.1.	The name game: the meaning of our Names	___ Activity 3.1.	What is Love?
___ Activity 1.2.	Expectations and objectives	___ Activity 3.2.	Adolescent Relationships
___ Activity 1.3.	Ground Rules	___ Activity 3.3.	Healthy and unhealthy relationships– Recognizing warning signs
Module 2: Gender Stereotypes & Gender Equality		___ Activity 3.4.	Persons and Things
___ Activity 2.1.1.	How it is being a girl... how it is being a boy...	___ Activity 3.5.	To address a problem matter of factly
___ Activity 2.1.2.	Social Gender Roles	___ Activity 3.6.	Body awareness
___ Activity 2.1.3.	What I like – What I don't like	Module 4: Intimate Partner Violence	
___ Activity 2.1.4.	Men, Women and Society	___ Activity 4.1.1.	Definition & Types of Relationship /Dating/Intimate Partner Violence
___ Activity 2.1.5.	Self Discovery	___ Activity 4.1.2.	Anna and Dimitris
___ Activity 2.1.6.	Sex and Gender	___ Activity 4.1.3.	Relationship Violence Stories
___ Activity 2.1.7.	Agree and Disagree	___ Activity 4.1.4.	Cases of Violence
___ Activity 2.1.8.	Quiz: Professions, Roles & Activities of men & women	___ Activity 4.1.5.	The Power and Control Wheel & Equality Wheel
___ Activity 2.1.9.	At the end it says...	___ Activity 4.2.6.	Raise young peoples' awareness on recognizing warning signs indicating IPV and on ways to offer help
___ Activity 2.1.10.	Gender not Sex	___ Activity 4.1.7.	Myth or Reality?
___ Activity 2.1.11.	Gender Box	___ Activity 4.1.8.	Myths about Violence
___ Activity 2.1.12.	Real Man and Real Woman	___ Activity 4.2.1.	What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies
___ Activity 2.1.13.	Step forward	___ Activity 4.2.2.	Taking a Stand
___ Activity 2.1.14.	Myths about Women and Men...	___ Activity 4.2.3.	From Violence to Respect in an Intimate Relationship
___ Activity 2.1.15.	Life Path	___ Activity 4.2.4.	Look, Listen and Learn – the path to enhance good communication
___ Activity 2.1.16.	Proverbs and Sayings		
___ Activity 2.1.17.	Sex Stereotyping		
___ Activity 2.1.18.	Advertising Industry		
___ Activity 2.1.19.	That's my Music		
___ Activity 2.1.20.	Gender Performance		
___ Activity 2.1.21.	Role Play		
___ Activity 2.1.22.	Imagine that...		
___ Activity 2.2.1.	The Benefits of Being Male		
___ Activity 2.2.2.	Power Chart		
___ Activity 2.2.3.	Frozen pictures		
___ Activity 2.2.4.	Continuum of harmful behaviors to Girls & Boys		
___ Activity 2.2.5.	Dominant Behavior		
Work Group Exercises			

TOPIC 5: DISCUSSION PER ACTIVITY

[65 min]

Instruction to the Moderator:

For each activity selected to be discussed, please ask teachers the following questions.

1. *In your opinion, is the activity related to the objectives of the module?*
2. *Are the instructions clear?*
3. *Do you think that you can implement this activity in your classroom?*
4. *Is there any particular reason you would choose not to implement this activity in your classroom?*
5. *Do you think that students will show interest in this activity?*
6. *Do you think that students are "ready" to participate in this activity?*
7. *Do you think that the material for this activity (Booklet IV) is suitable for students?*

Suggested prompt: "Regarding each of the module's activities and material, we are interested in any change you might suggest, if and when there is any. Specifically, we would like to ask you to tell us what modifications you would suggest, and why, regarding the given instructions and the respective materials of each activity"

ENDING

[5 min]

Sum up of the main discussion points.

ANNEX 3^b: Focus Group with Students:

Protocol and Moderator's Discussion Guide

Protocol for Scheduling Focus Group Discussion with Students

Discussion Topic: "GEAR against IPV" Booklets IV and III

Method	Simulation of activities' implementation (optional) and group guided discussion
Group size	8-10 students per session + moderator(s)
Duration of Session	90 minutes
Time	TBD by the competent persons
Place	TBD by the competent persons
Participants	High school students -of the same age with students you intend to target
Creation of Groups	TBD by the competent persons (e.g. written/oral invitation to students)
Characteristics of eligible participants	Boys and Girls who <ul style="list-style-type: none"> • are students of secondary education at the grade you intend to target • have basic fluency (written and oral speech) in the country's official language • belong in different ethnic and/or language minorities (whenever this is applicable in a country's students' population) • are willing to voluntarily participate in the discussion
Number of Groups and Participants	<ul style="list-style-type: none"> • If feasible, at least two groups of children is recommended • Total: 16-20 participants (if possible, 4-5 girls and 4-5 boys per group)
Moderators of Focus Group Discussions	Two moderators per group <ul style="list-style-type: none"> • Moderator: Coordination of the discussion • Co-moderator: recording of the discussion (the means TBD) Preparation <ul style="list-style-type: none"> • To assemble each group according to this protocol (moderator) • To be familiarized with the discussion guides for teachers (moderator) • To take care of the technical means to be used (TBD) for recording the discussion (co-moderator)
Material for the Moderators	<ul style="list-style-type: none"> • Discussion Guide (see next page) includes topics to be discussed in the group, instructions for coordinating the discussion and time to be devoted per issue • Template for writing the minutes • Audio player or video camera and sufficient tapes or storage space (if chosen)
Material for the group	<ul style="list-style-type: none"> • Invitation letters for potential participants (if written invitation chosen) • Consent form (if the tape/video recording is chosen) • Colorful markers and stickers on which participants and moderators will write their names and stick them on their clothes • Papers, pens and/or pencils • Copies of Worksheets and Handouts (Booklet IV) of the selected activities and any other material needed for the implementation (in case of brief simulation)
Selection of activities to be discussed	Activities to be simulated and/or discussed <ul style="list-style-type: none"> • can be the same with those discussed with teachers • can be activities that partners and/or teachers have doubts as to how well they will work in the classroom Note: activities that have already been pilot-tested and proven to work well in the classroom can be excluded from the discussion
Form of Data	Qualitative
Data Collection	Written minutes and audio/video recording (TBD) that will be transcribed
Data Analysis	<ul style="list-style-type: none"> • Descriptive analysis of repeated issues, comments and suggestions • Systematic presentation of selected quotations (words, sentences, expressions)
Results Report	<ul style="list-style-type: none"> • Aim of the focus group (in brief) • Methodology (in brief) • Presentation of results (based on the analysis) • References to any specific part of Booklets III and IV suggested to be modified and list of specific modifications

Moderator's Discussion Guide for Implementing Focus Group Discussion with Students

[90 min/session]

INTRODUCTORY SCRIPT & DISCUSSION RULES

[5 min]

Moderator's and co-moderator's introduction; short description of the aim of the discussion that will follow (see sample in B.4.1.3 "*Moderator's self-introduction*" and "*Discussion Rules*")

TOPIC 1: DISCUSSION per ACTIVITY

[60 min ~5 activities*12']

Instructions to the Moderator: For each activity selected to be discussed, please ask students the following questions:

1. Do you believe that students could easily follow the instructions in order to participate in this activity?
2. Do you believe that this activity is attractive for the students of your age?
3. Do you think that students could easily understand how to use the worksheet for this activity?
4. Is there any specific reason why you would not want to participate in this activity in your classroom?
5. Is there anything that you don't like in this activity?

Note 1: It is recommended, instead of having students hearing or reading the instructions of each activity, to "quickly" simulate with students the main parts of the activities and then discuss with them their experience.

Note 2: At the end of the discussion, you may ask students to provide an overall rate for each of the activities (on the basis of an 11-point scale, 0 - 10); alternatively, you can ask them to rate a specific aspect of the activities that you are interested in (e.g. appropriateness for their age group, usefulness, if they liked it)

TOPIC 2: "Face Validity" and General Impression

[20 min]

(after the finalization of the discussion for specific activities):

1. *In your opinion, is the material dealing with the subject that it aims at?*
2. *Do you think that the way the subject is handled is suitable for the students of your age?*
3. *Is there anything that you do not like concerning the topics elaborated in this program?*
4. *How do you assess in general the idea people of your age to participate in such a Workshop?*

ENDING

[5 min]

Sum up of the main discussion points.

**ANNEX 4: “Ready to use” template for
development of Booklet I of the
GEAR against IPV” National Package**

Gender Equality Awareness Raising against Intimate Partner Violence

Gender **E**quality **A**wareness **R**aising



Co-funded by the DAPHNE III
Programme of the European Union

Booklet I

The "GEAR against IPV" Project



Gender Equality Awareness Raising





Booklet 1:

The "GEAR against IPV" Project

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ISBN:

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Contact details for the <country> GEAR against IPV Package

Your organization's name and logo (as shown below for EAVN)

Address

E-mail

Website



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GEAR against IPV Project's Website: www.gear-ipv.eu

EAVN's Website: www.antiviolence-net.eu

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The 1st Edition of the Master "GEAR against IPV" Package (2011) was developed in the context of the project "Gender Equality Awareness Raising against Intimate Partner Violence" (**GEAR against IPV**) (JLS/2008/DAP3/AG/1258) that was carried out from 2009 to 2011 in the framework of the Daphne III Programme of the European Union.

The current material was developed, on the basis of the Revised Edition of the Master "GEAR against IPV" Package, in the context of the project "Gender Equality Awareness Raising against Intimate Partner Violence - II" (**GEAR against IPV II**) (JUST/2013/DAP/AG/5408) that was carried out from 2014 to 2016 in the framework of the Daphne III Programme of the European Union.

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 Programme of the European Union

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add page
numbers

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B.1.1. Disseminating and promoting the [country name] "GEAR against IPV" Package

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Dear Student ...

Dear Mother, Father or Guardian...

Dear Teacher...

Dear Minister of Education...

ACKNOWLEDGEMENTS

The project "Gender Equality Awareness Raising against Intimate Partner Violence - II" (GEAR against IPV-II) (JUST/2013/DAP/AG/5408) carried out in the framework of the Daphne III Programme of the European Union. The work leading to this document has received the financial support of the DAPHNE III Programme of the European Union.

The 4 Booklets of the revised Master GEAR against IPV Package, derived upon revision of the 1st edition of the GEAR against IPV Master Package, that was developed in the framework of the Daphne III Programme of the European Union: "Gender Equality Awareness Raising against Intimate Partner Violence" (GEAR against IPV) (JLS/2008/DAP3/AG/1258).

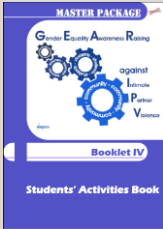
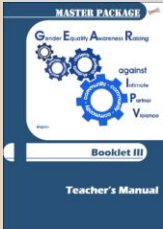
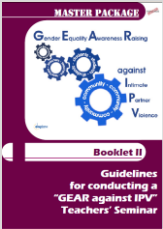
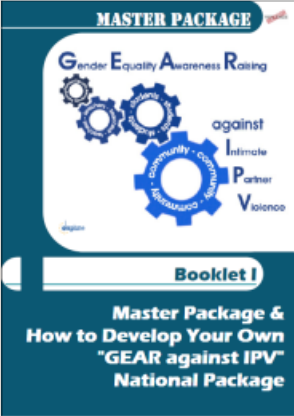
The activities included in the 1st edition of the Master Package were derived from a literature review of publications and materials that have been developed by various organizations and professionals around the world, and we would like to thank the authors/publishers who provided their permission to use, adapt and translate activities included in their materials.

The 1st edition of the Master Package's Booklets were reviewed and evaluated on a voluntary basis by experts around the world. For that reason we would like to express our special thanks to the following experts who generously gave their time for providing invaluable comments towards the improvement of all Booklets of the Master "GEAR against IPV" Package:

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- ♦ **Shanna Burns**, M.Ed., Research Associate, CAMH Centre for Prevention Science
- ♦ **Regine Derr**, German Youth Institute, Information Centre Child Abuse and Neglect
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- ♦ **David A. Wolfe**, Ph.D., RBC Chair in Children's Mental Health (CAMH) and Professor of Psychiatry and Psychology (University of Toronto)

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- <name and identity of expert>
- <name and identity of expert>
- <name and identity of expert>
- <name and identity of expert>



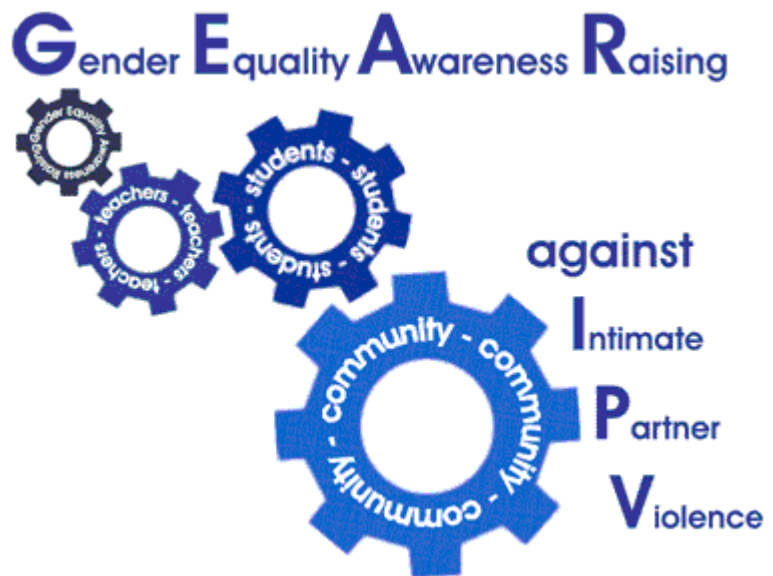
A. The GEAR against IPV Approach

**Gender Equality Awareness Raising
against
Intimate Partner Violence**

Booklet 1:

**The "GEAR against IPV"
Project**

Introduction



The material and actions included in the **“Gender Equality Awareness Raising against Intimate Partner Violence”** (GEAR against IPV) Package, intend to contribute to **primary prevention of IPV** through a **school-based intervention** aiming to raise awareness and deconstruct the endorsed gender stereotypes of both high school students and teachers. More specifically, after special training aiming to raise awareness among teachers and build their capacity to implement in the classroom primary prevention programs against IPV, teachers, in their turn, via the “GEAR against IPV” activities will raise awareness among students on the harmful effects of gender stereotyping, including IPV and dating violence. Deconstruction of students’ gender stereotypes will contribute to the development of attitudes of zero tolerance towards violence at a relatively young age, with the ultimate goal being to promote the development of healthy and equal relationships among young people.

Students of both sexes are called upon, through the suitable and age-appropriate awareness raising material that has been developed, to assess and challenge their culturally “inherited” stereotypes and to approach the differences between genders as individual differences rather than as characteristics of superiority of one gender over the other.

Why is primary prevention of IPV important?

From birth, each individual constantly receives from their family, school and community a storm of explicit and implicit messages, indicating the “proper” femininity and masculinity pattern. These messages put pressure on them to be compliant with an abundance of roles and expectations that arise according to their socially structured gender. And the more patriarchal the structure of a society is, the more the different values that individuals of different sexes are expected to adopt are highlighted. Under these conditions, boys and girls, women and men, “trapped” in their gender stereotypes’ “prison”, are convinced to accept and fulfil the antipodal roles imposed on them: the boy/man must always be the victor, to have control and to be strong, aggressive and competitive, while the girl/woman has to be sensitive and emotional, tolerant, passive and self-sacrificing. With these perceptions well-established, rendering one sex dominant over the other, it is not at all surprising for IPV to appear in their relationships. The paradox is obvious: we all, consciously or unconsciously, reinforce the social stereotypes that lead to violence and, at the same time, we “fight” to eliminate violence from our community, without even understanding the connection between gender stereotypes and violence against women and girls.

That is exactly the reason that IPV prevention should start at as young an age as possible in life; and this, renders the school system as the ideal setting where such an effort can be progressively built, starting from Kindergarten and ending at University or even continuing through lifelong learning. The approach should of course be differentiated according to the age of the target group: during kindergarten and the first grades of primary school, the effort for IPV prevention should focus more on the development of a healthy personality, free of stereotypic perceptions of genders, (with such a personality, they would neither perpetrate violence as a means of self-worthiness nor accept being victimized or tolerate it in their social surroundings); at a later stage, when students are more mature, they can be introduced to ways of exerting social pressure on their peers- group as a means to achieve the desired social change towards zero tolerance.



Teachers were selected because they can play a key role in the implementation of such awareness-raising activities in classrooms, as they are the adults who are closest to children, after their parents; but, unless they are specially trained, most teachers are anticipated to share the same inherent stereotypical view of genders with the general population, which constitutes a major barrier, preventing them from fulfilling their key role. This is exactly the reason that the “GEAR against IPV” project also includes teachers’ training which, apart from building necessary capacity and skills, also places great emphasis on dissolving teachers’ own gender stereotypes as well as to genuinely convince them of the importance of the project’s implementation. As almost all children and adolescents attend school, it is imperative that gender equality programs are offered in schools, as a means of primary prevention of gender-based violence, dating violence and IPV, by teachers that are properly sensitized and trained on gender stereotypes and how they relate to violence.

It is worth mentioning that the aforementioned recommendation coincide with the spirit of Article 14 of the Council of Europe (2011) *Convention on preventing and combating violence against women and domestic violence*, where it is denoted that such type of “teaching material... 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”. Unfortunately, in most EU countries –including the countries that participated in the GEAR against IPV I and II projects¹–such efforts are not incorporated within the schools’ curricula; teachers are neither sensitized nor trained, which results not only in the fact that they bear themselves stereotypical gender perceptions, but also that, based on them, they treat students in a discriminating way according to their sex; even worse is that many teachers are unaware that their behaviour is gender discriminative and they often reinforce a stereotyped gender-role behaviour. “GEAR against IPV” aims to contribute to the modification of this situation by raising teachers’ awareness and guiding them to identify and deconstruct their own gender stereotypes.



The age of the students targeted by the “GEAR against IPV” project (14-16 years old) is not the youngest possible, even though all of the professionals who worked on the development of this material share a strong belief that preventive efforts targeting the deconstruction of gender stereotypes must start at the earliest possible age in school settings (namely, from kindergarten); furthermore, they consider that the GEAR against IPV material is appropriate for children as young as 12 years old and that almost all of the activities of the Modules regarding *Gender Stereotypes and Gender Equality* as well as *Healthy and Unhealthy Relationships* can be used with children much younger than 12 years old; in many countries though, there is still great resistance from educational authorities in regards to the age that is considered appropriate for children to participate in such types of interventions, which results in not allowing similar programs to be implemented, not even for primary school children; in order to bend this resistance, it was decided that these countries would follow the opposite route, namely to begin preventive efforts in a higher level of education level, moving towards lower levels.

But even though children are fed gender stereotypes from birth, which renders it important to begin deconstructing them at as early an age as possible, the age 14⁺ is also a very crucial age because, in most of the countries, this is the age where most teenagers begin or have begun their first romantic relationship. The school system can be a key intervention point in providing students with the necessary information and skills they need to avoid perpetrating or suffering from dating violence and/or how to react against it.

After the effective implementation with children older than 14 years old, that was made in the context of the GEAR against IPV-I project, the applicability of the material for younger children (12⁺ years old) will be pilot-tested in the context of the “GEAR against IPV - II” project.

¹ Austria, Cyprus, Croatia, Germany, Greece, Romania and Spain

The [country name] "GEAR against IPV" Package

The [country name] version of the "GEAR against IPV" Package is consisted of four Booklets:

Booklet I: [country name] "GEAR against IPV" Package

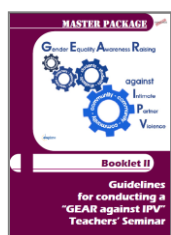
Booklet II: Guidelines for conducting a *GEAR against IPV* Teachers' Training Seminar

Booklet III: "GEAR against IPV" Teacher's Manual

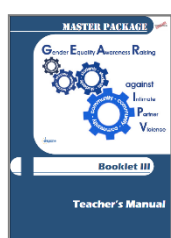
Booklet IV: "GEAR against IPV" Students' Activities Book



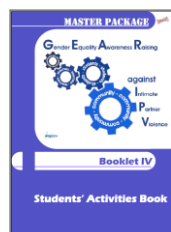
Booklet I provides an overview on the "GEAR against IPV" approach and projects in the context of which the material was developed, as well as suggestions to any interested party on how to publicize both, the actions and the material, ways to approach the target groups and ideas for lobbying at a national level through specific actions towards the incorporation of the "GEAR against IPV" workshops into secondary schools' curricula.



Booklet II, entitled "Guidelines for conducting a *GEAR against IPV* Teachers' Seminar", was developed in order to guide an, as much as possible, uniform training of teachers of the same country or different EU countries that intend to implement "GEAR against IPV" workshops with adolescents or children, in their classroom (or in a different setting).



Booklet III provides teachers with useful background information as well as information on how to organize a "GEAR against IPV" workshop and the step-by-step process of how to implement, document and evaluate the workshop in the classroom setting. The core part of Booklet III consists of a toolbox of activities ready to be implemented in classrooms.



Booklet IV, which is student-focused and closely interlinked with Booklet III, has been developed in such a way as to provide teachers with ready-to-use worksheets and handouts for the workshops' implementation.

A. The GEAR against IPV Approach



A.1. What is the "Gender Equality Awareness Raising against Intimate Partner Violence" Approach

The "**G**ender **E**quality **A**wareness **R**aising [GEAR] against **I**ntimate **P**artner **V**iolence [IPV]" is a coordinated action of IPV primary prevention through training teachers and raising secondary school students' awareness on gender equality issues. Through a series of workshops that include interactive activities, conducted in the classroom and coordinated by properly trained teachers, students are encouraged to identify and evaluate the culturally "inherited" and deeply rooted stereotypical perceptions of gender roles –which can often lead to IPV- and to modify them. The aim is for the students to approach apparent differences between the sexes not as general superiority or inferiority of one sex over the other, but as what they really are, that is, individual differences between men and women as well as to understand that gender differences are not inherent to each sex but are simply social constructs.

In order to achieve this aim, the "GEAR against IPV" suggests the implementation, in the context of education, of gender equality awareness raising and IPV prevention activities; the learning objectives, planning, tools and implementation methodology for these activities have been compiled in the four Booklets of each National Package, that can be developed on the basis of the "GEAR against IPV" Master Package.

The "GEAR against IPV" approach has some very important characteristics that render it, not only unique, but also qualified for a good practice.

More specifically the "GEAR against IPV":

- **connects directly IPV with gender inequality** and it makes this exclusively via **active learning techniques** and **experiential activities** for adolescents
- is **child-centered**: teens are guided (not taught) **to explore** their own attitudes and the impact they have to their lives, as well as **to 'discover'** and **exercise** life skills that will enable them to develop healthy, **violent-free intimate relationships**
- provides **ready-to-be-used material** for developing a **complete intervention** (teachers' training – adolescents' Workshops – evaluation)
- contains a strong **evaluation component** (tools and methodology) for process and effectiveness evaluation (including also measurements of the sustainability of the interventions' effect)
- **is effective**: the evaluation results from its implementations show that the interventions included (teachers training and students awareness raising) are highly effective
- **offers** (in the Master Package) the **methodology and tools** for developing material **culturally appropriate** for any country
- **is available** for use **in 7 EU-MS** (7 National Packages are already available); its interventions' will have been pilot-tested in all of them
- consists a **precise fulfillment of** the requirements set by **Article 14** of the Council of Europe (2011) **Convention on preventing and combating violence against women and domestic violence**.

A.1.1. Projects' identity

The **"GEAR against IPV" project** [JLS/2008/DAP3/AG/1258] was a 24-month action (December 2009-November 2011), co-funded by the European Commission (DAPHNE III Program, Justice, Freedom and Security Directorate-General) and the participating Organisations.

A total of five Organisations from four countries participated in this project: three EU-27 Member States (Austria, Germany, and Greece) and one candidate country (Croatia). The Coordinating Organisation of the project was the European Anti-Violence Network-EAVN (Greece). The Partner-Organisations were SPI Forschung hGmbH (Germany), Austrian Women's Shelter Network, AÖF/ Information Centre Against Violence (Austria) and the Hellenic Association of Health Education Teachers (Greece), while the Center for Education, Counselling and Research-CESI (Croatia) participated as an associate partner. Finally, Prof. Carol Hagemann-White (Germany) participated as an expert who was responsible for the project's external evaluation.

The **"GEAR against IPV"-II project** [JUST/2013/DAP/AG/5408] also was a 26-month action (October 2014-November 2016), co-funded by the European Union's DAPHNE III Programme. This project too was coordinated by the European Anti-Violence Network-EAVN (Greece) and externally evaluated by Prof. Carol Hagemann-White (Germany).

A total of five Organisations from five EU-28 Member States participated as partners: Center for Education, Counselling and Research-CESI (Croatia), Mediterranean Institute of Gender Studies-MIGS (Cyprus), The Smile of the Child (Greece), Association for Gender Equality and Liberty-ALEG (Romania) and Plataforma unitària contra les violències de gènere (Spain).

A.1.2. What did the “GEAR against IPV” achieve?

The ultimate goal of this effort was mainly to contribute to the protection of girls and women from all forms of gender-based violence) as well as to develop public health policies and practices aiming to promote gender equality. The tool to achieve this aim was the Master and the National “GEAR against IPV” Packages¹.

The “**GEAR against IPV**” project’s main achievements were a) the development and wide distribution of the culturally adapted and revised –based on the evaluation results- **Master Package** and four “GEAR against IPV” **National Packages** (Austrian, Croatian, German and Greek); b) **adolescents’ awareness raising** (via students’ Workshops in 3 MS) regarding the harmful effects of gender stereotypes, their deconstruction and the development of safe and healthy intimate relationships with zero tolerance towards violence and, consequently, c) increasing the possibility for disclosing incidents of violence by adolescents whose awareness has been raised; **improvement of the teacher’s ability** (via teachers’ Seminars in 3 MS) d) to understand issues related to gender stereotypes, such as how they are related to the manifestation of gender-based violence and what the primary warning signs are in order to identify such cases and e) to use the produced material in order to implement “GEAR against IPV” Workshops with students of secondary schools.

In the context of the “GEAR against IPV-II” project, a **Revised Edition of the Master Package** was developed on the basis of which, **three new National Packages** (Cypriot, Romanian, Spanish) were created, evaluated and revised, while **two** of the existing Packages (Croatian and Greek) **were updated**. Under guidance of the National Packages, the “GEAR against IPV” main interventions (**Teachers’ Seminars** and **Students’ Workshops**) were implemented and evaluated in the 5 MS; in addition, material and interventions were pilot-tested with **high-risk children and adolescents** in 3 MS.

Furthermore, aiming to expand **awareness raising to adolescents’ general population**, **peer-dissemination** was used: adolescents participated in the “GEAR against IPV” Workshops, were given the opportunity to create and convey to their peers, their own preventive messages via an **e-campaign** and a **National Conference**, held in each of the 5 MS.

Another new component that was added in the context of this project was the initiation of **mapping of preventive and supportive initiatives for IPV/SV in teens** for the 5 participating MS; it is envisioned that this mapping will be enriched for more MS, via the contribution of delegates from 28 MS and 8 candidate/potential MS that will be invited to participate in an **EU Conference** with the main aim to **broadly disseminate the “GEAR against IPV” material and approach**.

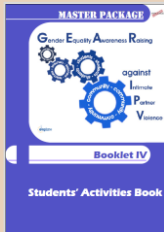
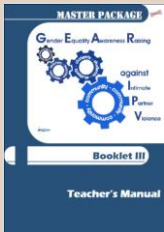
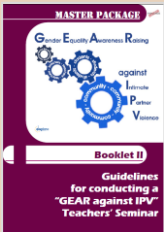
The GEAR against IPV-II Project in Project in 5 countries (Croatia, Cyprus, Greece, Romania and Spain) included the following activities

- Mapping of preventive and supportive initiatives for IPV and Sexual Violence in adolescents
- Development, cultural adaptation and evaluation of three National Packages (for Cyprus,

¹ The development of the Master and the National Packages are described in detail in Chapter A4 and in Part B, respectively of Booklet I of the Master Package (gear-ipv.eu/images/Master_GEAR_against_IPV_Booklet_I_RevEd.pdf).

Romania, Spain) and update of the existing Greek and Croatian National Packages (revised editions)

- Implementation and evaluation of seminars for ~290 teachers and professionals [each seminar's duration: 24 hours]
- Implementation and evaluation of ~1.300 adolescents' awareness raising workshops in secondary schools and other settings (minimum duration of each workshop: 13 teaching hours)
 - 5 peer-to-peer informational and awareness raising campaigns on gender-based violence, via material and messages that will derive from adolescents' creations during the workshops in each country
 - presentation of the project's results in 5 National Conferences with the active involvement of adolescents and teachers who participated in the workshops
- European Conference in Athens, aiming to the wide dissemination of the GEAR against IPV approach and its results, as well as to the promotion of developing new National Packages for all EU Member States, candidate and potential candidate countries.
- Promotion and lobbying for the incorporation of the educational material and the adolescents' awareness raising workshops in the school curricula of secondary education



A.

**B. LOBBYING FOR THE
“GEAR against IPV”
[country name] PACKAGE**

C.

ANNEXES

B. LOBBYING FOR THE [country name] “GEAR against IPV” PACKAGE

B. LOBBYING FOR THE [country name] "GEAR against IPV" PACKAGE

Note: The development of "GEAR against IPV" National Packages is the first and most essential step in implementing gender-based violence and intimate partner violence primary prevention programs in school settings. As soon as a National Package is available, the professional(s) in charge of the Package –as well as other stakeholders- should undertake a series of actions in order to inform specific target groups and the general population about the existence of the project and the availability of the material.

In this Chapter, specific actions are suggested for the [country name] Package at two levels: firstly, lobbying for the integration of the "GEAR against IPV" Workshop in the curricula of secondary education schools and secondly, widely promoting the "GEAR against IPV" [country name] Package.



B.1. Enhancing the sustainability of the [country name] "GEAR against IPV" Package and advocating for the integration of the material in schools' curricula

Lobbying is the effort of a person -or group of individuals who share a common idea- to influence policy makers, in order to persuade them to move towards a desirable action. In each National "GEAR against IPV" Package the "common idea" that must be lobbied at national level is the implementation of IPV primary prevention projects in the educational setting and the permanent integration of the respective material in schools' curricula, thus ensuring the sustainability of the effort.

Note: In some of the target countries, secondary schools already include health education programs and in these countries the request might be to integrate the "GEAR against IPV" Workshops in their curricula. However in other countries where health education may not be included in the curricula, there might be other suitable courses (such as history, moral/religious education, art, drama etc.) or programs aimed at teaching social issues and values, or lobbying efforts could be directed at introducing appropriate programs and integrating the "GEAR against IPV" Workshops in their curricula.

The following text depends on the current situation in your country; please, use the appropriate alternative(s) and complete and/or adapt accordingly

In the fortunate case that your National GEAR against IPV Package and/or interventions have already been adopted or supported by an Educational or other Authority of your country, you can also include this information here.

Given that in [country name] the curricula of secondary schools already include health education programs, violence prevention curricula, etc., the request is to integrate the "GEAR against IPV" Program into this educational section. [please provide as much country specific information as you wish]

Or

Given that in [country name] health education programs, violence prevention curricula, etc., is/are not included in the curricula, the lobbying efforts are directed towards introducing such a section/curricula and initiating the integration of the "GEAR against IPV" Program into it. [please

provide more information]

Responsible to lobby for the integration of the "GEAR against IPV" Workshop in the curricula of secondary education schools in [your country] is mainly the [Name of your Organisation] that has undertaken the initiative to develop the [country name] "GEAR against IPV" Package.

Developing local partnerships with key actors: [Name of your Organisation] will proceed to build local partnerships with individuals and organisations sharing the same interests towards the common goal, namely the primary prevention of dating violence, IPV in all its forms and sexual violence, and are willing to contribute to dissemination activities as well as in lobbying for the inclusion of the "GEAR against IPV" Workshops in secondary schools at local or national levels. Agencies or experts in IPV primary prevention in school or community settings will participate in such a team, as well as local authorities, such as municipalities, related NGOs, teachers' and parents' associations, but also individual teachers, parents and students.

Note: Adapt the text above according to your country specifics in order to include the names and the characteristics of the stakeholders that you intend to involve or you have already involved.

Lobbying for active participation of National Authorities: In [your country], the main decision maker(s), namely the Agencies and/or people that have the ability to "institutionalize" such an integration in schools' curricula, are [please specify] (**Examples:** the Minister of Education, and her/his advisors, other relevant agencies or departments that steer such decisions. **Note:** Competent agencies or authorities may differ among countries (for example, in Greece, the Institute of Educational Policy is the competent authority for designing curricula for all levels of the education). In other words, it is imperative to know who the people are that decide on the curricula at all educational levels, when the decision on updates/modifications are taken (whether or not the procedure is made regularly, for example on an annual basis) and what their motives are, in other words what can influence their planning of the curricula; such a motive could be, for example, if there are general provisions in the law requiring schools to promote gender equality and/or non-violence; for EU MS the motive could be an EU Recommendation and/or a Directive or a ratified Convention that have been endorsed in the National law of your country; it is also important to know if, in the past, they have integrated related programs in the curricula (for example, Health Education or programs that promote gender equality or programs that prevent other types of violence like right-wing violence). For exercising effective lobbying for the integration of the "GEAR against IPV" Workshops in schools' curricula [in 'your country'] the [Name of your Organisation] will approach the aforementioned key-Agencies/people in order to [please specify].

The key-Agencies/people will be approached through several means, specifically [please specify the most appropriate means for your country]. (**Examples:** by submitting an official request, co-signed by [professional in charge] along with supporters of the request, by publishing one or more relevant articles in the press or by scheduling a Working Group in which one or more individuals responsible for planning curricula and a committee, consisting of [name of professional(s)] of the [your country] Package and experts, can participate.)

Lobbying for the "GEAR against IPV Workshop at local level: **Note:** At local level, however, lobbying for implementing the workshop in secondary schools may be a simpler process, since those who can decide to implement the workshop are usually the school principals (if there is one or more teachers who are interested to be trained and implement GEAR against IPV Workshops), who are far easier to be approached, informed and possibly more likely to support the necessity of such a program for students in their schools. However, in this case, permanent integration of the workshop cannot be guaranteed in countries where schools principals do not have the authority to revise curricula without previous authorization from a central or regional authority or due to changing conditions (available resources, time, human and financial resources) schools principals may be forced to reverse their decision to implement the workshops.

At local level, lobbying for implementing the workshop in secondary schools will be achieved through [please complete according to your country specifics].



B.1.1. Disseminating and promoting the [country name] "GEAR against IPV" Package

Note: This chapter, along with the previous one, mainly address the Organisations and professional(s) in charge of a National Package in order to effectively promote the results of their effort as well as to inform all interested stakeholders of the availability of the "GEAR against IPV" Package that had been developed and the opportunity to use this material for implementing "GEAR against IPV" Workshops.

The purpose of the procedures suggested in the remaining Part B is to systematically disseminate your National Package in order to render it widely known and to create the best possible conditions for teachers, students, parents, the general population and other stakeholders to understand its necessity and its learning objectives as well as to raise their awareness on issues of IPV primary prevention.

Methods for disseminating and promoting the [country name] "GEAR against IPV" Package. The dissemination has three objectives: informing, raising awareness and understanding, and lobbying (which has already been presented in Section B.1). In regards to the dissemination of the [country name] "GEAR against IPV" Package and the promotion of the Workshops' implementation, these objectives can be specified as follows:

Informing concerns mostly individuals and organisations that do not belong to the target-groups of the "GEAR against IPV" project but, still, should be informed of the problem of IPV and sexual violence as well as any existing preventive efforts. Although it is not necessary to provide them with information about technical or other details of the material or of the workshops, however they should be informed of the purpose, for which they were developed and their usefulness for children in the educational setting. This type of dissemination can help, at least at the local level, in letting people know that this material exists and could also facilitate the acceptance of implementing the workshop in schools. **Examples:** In this instance, the target-group may be the parents/guardians of secondary schools' students who, if uninformed, may be hesitant to allow their children to participate in the Workshop's activities. Journalists could also consist of such a target group, as they are in a position to contribute to wide

dissemination.

Parents/guardians can be informed via letters (see. Chapter B.2.) or other informative materials, such as the project's leaflet, that will reach them through:

- Parents'/Guardians' Associations
- Federation of Parents'/Guardians' Associations
- Press releases on relevant websites/fora/fb pages
- Press releases on the Media.

Raising awareness and understanding: In this case, dissemination of the existence of the [country name] Package and the GEAR against IPV Workshops, will target the populations of secondary education teachers and students in [country name] [please add more main target groups, if needed]. Individuals belonging to these groups must be convinced of the importance of the effort and of the direct benefits for them should they decide to participate in the project's implementation. Therefore it is important for both teachers and students [please adapt, if needed] to be informed in more detail about the necessity of the project, the magnitude and nature of the problem it targets; teachers must also be informed about other technical features (such as the required training as well as the implementation process) of the "GEAR against IPV" Project. Other target-groups whose sensitisation is considered to be critical could be: [please specify] [Examples: a) Agencies, NGO's and professionals in the field of education, health promotion, gender equality promotion or violence prevention, b) the future teachers or other professionals related with these fields, who can be reached via their University's or College's library (where the National Package can be sent) as well as via their Professors/educators (via personal contacts as well as through scientific publications and announcements)].

Lobbying for decision making: The "decision" refers to the acceptance of the project and approval of its integration in secondary education schools' curricula [please adapt, if needed], either nationally and permanently (Example: by a central authority such as the Ministry of Education) or at local level and/or temporarily (Example: by a local authority, such as the principal of a school) [please adapt according to your country specifics]. Therefore, dissemination actions at this level a. will indirectly target groups of people who are able to "influence" on the decision making process regarding the educational setting [such as-please specify] and b. will directly target individuals who "make the decisions" of whether or not the "GEAR against IPV" Workshop will be integrated in secondary education schools' curricula [such as-please specify]. These groups of people should be informed in detail about both the benefits and requirements of such a project, as well as about any available evaluations indicating its effectiveness.

Note: An indicative inventory of the dissemination means that can be used to promote the GEAR against IPV Workshop is presented below, along with the group(s) that each dissemination action is targeting; you can use this list in order to develop your adapted country-specific dissemination strategy.

Dissemination means for the [country name] "GEAR against IPV"-II Package and Project

A lot of means can be used to disseminate the [country name] Package and the project's activities, requiring different types of approach and possibly targeting different populations. The means that are going to be used are...

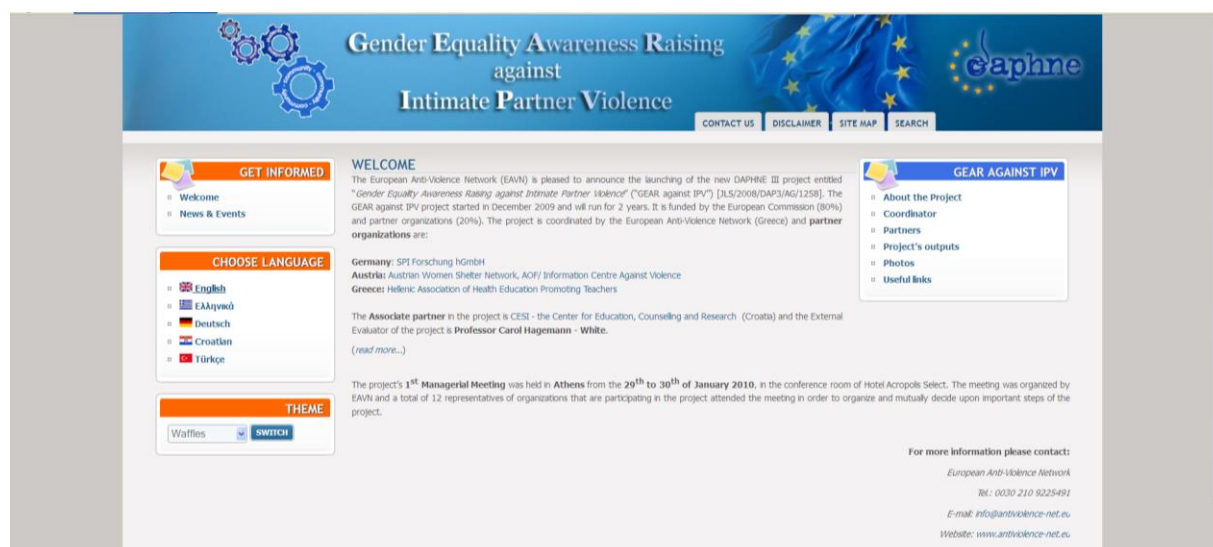
Note: Although the most common of these means are presented below, in each case, the Organisation and/or professional(s) in charge of the National Package, as well as any other partner-stakeholders, may create their own list of dissemination tools for the "GEAR against IPV" Project and the National Package according to the standards in their country. Therefore, please, modify and complete the means/tools that are presented below according to the standards of your country, providing as many specific examples as possible

Websites (Internet): [please list the organisations along with their web addresses – for the project's and your Organization's websites you can also include pictures as presented below]

GEAR against IPV II project's website: www.gear-ipv.eu



GEAR against IPV project's website: www.1st.gear-ipv.eu



<Your Organization's> Website (<provide link>), Facebook (<provide link>), Twitter (<provide link>), etc.

Note: Notification of the existence of the National Package and the project's activities can be made through posting on websites of relevant organisations or websites that are exclusively visited by teachers and other professionals eligible for implementing the Workshop. [\[please list the most important\]](#)

Emailing lists: [\[please complete, if applicable\]](#)

Note: Compilation of extensive lists of e-mail addresses so as to inform all potential interested parties of the existence of the Project and of the material (see entity *Dissemination recipients for the "GEAR against IPV" Package*). In this case the sender should send only a brief, descriptive but appealing message that includes a hyperlink for downloading the Booklets and/or more detailed information about the project and its activities and/or application forms, etc.

Mail: [\[please complete, if applicable\]](#)

Note: When the National Package is tangible (e.g. printed version or CD) or in case that other informational material (e.g. leaflets) are also developed, a mass mailing to all target groups by post can also be made (see entity *Dissemination recipients for the "GEAR against IPV" Package*). The material can also reach a large number of its recipients if sent to Associations such as Teachers' Associations or other related professionals' Unions and/or any other coordinating Body that may exist, as well as, to libraries of Universities/Colleges that have related Departments and to professors/educators teaching there; school libraries (if existent) can also receive copies of the material).

Interviews and/or Press Releases: [please complete, if applicable]

Note: Interviews and press releases to the press, television and/or radio stations at appropriate times (upon completion of the National Package, before starting or upon completing the implementation of the Workshop in one or more schools, before or during the National Campaign or the National Conference, and/or at critical time periods, for example, when modifications are being made to the educational curricula) could be the appropriate tools to inform both the general population and the target groups (such as school principals, teachers, parents and the student population) and is also an effective means for lobbying at local and/or national levels.

Project's Leaflets (in [National language] and in English) and/or other informational material and/or materials students created during their participation in the Workshops: [please complete, if applicable]

Note: This represents a relatively inexpensive method for promoting the existence of the material for specific population groups (such as students and teachers).

Presentation of the National Package through NGO's or other Organizations Bulletins (Newsletters) [please complete, if applicable]

Note: Presentation of the National Package through professional journals and/or Newsletters that address teachers or related professionals could be an excellent way to reach a large number of potential implementers.

Meetings with representatives of local authorities [please complete, if applicable]

Note: Meetings with representatives of local authorities (e.g. with regional and municipal authorities as well as with school principals); especially the meetings with local authorities may be particularly effective in lobbying for the National Package and in achieving implementation of the Workshop in schools in specific regions.

Organization of Conference(s): [please complete]

Announcements in Conferences and other scientific meetings: [please complete, if applicable]

Note: This can be especially effective after the Workshop has already been implemented and evaluated, namely as soon as data are available on its effectiveness, which can be publicized in order to stress the necessity for IPV primary prevention projects in the educational setting.

Publications in scientific journals [please complete, if applicable]

Note: Is the most appropriate way to inform the relevant scientific and academic community, nationally or internationally, about the project and its evaluation results. Published evidence of the intervention's effectiveness could be the first step towards considering the "GEAR against IPV" a "good practice" in educational settings for the primary prevention of intimate partner and gender-based violence.

[Please add any other means that you used or you intend to use]

Dissemination recipients for the [country name] "GEAR against IPV" Package

Dissemination of the [country name] "GEAR against IPV" Package at:

Note: Please, modify the following lists according to the specifics of your country, providing as many examples as possible under each individual level

Local level

- ♦ Teachers and other professionals [such as-please specify] eligible to be implementers
- ♦ Students [of secondary education-please adapt, if needed]
- ♦ Local authorities [such as municipalities, schools, teachers' and parents' associations etc. - please list]
- ♦ Related NGOs [please list]
- ♦ Mass Media (journalists) [please specify]
- ♦ General Population

National level

- ♦ Policy makers for education or/and prevention of IPV [please specify]
- ♦ Ministry of Education and other Organisations related to education/prevention of IPV [such as-please specify]
- ♦ Mass Media (journalists) [please specify]
- ♦ Scientific community [please specify]
- ♦ Related NGOs [please list]
- ♦ Related Networks [please list]



B.1.2. National dissemination “strategy” for the [country name] "GEAR against IPV" Package and the Project

Note: Using the tables that follow and taking into account the information included in the previous chapters of this Part, you may proceed to the planning of a dissemination “strategy” for the "GEAR against IPV" National Package and Project in your country, in two stages.

In Table’s B1 columns, record all of the necessary information that will serve for the systematic dissemination of the National Package and Project (material, information or news you disseminated/want to disseminate, which populations you reached/want to reach, which dissemination means you used/intend to use, the time of dissemination/the most appropriate time to realise each dissemination action and who will be responsible for each activity).

Table B2 can be used in order for you to organise your own strategy, by combining what you disseminate(d), to whom, for what purpose, how, when and who is going to undertake each specific dissemination activity.

Some ideas for completing these Tables are presented in the sample Tables B1 and B2 that follow.

Sample Table B1. Preparation of a tools' "pool" for developing a dissemination "strategy" for the [country name] "GEAR against IPV" Package and Project

Material/Info for Dissemination	Population-Target Group	Dissemination means/tools	Time	Responsible Person/Organization
<ul style="list-style-type: none"> ♦ ["GEAR against IPV" National Package ♦ Information about the program ♦ Evaluation results of the Workshop ♦ Electronic edition etc.] 	<ul style="list-style-type: none"> ♦ Students ♦ Parents ♦ Teachers ♦ General Population etc. 	<ul style="list-style-type: none"> ♦ Press releases ♦ Letters ♦ Scientific publications ♦ Presentations in conferences etc. 	<ul style="list-style-type: none"> ♦ During conferences ♦ At the beginning of the school year etc. 	<ul style="list-style-type: none"> ♦ Professional(s) in charge of the National Package ♦ Experts on IPV violence prevention etc.]

Note: If the activities are conducted solely from the Organization responsible for the National Package, you can delete the last column, entitled "Responsible Person/Organization".

Table B1. Information "pool" for developing dissemination "strategy" for the [Country's name] "GEAR against IPV" Package and Project

Material/Info for Dissemination	Population-Target Group	Dissemination means/tools	Dissemination Time	Responsible Person/Organization
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
11.	11.	11.	11.	11.
12.	12.	12.	12.	12.
13.	13.	13.	13.	13.
14.	14.	14.	14.	14.
15.	15.	15.	15.	15.

(Please, add rows if needed)

Note: If the activities are not conducted solely from the Organization responsible for the National Package, you can add a column, entitled "Responsible Person/Organization".

Table B.2. Dissemination Plan for the [Country's Name] "GEAR against IPV" Package and Project *(Please add rows if needed)*.

Aim	Specific Aim	Dissemination material	Population-Target group	Dissemination Means/tools	Time
Informing					
Understanding and awareness					
Lobbying					

Sample Table B2. Example for National dissemination "strategy" for the "GEAR against IPV" National Package & Project

	Specific Aim	Dissemination material	Population-Target group	Dissemination Means/tools	Time
Informing		♦ [Leaflet with information about the project]	♦ Parents	♦ Mailings to Parents' Associations	♦ Beginning of the school year
Understanding and awareness		♦ [CD with the "Gear against IPV" National Package]	♦ Teachers	♦ Mail through secondary education agencies ♦ Uploading on teachers' websites	♦ Beginning of the school year
Lobbying		♦ [Evaluation results from the Workshop]	♦ Policy makers/ Developers of secondary education curricula	♦ Press release ♦ E-mail ♦ Publishing in the Press	♦ After publishing of an abuse case by the Mass Media ♦ With the publication of data or National Reports regarding the magnitude of the IPV problem

Note: In case that you present a lot of dissemination activities in this Table, you may prefer to split the three general aims of dissemination (Informing/Understanding and awareness/Lobbying) into in 3 separate Tables.



B.2. "Why do schools need such a program?"

It is certainly clear that while the material, teachers' training and a detailed description of the implementations' methodology are necessary conditions in order to convince decision makers, teachers and students to support the "GEAR against IPV" intervention, are not enough by themselves to achieve this. The critical condition that can determine whether or not the project's aim (namely the primary prevention of gender-based violence through students' awareness raising on gender equality, gender stereotypes and healthy/unhealthy relationships) will be achieved, is that each target-group must firstly understand the importance of implementing such a program in the classroom, as well as the need to share its objectives and to support its implementation.

There may be many alternative ways to approach the target groups in order to convey information regarding the importance of the project's implementation; independently of the way that will be selected though, it is very important to convey information outlining the aims and the necessity of the program, that will be adjusted for the style and content in such a way in order to be appropriate for each target group.

The four hypothetical letters that follow aim to illustrate the arguments that could be used in order to explain the usefulness and benefits that can result from the implementation of this program. The arguments are compiled in the form of a letter that address each of the four different target groups (students and their parents, implementers and policy makers) in order to present them with the benefits that the "GEAR against IPV" Workshop has to offer them; the letters intends to provide information and raise awareness with the aim to convince their recipients to participate and/or support the implementation of the "GEAR against IPV" intervention.

The format of letters was chosen not because we believe that the best –or most effective- way to approach each target group is via letters but exclusively for the sake of directness of speech; the letter to students, for example, includes information that a teacher can use in order to orally inform her/his class about the Workshop's implementation, the process and why this action concerns them as well as to invite them to attend it.

The format in which the "message" will be conveyed to each target-group, as well as the arguments included in these sample letters, can be modified and adapted by any professional in the fields of education, health promotion, gender equality promotion or violence prevention, who would like to support the effort or to implement "GEAR against IPV" Workshops by using the material and process contained in the National Package that has been developed for her/his country.

Dear Student...

[to be adapted according to country specifics]

I/we would like to inform you about the *GEAR against IPV* Workshop that is going to be conducted, here, in our school; GEAR stands for “**G**ender **E**quality **A**wareness **R**aising” while IPV stands for “**I**ntimate **P**artner **V**iolence”.

Everyone has heard of, read about or seen a relationship with problems. The most severe type of problem is when one partner is violent towards the other. What we may not all be aware of is how some relationships become something that at least one member – if not both – does not want.

Through games and experiential activities in your classroom, the *GEAR against IPV* Workshop may help you and your classmates to discover that some opinions/attitudes against men and/or women, even though are quite common, are nothing other than gender stereotypes; this means that they are not correct and distort the reality of gender roles and their characteristics, which often leads to unhealthy relationships, like, for example, violent ones. You will also have the opportunity to learn how to recognize the warning signs of unhealthy relationships as well as what you can do if you encounter this kind of relationship, either in one of your friend’s relationship or as a partner in the relationship.

We strongly believe that, if all adults, men and women alike, had had the opportunity when they were children to be informed on and made aware of issues like the ones that you could “explore” by participating in the workshop, then there would certainly be fewer unhealthy relationships today.

We consider this issue to be one that concerns all of us and we believe that if people your age are properly equipped to build healthy relationships, then we will have made an important step towards creating a society free of violence, where everyone respects each other.

Hoping that we will meet you in the Workshop,
We wish you all the best,

Name of the Workshop’s Coordinator

Dear Mother, Father or Guardian...

[to be adapted according to country specifics]

With this letter we would like to inform you about a Health Education program entitled *GEAR against IPV*, which will be conducted in the school where your child attends. GEAR stands for “**G**ender **E**quality **A**wareness **R**aising” while IPV stands for “**I**ntimate **P**artner **V**iolence”.

Through games and experiential activities that are appropriate for your child’s age, the *GEAR against IPV* Workshop aims to raise students’ awareness on issues related to gender equality as well as on how they can recognize if a relationship is healthy, unhealthy, or even violent. The Workshop also aims to help children to identify and find ways to “build” healthy relationships between them as well as how they can seek help if needed, either for a friend or for themselves.

The Workshop will be conducted by “**teacher’s name**” and, in total, there will be “**#**” sessions.

We believe that it is extremely important for children, *the future men and women of our society*, to adopt, as early as possible in their lifetimes, healthy models for both genders and for their relationships, and, for this reason, we hope that you will not object to allowing your child to participate in this workshop, if s/he desires to do so.

For any further questions or information, please do not hesitate to contact the Workshop’s Coordinator by phone/email **<contact information>**

Respectfully,

*Name and Signature of the Workshop’s Coordinator
and/or the School’s Principal*

Dear Teacher...

[to be adapted according to country specifics]

The "GEAR against IPV - **G**ender **E**quality **A**wareness **R**aising against **I**ntimate **P**artner **V**iolence" material for implementing activities in the classroom with the participation of secondary school students, not only highlights and supports the leading and crucial role of teachers, but also the teaching practice in general, in health promotion, and more particularly in the promotion of healthy and non-violent partner relationships between students who will soon become members of adult society.

This aim may be achieved through the promotion and establishment of the concept of gender equality, the deconstruction of widely established, usually culturally inherited and often fallacious gender stereotypes, and consequently through the primary prevention of all forms of gender-based violence, especially dating and intimate partner violence.

By implementing the project which you are going to adapt based on your students' needs and taking into consideration the practical limitations set by the educational system, you may provide your students with the chance to actively participate in activities that will help them understand very important possible misunderstandings concerning gender roles and gender relationships, helping them in the most substantial way to renegotiate, primarily with themselves, but also with those around them, their beliefs concerning healthy and unhealthy behaviors and understand how the latter lead to gender-based violence. Our ultimate goal is to provide adolescents with the practical skills that will enable them to build healthy partner relationships in the present and in the future.

The "Teacher's Manual" (Booklet III) includes all of the information necessary for you to cover any "gaps" you may find in your own knowledge on gender equality issues, detailed guidelines on the way in which you may develop your own Workshop that will meet your students' needs, and step-by-step instructions for implementing the activities of your choice in the classroom. The "Students' Activities Book" (Booklet IV) comprises the material you can easily find and reproduce, especially helpful for the implementation of any of the Workshop's activities in the classroom, with the students.

We believe that you, as an educator, completely share our attitude regarding the need for preparing adolescents for their entry into adult life free of beliefs that may lead them into unhealthy interpersonal relationships, well aware of gender equality and intimate partner violence issues –not as a personal issue, but as a grave public health problem that affects us all- and equipped with the skills necessary for them to build healthy relationships and break the cycle of violence. The teachers' role in this effort is particularly important, not only because the implementation of similar activities in the context of the educational system depends on them, but also because they can act as multipliers, passing their grasp of this necessity on to their students, their colleagues, their students' parents, and to the community in general.

We are certain that the objectives of this project may coincide with some of your lessons' objectives, expanding the benefits of the educational system to levels other than the acquisition of knowledge, but to equally, if not more important ones.

Sincerely,

Signature of the professional in charge

Dear Minister of Education...

[to be adapted according to country specifics]

"GEAR against IPV - **G**ender **E**quality **A**wareness **R**aising against **I**ntimate **P**artner **V**iolence" was developed for the promotion and establishment of the concept of gender equality, the deconstruction of widely established stereotypes, namely of usually culturally inherited and often fallacious gender perceptions and beliefs, and consequently the primary prevention of all forms of gender-based violence, especially dating and intimate partner violence. The material in hand may be used for the implementation of integrated programs, adapted to the needs of each classroom, with the participation of secondary school students.

The existence of the [country name] "GEAR against IPV" Package is important in order for the educators of [country name] to have the tools necessary for the implementation of the Workshop, as issues like gender stereotypes and gender inequality resulting from the existing patriarchal structure of society and the consequent occurrence of gender-based violence are high among the priorities of [country name].

On our part, we are prepared to work towards this end together with the Ministry of Education, competent Organizations and Agencies, and with teachers, in order to support the implementation of the [country name] "GEAR against IPV" Workshops. We hope that this extensive pilot implementation of the project will lead to its integration as a permanent module in the curricula of secondary schools.

Looking forward to our future cooperation,

Sincerely,

Signature of professional in charge

