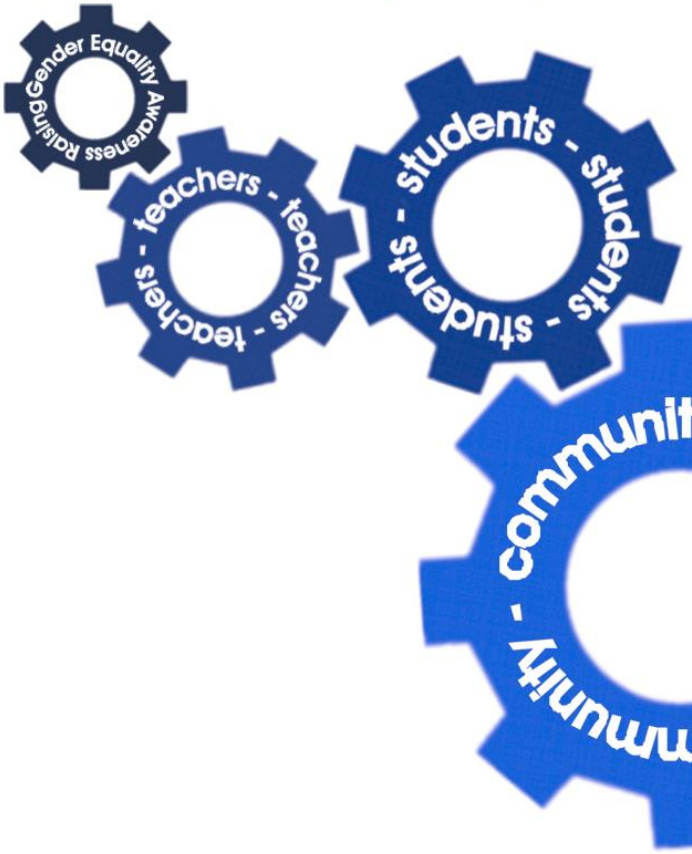
# MASTER PACKAGE

VIOLENCE REJECTED

**G**ender **E**quality **A**wareness **R**aising against **I**ntimate **P**artner **V**iolence

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## Booklet III

# Teacher's Manual

*Revised Edition, 2015*

# Gender Equality Awareness Raising against Intimate Partner Violence

# Booklet III:

# Teacher's Manual

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# Table of Contents

## BOOKLET III: TEACHER'S MANUAL


Abbreviations IV
Acknowledgements V

**INTRODUCTION 1**
The [COUNTRY NAME] "GEAR against IPV" Package 4
Booklet III and How to Use it 5

**PART A: OVERVIEW OF THE "GEAR against IPV" WORKSHOP 9**
A.1. Aim and Objectives 10
A.2. Target Group 10
A.3. Why Should Schools and Teachers be Involved? 11

**PART B: HOW TO ORGANIZE YOUR "GEAR against IPV" WORKSHOP 13**
B.1. Preparation of the "GEAR against IPV" Workshop 14
B.1.1. Obtainment of Permission or Approval 14
B.1.2. Planning and Incorporation of the Workshop into the School Program 14
B.1.3. Inform the Students 14
B.1.4. Teacher's Self-Preparation 15
B.1.5. Needs Assessment 15
B.1.6. How to Select Activities 16
B.1.7. Workshop Program 17
B.2 How to Document your "GEAR against IPV" Workshop 23

**PART C: HOW TO EVALUATE YOUR "GEAR against IPV" WORKSHOP 25**
C.1. Aim of Evaluation 26
C.2. Method of Evaluation 26

**PART D: HOW TO MONITOR AND REPORT YOUR "GEAR against IPV" WORKSHOP 29**

**PART E: THE "GEAR against IPV" WORKSHOP ACTIVITIES 33**
**MODULE 1. INTRODUCTION & SETTING GOALS 34**
Overview of the Module 34
Opening & Pre-Questionnaire 35
Activity 1.1. The Name Game: the Meaning of our Names 36
Activity 1.2. Expectations and Objectives 38
Activity 1.3. Ground Rules 39

**MODULE 2. GENDER STEREOTYPES AND GENDER EQUALITY 41**
Overview of the Module 41
***UNIT 1: Gender stereotypes and masculinities vs. femininities* 44**
Activity 2.1.1. How it is Being a Girl... how it is Being a Boy… 44
Activity 2.1.2. Social Gender Roles 46
Activity 2.1.3. What I Like – What I don't Like 48
Activity 2.1.4. Men, Women and Society 50
Activity 2.1.5. Self Discovery 51
Activity 2.1.6. Sex and Gender 53
Activity 2.1.7. Agree and Disagree 55
Activity 2.1.8. Quiz: Professions, Roles & Activities of Men and Women 57
Activity 2.1.9. At the End it Says… 59

Activity 2.1.10. Gender not Sex 60
Activity 2.1.11. Gender Box 62
Activity 2.1.12. Real Man and Real Woman 66
Activity 2.1.13. Step Forward 67
Activity 2.1.14. Myths about Women and Men and their Consequences 69
Activity 2.1.15. Life Path 70
Activity 2.1.16. Proverbs and Sayings 71
Activity 2.1.17. Sex Stereotyping 73
Activity 2.1.18. Advertising Industry 77
Activity 2.1.19. That's my Music 78
Activity 2.1.20. Gender Performance 80
Activity 2.1.21. Role Play 81
Activity 2.1.22. Imagine that… 82
***UNIT 2: Patriarchal Societies*** **83**
Activity 2.2.1. The Benefits of Being Male 83
Activity 2.2.2. Power Chart 86
Activity 2.2.3. Frozen Pictures 88
Activity 2.2.4. Continuum of Harmful Behaviours to Girls and Boys 89
Activity 2.2.5. Dominant Behaviour 93
Work Group Exercises 94
**MODULE 3: HEALTHY & UNHEALTHY RELATIONSHIPS** **95**
Overview of the Module 95
Activity 3.1. What is Love? 96
Activity 3.2. Adolescent Relationships 97
Activity 3.3. Healthy and Unhealthy Relationships-Recognizing the Warning Signs 98
Activity 3.4. Persons and Things 102
Activity 3.5. To Address a Problem Matter-of-factly 104
Activity 3.6. Body Awareness 105
**MODULE 4: INTIMATE PARTNER VIOLENCE** **106**
***UNIT 1: Raising awareness*** **106**
Activity 4.1.1. Definition & Types of Relationship/Dating/Intimate Partner Violence 107
Activity 4.1.2. Anna and Dimitris 109
Activity 4.1.3. Relationship Violence Stories 114
Activity 4.1.4. Cases of Violence 115
Activity 4.1.5. The Power and Control Wheel & Equality Wheel 116
Activity 4.1.6. Raise Young Peoples' Awareness on Recognizing Warning Signs Indicating IPV and on Ways to Offer Help 122
Activity 4.1.7. Myth or Reality? 126
Activity 4.1.8. Myths about Violence 132
***UNIT 2: What we can Do to Stop Dating/ Intimate Partner Violence - Ways of Intervening in Intimate Partner Violence*** **133**
Activity 4.2.1. What we can Do to Stop Intimate Partner Violence: a Toolbox of Intervention Strategies 134
Activity 4.2.2. Taking a Stand 139
Activity 4.2.3. From Violence to Respect in an Intimate Relationship 140
Activity 4.2.4. Look, Listen and Learn–the Path to Enhance Good Communication 143

# Annexes


**REFERENCES OF THE ACTIVITIES USED FOR THIS MANUAL** 145

**ANNEXES** A-1
**ANNEX A: BACKGROUND THEORETICAL INFORMATION** A-1
A.1. GENDER (IN)EQUALITY A-2
A.1.1. Gender Roles, Gender Stereotypes and Gender Equality A-2
A.1.2. Patriarchal Societies and Gender Inequality A-5
A.1.3. International and European Commitments A-6
A.1.4. The Gender (in)Equality in [Country] A-13
A.2. GENDER-BASED VIOLENCE/ INTIMATE PARTNER VIOLENCE A-14
A.2.1. What is Gender-based Violence (GBV)? A-14
A.2.2. What is Intimate Partner Violence (IPV)? A-15
A.2.3. Extent of the Problem of IPV A-20
A.2.4. Children's Exposure to Intimate Partner Violence A-58
A.2.5. What is Dating Violence? A-62
A.2.6. Primary Prevention of IPV/ Dating Violence A-67
A.2.7. How to Recognize Abuse A-68
A.2.8. How to React in Suspected/Disclosed Child Abuse and Neglect & IPV A-72
A.2.8.1. Reporting and/or Referring in Case of Child Abuse or Neglect Disclosure A-74
A.2.8.2. Reporting and/or Referring in Case of Intimate Partner/ Dating Violence Disclosure A-75
A.2.9. References A-76

**ANNEX B: EVALUATION TOOLS** A-81
B.1. PRE-QUESTIONNAIRE A-81
B.2. POST-QUESTIONNAIRE A-88
B.3. FOLLOW-UP QUESTIONNAIRE A-95

**ANNEX C. REPORTING TOOLS** A-100
C.1. REPORTING FORM: Design of the implementation of the workshop A-100
C.2. REPORTING FORM FOR SESSIONS: Description of the activities' implementation of the workshop A-104
C.3. REPORTING FORM: Overall assessment of the workshop A-108

**ANNEX D. FURTHER READING** A-112
D.1. List of suggested further reading in English A-112
D.2. List of suggested further reading in <country> language A-113

# ABBREVIATIONS

| | |
|---|---|
| CEDAW | Convention on the Elimination of all forms of Discrimination against Women |
| CDC | Centers for Disease Control and Prevention |
| CPS | Child Protection Services |
| DV | Domestic Violence |
| EU | European Union |
| FRA | European Union Agency for Fundamental Rights |
| GBV | Gender-Based Violence |
| GEAR against IPV | **G**ender **E**quality **A**wareness **R**aising against **I**ntimate **P**artner **V**iolence |
| IPV | Intimate Partner Violence |
| NGO | Non Governmental Organization |
| VAW | Violence against Women |
| WHO | World Health Organization |

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The 4 Booklets of the revised Master GEAR against IPV Package, derived upon revision of the 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:

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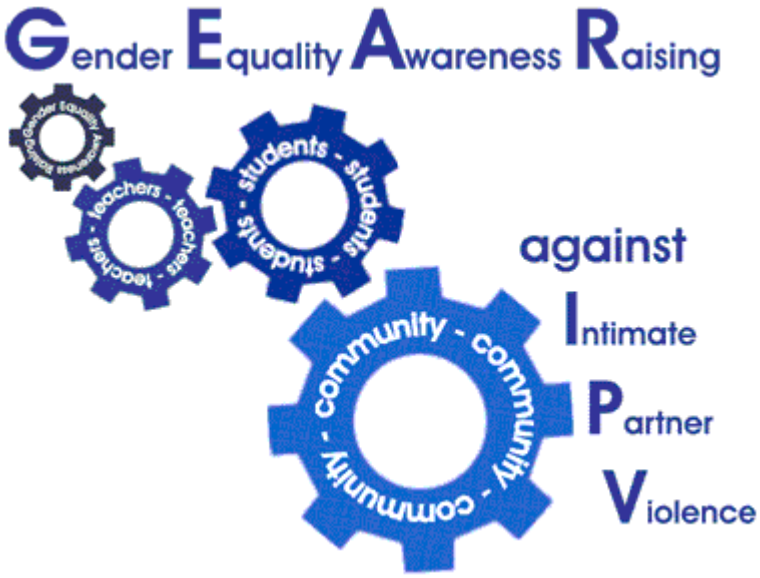
**National GEAR against IPV Packages, currently available:** Austrian, Croatian, Cypriot, German, Greek, Romanian, Spanish (for future additions, please check on the project's website (www.gear-ipv.eu) or contact with EAVN (info@antiviolence-net.eu).

# Booklet III:

# Teacher's Manual

# 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.

Cultural adaptation of the introduction may be necessary for each National Package

## 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*, were 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 projects[1]-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:

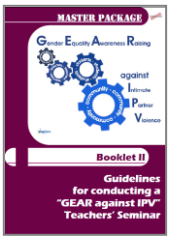
Booklet I: [country name] "GEAR against IPV" Package

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

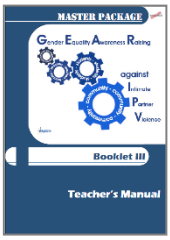
Booklet III: "GEAR against IPV" Teacher's Manual

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

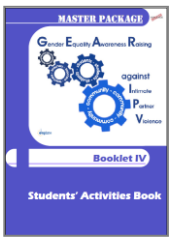
**Booklet I** provides an overview on the "GEAR against IPV" approach and projects in the context of which the material was developed, as well as suggestions to any interested party on how to publicize both, the actions and the material, ways to approach the target groups and ideas for lobbying at a 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.

## Booklet III and How to Use it

The "Teacher's Manual", along with Booklet IV "Students' Activities Book", comprise the backbone of the "GEAR against IPV" material.

The content of this Booklet was originally created (2009-10) for the purposes of the DAPHNE project "GEAR against IPV", while its revision (2015) realized in the context of the project "GEAR against IPV-II".[2]

The main sources from which the activities included in Part E drawn were:

- Relevant awareness raising material developed and pilot tested in the context of previous DAPHNE projects[3,4]
- International literature review, as well as review of the related national literature of the partner countries[5]

The selected activities, were adapted, combined and/or supplemented (where needed) with information, worksheets and/or handouts (for Booklet IV). Additionally, the entire Master Package was revised after being evaluated by experts[6], while the <Country Name> Booklets III and IV evaluated by focus groups with teachers and students.

The methodology and tools used for the development of the "GEAR against IPV" material is described in detail in Booklet I of the Master Package (Chapter A.4).

Regarding the methodology for the implementation and evaluation of the "GEAR against IPV" Workshops in school setting, as well as the evaluation and monitoring tools, were especially tailored for the needs of the "GEAR against IPV" project by the European Anti-Violence Network. The revision of the material, methodology and tools were based on the experience of the implementation and results of this project.

## Who is this manual for?

This manual has been developed for **high-school teachers** both experienced and inexperienced in gender equality and intimate partner violence issues. For this reason, efforts have been made to develop this manual in an as user-friendly as possible manner but also to provide to inexperienced teachers the background information needed in order to prepare themselves for the implementation of a "GEAR against IPV" workshop.

However, it may also be used by professionals who work with children, adolescents and young adults on gender stereotypes, intimate partner violence and dating violence issues' awareness raising, NGOs, youth workers and health-service providers who may interact with adolescents as the Manual provides -apart from a well-structured toolbox of activities which have been carefully selected from the work of different organizations and professionals around the world- all the needed information on how to organize and evaluate a "GEAR against IPV" Workshop.

[2] For more information please visit the websites of the GEAR against IPV I & II projects: www.gear-ipv.eu

[3] *Improving the Response to Intimate Partner Violence (IPV) in Military Settings* [JAI/DAP/2004-1/101/WY]

[4] *PERSPECTIVE: Peer Education Routes for School Pupils to Enhance Consciousness of Tackling and Impeding women Violence in Europe* [JLS/2007/DAP-1/100]. For more information visit the project's website: http://www.perspective-daphne.eu/

[5] Described in detail (in English) in Booklet I of the Master Package (Chapter A.4.2) and in the respective project's report (www.1st.gear-ipv.eu/node/26)

[6] Described in detail (in English) in Chapter A.4.3 and Annex 1a in Booklet I of the Master Package and in the respective project's report (www.1st.gear-ipv.eu/node/26)

## How to use this Manual

As the Teachers' Manual aims not only to provide teachers with a useful toolbox of activities, but also to provide information on how to organize, implement, evaluate and report a "GEAR against IPV" workshop, it consists of four parts:

**Part A**: provides an overview of the **aim and objectives** of the "GEAR against IPV" workshops in high schools as well as information about the target group and why schools and teachers should be involved

**Part B**: provides information about **how to plan, prepare, organize and document** a "GEAR against IPV" workshop in classrooms

**Part C**: provides information about **how to evaluate the "GEAR against IPV" Workshop** and why evaluation is needed

**Part D**: provides information about **how to monitor and report** the results of a "GEAR against IPV" workshop

**Part E**: consists of the core content of this Manual providing useful information to teachers and the step-by-step process on how to implement the "GEAR against IPV" workshop in the classroom. Part E consists of a toolbox of activities which are divided into **four Modules** that address the issues of Gender Stereotypes, Healthy and Unhealthy Relationships and IPV/Dating Violence

**Module 1:** Introduction and Setting Goals

**Module 2:** Gender Stereotypes and Gender Equality

**Module 3:** Healthy & Unhealthy Relationships

**Module 4:** Intimate Partner Violence & Dating Violence

Together the four Modules are closely connected to each other as each Module is a prerequisite for the subsequent Modules. Each Module includes mainly **interactive activities** that are suggested to be used (e.g. role playing, group work, brainstorming and discussion, case studies, art work) targeting to a more experiential learning rather than traditional methods of teaching that are still being used in schools. All activities encourage **active participation** and **learning** and it is suggested that the students sit in a circle on chairs without tables in front of them.

The activities included in each Module are structured as follows:

- *Short introduction*
- *Learning objectives*
- *Duration*
- *Material and preparation*
- *Step-by-step process*
- *Expected outcome*
- *Teacher's tip (where applicable)*

The **"Duration"** of activities is indicative for a minimum duration and it is calculated working with **a group of 20-25 students**. However, the provisioned duration of an activity is always subject to adaptations as it depends on various factors, such as the teacher's experience, how active the students are, as well as the group's size.

The **"Material and Preparation"** part informs the teacher -except for the materials and preparations needed per activity- about the Worksheet(s) and/or Handout(s) needed to be distributed to students, per activity. All **Worksheets and Handouts are included in Booklet IV: Students' Activities Book**, which is the reason why Booklet III is so closely interlinked with Booklet IV.

The **"Step-by-Step Process"** part provides the teacher in detail the process that is suggested to be followed for the activities' implementation in the classroom.[7] It includes as many "verbatim formulations" as possible regarding the instructions that the teacher should give to students as well as the discussion questions; these "verbatim formulations" are always marked with **blue** font letters in order for teachers to locate them easily during the implementation of the activity and to easily distinguish them from the instructions that are addressed only to themselves (**black** font letters). The "step-by-step process" part is usually followed by the **"Expected Outcome"** of the activity, which informs the teacher about the expected result of the activity.

The last two parts, described above, actually constitute the innovative character of this Manual as both parts instruct the teachers not only what to do but more importantly how to do it. This "how to do an activity" part is something that is lacking from manuals that have been published up to present.

The Teacher's Manual also consists of the following Annexes:

**Annex A** is developed aiming to increase teachers' awareness, knowledge and understanding, as it provides useful information for teachers that are not familiarized with gender stereotypes, IPV and dating violence issues. It is recommended that non-experienced/non-trained teachers prepare themselves on such issues by reading Annex A before organizing a workshop and entering the classroom to implement it.

**Annex B** includes the evaluation tools that are suggested to be used for the evaluation of the impact and effectiveness of the "GEAR against IPV" workshops.

**Annex C** includes the Reporting Tools.

**Annex D** includes two lists of further reading a) a list of a suggested bibliography in English and b) a list of a suggested bibliography in <your language>.

[7] It should be noted here that, by all means, teachers are encouraged to adapt the activities to the needs of the participants and their specific context.

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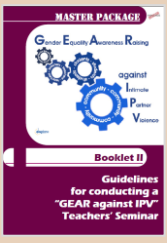
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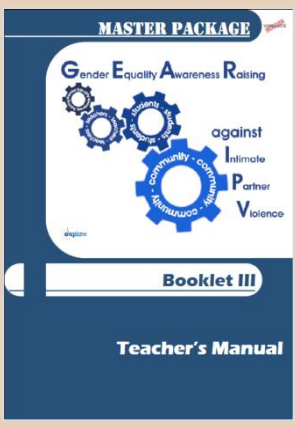
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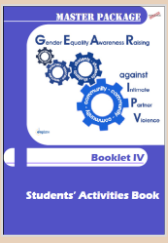
Teacher's Manual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Students' Activities Book

# A. OVERVIEW OF THE "GEAR against IPV" WORKSHOP

## A.1. Aim and Objectives

The overall aim of the "GEAR against IPV" Workshop is to contribute to gender stereotypes' deconstruction, to promote healthy relationships and raise students' awareness on Intimate Partner Violence and Dating Violence issues. High-school students, through their participation in the "GEAR against IPV" workshop, are guided to identify and deconstruct their own gender stereotypes and empowered in developing healthier representations of gender roles, based on gender equality, for both themselves and others. The long-term objective of the "GEAR against IPV" project is for young people to relate to each other in a healthier, more equal way; in such a relationship, abuse is more difficult to occur.

It is offered to high-school students the opportunity to explore -within a safe environment- and reconsider their own gender stereotypes and misconceptions, how these could be related to violence against girls and women and what the characteristics of healthy relationships vs. unhealthy and abusive relationships are. Due to the abundance of negative relationship models that adolescents are exposed to, it is crucial to offer them healthy alternatives and the opportunity to learn and use skills for recognizing -at an early stage- unhealthy or even abusive characteristics of relationships as well as to enhance their skills for the development of healthy relationships.

At the end of the workshop's implementation, it is expected that students' knowledge, attitudes and self-reported behaviour regarding gender stereotypes and IPV issues will be modified towards the desired direction compared to those that they held prior to the workshop's implementation.

## A.2. Target Group

The **target group of this Manual is primarily high-school teachers**, as well as professionals in fields related to education, such as Health Educators, School Psychologists and Social Workers, but also decision makers and other stakeholders like Health Education or other School Activities Coordinators.

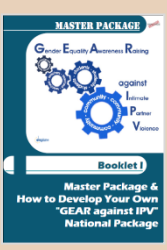
The **target group of the "GEAR against IPV" workshops is high-school students, aged 12$^{+}$ years**. High-school aged youths are about to start their first romantic or sexual relationships or have already started such relationships; this renders this age group as the most appropriate one to be exposed to an IPV prevention program resulting in young people being less accepting of IPV and more knowledgeable of the characteristics and consequences of intimate partner violence and equipped with "protection skills" against IPV for both themselves and the people they know.

## A.3. Why Should Schools and Teachers be Involved?

Schools are one of the most important venues for educating children in addition to their family. However, school is considered to be the context that provides children with, apart from education, a social learning environment, an important setting for the development of beliefs and interpersonal skills and the context where children formulate their identity. Children spend a great deal of their time in school, interacting with their peers and teachers, influencing their peers and teachers, while at the same time being influenced by both of them. Ideally, all components of the school including teachers, environment, students and parents' boards, school and education policies, as well as text-books, should bear a gender equality perspective. However, this do not happens. The typical high-school (and not only) environment usually tends to reward behaviours consistent with stereotypical male and female gender roles. Such "rewards" derive from schoolbooks, the students themselves, teachers etc. Bearing also in mind the fact that the teaching profession is considered as a typically female profession –the lower the education level is, the more female teachers exist- it is assumed that teachers' sex play a certain role in the transition of gender stereotypical perceptions to students. Furthermore, schools are also an ideal place to introduce an IPV primary prevention program to a wide range of children (it should also be taken into account that the lower the educational level, the lower the drop-out rate and, consequently, the higher the probability to include such awareness raising workshops for the general population of children). Therefore, as the majority of children attend schools, one can imagine the impact of such a program if it was integrated into the regular school curricula –not only at European Level but also worldwide- and implemented every year, in every school and classroom, in every country around the world!

The reason for involving teachers in the implementation of such a program is two-fold. First of all teachers already have a consolidated relationship with students, which may contribute to maximizing the benefit students will gain from the "GEAR against IPV" workshop implementation. Secondly, teachers comprise a permanent "task force" in schools, who have the ability to continue implementing the fundamental principles of the "GEAR against IPV" project in the classrooms. Furthermore, teachers are teaching subjects and use schoolbooks that may reinforce gender stereotypical perceptions of both boys and girls; this means that if they are trained and sensitized themselves on such issues they will be able to raise students' awareness towards deconstruction of gender stereotypes on the ground of "exploiting" such occasions during teaching their lessons. This means that gender equality awareness raising is not necessary to be only an independent subject or an additional program but it could be integrated into every subject, such as literature, physics, biology, or maths.

Last but not least, when such workshops are implemented in the school setting, they can be assisted, and are encouraged to be assisted, by other events that may take place in the school context such as **guest speakers**, **media campaigns**, **site visits** (e.g. to organizations related to violence prevention) and **parents' meetings**.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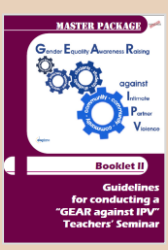
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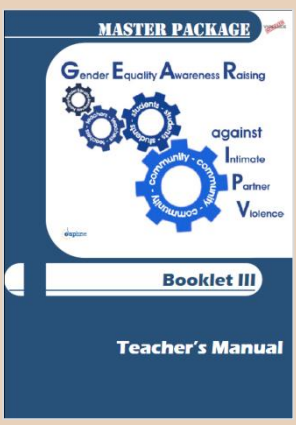
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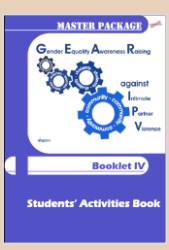
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# B. HOW TO ORGANIZE YOUR "GEAR AGAINST IPV" WORKSHOP

# B.1. Preparation of the "GEAR against IPV" Workshop

## B.1.1. Obtainment of Permission or Approval

The preparation phase of organizing the implementation of the workshop in the classroom includes, first of all, ensuring permission from the education context or relevant authority(ies) to implement the workshop in schools (e.g. Ministry of Education).

As this process varies from country to country and/or from school to school, the teacher or any other interested party that wants to implement such a workshop in the classroom setting should investigate and follow the recommended process in order to obtain the approval to implement the workshop in the classroom setting.

In the case that an approval is needed by any authority, pay special attention to the time needed to obtain such an approval, as sometimes this process can be bureaucratic and may take time.

## B.1.2. Planning and Incorporation of the Workshop into the School Program

The suggested activities included in this Manual can of course be conducted outside of the school curriculum, after the end of teaching hours. However, the "GEAR against IPV" Project's long term objective is to make an effort towards incorporating such workshops into the extended school curriculum. Towards the achievement of this goal, the "GEAR against IPV" workshop is strongly recommended to be implemented mainly within the school curriculum, combining it with some activities to be conducted outside of the school curriculum (e.g. see the suggested Work Group Exercises in Part E of this Manual).

Therefore, the teacher should investigate if there is a pre-existing framework within the subject-based or the extended school curriculum where the workshop's activities could be integrated.

## B.1.3. Inform the Students

The teacher should inform the students about the upcoming implementation of the workshop and try to engage/motivate them. It should be noted that students' participation is absolutely voluntary and as such it must be presented. The teacher can inform the students by saying something like this (indicative):

> *A workshop entitled "Building Healthy Intimate Relationships" will be implemented at our school and all students of the <grade of targeted ages> are invited to participate. The workshop will provide useful information about gender roles, our relationships with the opposite sex, healthy and unhealthy relationships and gender-based violence and it will be realized by using interactive activities such as group work, role-playings, group discussions and brainstorming etc.*

Students should also be informed about the duration and, if possible, about the dates and time of the workshop's implementation.

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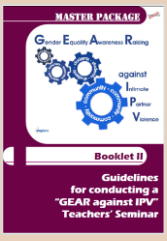
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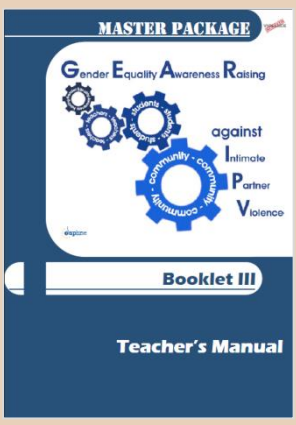
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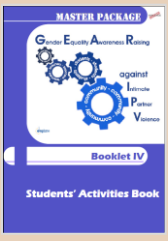
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# E. THE "GEAR against IPV" WORKSHOP ACTIVITIES

This Part includes the activities and teachers' instructions for implementing the "GEAR against IPV" workshop in the classroom. Part E is divided into four Modules:

**Module 1:** Introduction and Setting Goals

**Module 2:** Gender Stereotypes and Gender Equality

**Module 3:** Healthy & Unhealthy Relationships

**Module 4:** Intimate Partner Violence

The teacher may select activities from different Modules and match them with others in order to develop his/her own workshop's set of activities. However, selected activities from one Module should be implemented following the sequence that the Modules are presented, as Module 1 is the basis for Module 2, Module 2 is a pre-requisite for Module 3, which is in turn a pre-requisite for Module 4. While selecting activities from different Modules, the sequence of both the Modules and of the activities that are included in each Module, must be preserved and respected. Skipping, adding and modifying/adapting activities is permitted.

Furthermore, as the activities in this manual target both experienced and non-experienced audiences, the Modules are structured in such a way as to provide the possibility to implement them either side by side or independently as single standing Modules.

# INTRODUCTION & SETTING GOALS



## Overview of the Module

This Introduction Module provides students with the opportunity to be informed about the goal and objectives of the GEAR against IPV workshops. Students, along with their teachers, will set the ground rules, identify their expectations and compare their expectations to the goal and objectives of the program.

## Learning Objectives

More specifically, the objectives of this module are to:

- Set and define the objectives of the workshop
- Create a safe environment of trust and respect
- Collect data on students' knowledge, attitudes & self-reported behaviour regarding gender inequality, gender stereotypes and IPV issues (for the needs' assessment and evaluation purposes)

## Activities

Activity 1.1: The Name Game: the meaning of our Names
Activity 1.2: Expectations and objectives
Activity 1.3: Ground Rules

! All activities included in this Module are recommended to be implemented, except for Activity 1.1, which is optional.

# Opening & Pre-Questionnaire

Opening

Duration: 30-45'

## Material & Preparation

- Copies of pre-questionnaires for all students
- Pens
- A box or big envelopes in order to collect the completed questionnaires

## Step-by-step process

**1** **Opening:** At this workshop we will discuss various topics regarding gender roles, our relationships with the opposite sex and how we can build healthy relationships. We will discuss all these topics through exercises and group activities that we will do together. Later on we will see in detail what we will do. Before that I would like to ask you to reply to some questions that will help me to better organize the activities that we will do.

**2** Inform the students how many times and when you will meet them to do all the activities (dates and time).

**3** **Pre-questionnaire**: While distributing the pre-questionnaires to students, explain to them how to fill in their ID code. It is preferable to help students when filling in their ID code in order to avoid missing data. Have a box or big envelopes available in order to collect the students' questionnaires (questionnaires are anonymous but in order to be able to match the different questionnaires that each participant completes it is necessary to fill in this code – if this code is not completed or not correctly completed in any questionnaire this will lead to the exclusion of this participant's all questionnaires from the data set).

**4** **Instructions on how to complete the ID code**

*Please write at the first box "the 3rd letter of your mother's name". If for example my mother's name is Maria, then I should write in the "a." box the letter "r". Now write at the "b." box the 3rd letter of your father's name (e.g. if the name is John, then you should write the letter "h"). Now, at the two c. boxes you should write the number of the month that you were born (e.g. if you were born on June, then you should write "06": write the 0 number to the first c. box and the 6 to the second c. box). At the last two d. boxes write your phone's number 2 last digits.*

***Instructions for creating your Code***

***Fill in each square with the following data***

***a.*** *3rd letter of your mother's name*
***b.*** *3rd letter of your father's name*
***c.*** *month of birth (01-12)*
***d.*** *phone number's 2 last digits*

| a | b | c | c | d | d |
|---|---|---|---|---|---|
| | | | | | |

# Activity 1.1 The Name Game: the Meaning of our Names

Adapted from: Williams, S. (1994). The Oxfam Gender Training Manual (pp. 51-52). Oxfam UK and Ireland.

Duration 30'

## Short Introduction

This is a nice activity to introduce students in the topic of gender stereotypes as it encourages the students to explore the gendered implications of our names and their meanings which often reflect socially acceptable roles and expectations.

## Learning Objectives

- To introduce participants to each other (if applicable)
- To establish trust and respect
- To explore the gendered reflections of names
- To bring out participants' varying personal and cultural backgrounds

## Material & Preparation

- A Flipchart paper (see also the expected outcome of this activity)
- Name tags: self-adhesive black labels where students will write their names
- Pens and markers

## Suggested step-by-step process

1. Students sitting in a circle
2. Distribute to students self-adhesive blank labels
3. **Instructions:** Write your name on the self-adhesive labels and stick it on you. The teacher writes also his/her name
4. Ask each student: Each one of you, will tell us your name and:
   - *What would be the name of person of the opposite sex that will have the same name as you?*
   - *Explain what is the meaning and/or association of your name or why your parents gave you that name or anything else that you would like to say regarding your name.*
5. The teacher writes the students' names on the flipchart (pinned up or on the floor) in two columns (boys – girls). Prepare also two empty columns for any comments for each sex. Include also your name (see the expected outcome of this activity).
6. Be aware of the implications in many cultures of given names, reflecting race or caste differences. In a short discussion identify the gender specificity of names, demonstrating particular gendered associations tied to the meanings and origins of the names, as follows:

# Activity 1.1

**DISCUSSION**

- *What is the difference between girls' and boys' names?*
- *What do girls' names have in common? What is the meaning of girls' names?* (e.g. kindness, flowers, obedience)
- *What do boys' names have in common? What is the meaning of boys' names?* (e.g. strong, brave, hero or great winner)
- *Why some names belong to only one of the sexes?*

## Expected outcome

At the end, your activity (the flipchart) may look like this:

| GIRLS | | BOYS | |
|---|---|---|---|
| **Comments** | **Names** | **Names** | **Comments** |
| Flower | Christine<br>Margaret<br>-<br>…<br>… | Christian<br>-<br>Achilles<br>…<br>… | Hero-Greek mythology |
| | | | |

## Teacher's Tips

Emphasize that from the time we are born, we are given with a name which is formulated based on our sex; our identity, as well as the expectations for our behaviour have already started to take shape based on our sex.

In most cultures, female names are different from male names. Even where the name sounds the same, it usually has male and female spellings. The meaning of the name is often very important. For example, in a workshop with pastoral women in Kenya, each woman explained the meaning of her name, and why she was so named. Some names referred to what the mother was doing up until the time her child was born, some referred to women's roles or their work, or to their relationship with a male relative.

The discussion should emphasize that names are gendered, and their meanings often reflect socially acceptable roles and expectations. For example, female names will more often have meanings such as "kindness", "delicate flower", or "obedience", while male names are more likely to have meanings such as "great warrior" or "strong and brave" or "great gift".

# Activity 1.2 Expectations and Objectives

Adapted from: US Agency for International Development. (2009). Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response (p. 28). Washington, DC. Retrieved March 16, 2010 from www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/Doorways_I_Student_Manual.pdf

Duration 15'

## Learning Objectives

To inform students about the objectives of the program and explore their expectations which will be compared to the program's objectives.

## Material & Preparation

- A flipchart paper split in two columns
- Markers

## Suggested step-by-step process

1. Ask students (and record their answers) this question: *What are the **issues** that you think that we will address in this workshop that is called "Gender Equality Awareness Raising against Intimate Partner Violence"?**
2. Ask students (and record their answers) this question: *Do you think that you will **gain** something from your participation in this project, and if yes, what is this?*
3. Write the students' answers on the flipchart paper which has two columns (see the "expected outcome"):
4. Make a connection between students' expectations and the workshop's objectives; add issues that were not mentioned by students and if they have mentioned expectations that will not be covered by the workshop point out what is going to be covered and what is not (see also the "expected outcome" of this activity).
5. All of these will be done through exercises and group work activities.
6. Answer any students' queries – questions.

## Expected outcome

**Our goal is to discuss** about how to develop healthy and equal relationships. We will discuss about what you said and in addition: (add in the flipchart what students have not mentioned out of the following)

- Gender stereotypes and inequalities
- Gender roles of boys and girls–what does it mean for someone to be a boy or a girl in our society
- What is a healthy and unhealthy relationship
- Relationship violence/intimate partner violence/dating violence issues
- Forms of intimate partner violence/relationship violence and warning signs
- What an adolescent can do if will be involved in a violent relationship?
- What an adolescent can do to help a friend victim of violence or perpetrator.

At the end, your activity will look like this:

| **Workshop: Building Healthy Intimate Relationships** | |
|---|---|
| **Issues** | **What I want to gain is:** |
| 1…<br>2… | 1…<br>2… |

*Alternatively, you can use this title: "Building Healthy Intimate Relationships" or "Building Healthy Relationships between Sexes"

# Activity 1.3 Ground Rules

Adapted from:

◊ Williams, S. (1994). The Oxfam Gender Training Manual (p. 65). Oxfam UK and Ireland.

◊ Liz Claiborne Inc. (2006). Love is Not Abuse: a teen dating violence prevention curriculum (p. 20). Liz Claiborne Inc. Retrieved 5 July, 2009 from www.loveisnotabuse.com/

Duration 15'

## Learning Objectives

To arrive at commonly agreed upon and mutually respectful norms of behavior during the course of the workshop.

## Material

- Markers
- A blank flipchart
- A pre-prepared flipchart of "Ground Rules"

## Preparation

Prepared a flipchart entitled "Ground Rules" (see also the "expected outcome" of this activity).

## Suggested step-by-step process

**Instructions**

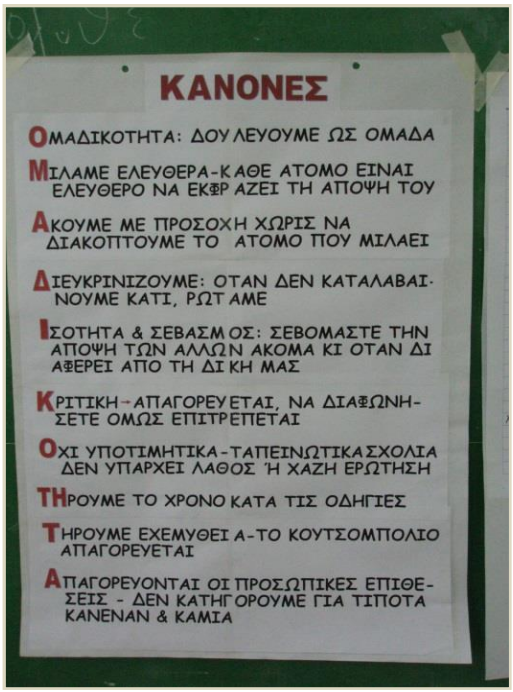
1. Before starting, let's set together some ground rules we will respect during our meetings. These ground rules set here will aim at making you feel nice and safe in this room and allow you to share your thoughts and opinions. What are the ground rules you'd like to set?
2. Keep ready your pre-prepared flipchart with the 10 Ground Rules (see "expected outcome"), that you will slowly unfold (expecting that the kids will have mentioned all these ground rules, but if they haven't, you will step in to set them).
3. Do you wish to add another rule?
4. Is there something you don't understand about the rules, or something else you'd like to ask?
5. Do you all agree to follow these rules during all the meetings we will do together?
6. Place the flipchart at a visible spot (i.e. on the wall) where it will remain during all sessions.

# Activity 1.3

## Expected outcome

**GROUND RULES**

- **T**eam spirit (we work as a team)
- **E**quality & Respect: You respect others' opinions, even when they' re different than your own
- **A**llow people to speak: Listen carefully, without interrupting the speaker
- **M**aster your queries: Ask whenever you don't understand something
- **S**peak freely: everybody is free to express their opinion
- **P**ROHIBIT Criticism, but ALLOW people to disagree with each other's opinions
- **I**nappropriate degrading or humiliating comments have no place here: No opinion or question is wrong or stupid
- **R**espect the timelines set
- **I**nformation is confidential (whatever you say and share among you in class is confidential, has to remain classified, and is not to be discussed out of the room or shared whit others. "Gossip" is not allowed)
- **T**he personal assaults are prohibited – nobody accuses anybody of anything




Example from the Greek implementation (in the framework of the "GEAR against IPV - I" Project)

## Teacher's Tip

You can also include rules that apply in the school.

# GENDER STEREOTYPES & GENDER EQUALITY

## Overview of the Module

This module* is divided into two Units:
a) Gender Stereotypes & Masculinities vs. Femininities and
b) Patriarchal Societies.

It introduces the students to the concepts of gender stereotypes and gender roles and encourages them to understand these concepts, discuss the differences between gender and sex, question commonly held assumptions on the construction of gender, investigate the social roles in their environment, the expectations others have of them as boys and girls, the process of formation of these gender expectations and the way in which they affect their lives and their decisions.

In other words, the activities of this section aim to prevent the establishment of or to modify the established stereotypical perceptions of gender roles, as well as to shape the beliefs that are essential for the development of healthy intimate relationships. Students will be called, through the following series of suitable and age-appropriate experiential activities, to assess and challenge their culturally "inherited" stereotypes and to approach the differences of the two sexes as individual differences rather than as characteristics of superiority of one sex over the other.

* Both parts include several activities and some of them have the same aim. It is not necessary for a teacher to carry out all of the different activities that have the same aim, rather, s/he can make a selection.

Most children, as well as most adults, are unaware of the effect of the socially dictated gender roles on their lives, nor of the fact that these roles could actually change, because they are socially determined. The key to social change and the prevention of gender based violence is in understanding the fact that gender roles are social constructs. It is essential that all students understand the concept of social gender, as it constitutes the basis of this training and is necessary for understanding the following modules. This module encourages the student to explore the gender-related expectations they have to meet according to their family, their society and the mass media.

The goals of this module are to enable the students to:

- Describe the differences between sex and gender
- Explore their beliefs concerning what it means to be a boy or a girl in the society they live in
- Describe and identify gender stereotypes, inequalities and the social roles of boys and girls
- Understand gender roles and stereotypes that are created and enforced by society
- Recognize the benefits and costs to both boys/men and girls/women
- Understand how gender roles contribute to gender-based violence
- Recognize the benefits of and how to dismantle these stereotypes
- Understand the definition of patriarchal societies
- Understand the relationship between patriarchal societies and violence against women.

## Unit 1 - Activities

**Activity 2.1.1** How it is being a girl... how it is being a boy...
**Activity 2.1.2** Social Gender Roles
**Activity 2.1.3** What I like – What I don't like
**Activity 2.1.4** Men, Women and Society
**Activity 2.1.5** Self Discovery
**Activity 2.1.6** Sex and Gender
**Activity 2.1.7** Agree and Disagree
**Activity 2.1.8** Quiz: Professions, Roles & activities of men & women
**Activity 2.1.9** At the end it says…
**Activity 2.1.10** Gender not Sex
**Activity 2.1.11** Gender Box
**Activity 2.1.12** Real Man & Real Woman
**Activity 2.1.13** Step Forward
**Activity 2.1.14** Myths about Women & Men & their Consequences
**Activity 2.1.15** Life Path
**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…

**Module 2– Unit 1**

## Unit 2 - Activities

**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 Behaviours to Girls and Boys
**Activity 2.2.5** Dominant Behaviour

**Module 2– Unit 2**

## Work Group Activities

# Activity 2.1.1 How it is Being a Girl... How it is Being a Boy...

Adapted from: Attawell, K., Bhagbanprakash. Dr., Dagar, R., et al. (2001). Gender and Relationships: A Practical Action Kit for Young People (p. 33). London: The Commonwealth Secretariat. Retrieved April 10, 2010 from, www.unicef.org/lifeskills/index_14927.html



Duration: 30'-45'

## Learning Objectives

- To explore the pros and cons of being a boy or a girl
- To explore social attitudes and expectations

## Material & Preparation

- **Worksheet 1a** (for boys) [yellow colored paper]
- **Worksheet 1b** (for girls) [green colored paper]
- Pens
- Empty flipchart paper and markers (optionally)

## Suggested step-by-step process

**1** Hand out to each student a piece of their printed worksheet:

For girls (green worksheets):

- *I'm glad I am a girl because …*
- *I'd like to be a boy because I could …*

For boys (yellow worksheets):

- *I'm glad I am a boy because …*
- *I'd like to be a girl because I could …*

**2** Instruction to the students: complete the sentences on each side of your worksheet: you have **3 minutes**!

**3** Collect the completed worksheets and redistribute them to the students randomly (each student takes a completed worksheet of another student and not his/her own responses) who read them aloud as following:

a. *I'm glad I am a boy because... (yellow worksheets, front side)*

*b. I'd like to be a boy because I could... (green worksheets, back side)*

You may record the answers to a flipchart paper while students are reading the responses.

**4** Discuss any similarities and differences: *Are boys glad for the same things the girls would like to do if they were boys?*

The students now read aloud the following:

c. *I'm glad I am a girl because... (green worksheets, front side)*

*d. I'd like to be a girl because I could... (yellow worksheets, back side)*

**5** Discuss any similarities and differences:

- *Are girls glad for the same things the boys would like to do if they were girls?*
- *Are the things boys are glad for similar to the things girls are glad for?*

Discuss with students the similarities and differences and collect all completed worksheets.

# Activity 2.1.1

## Expected outcome

Students are expected that at the end of the activity will have provided answers that might be similar with the following examples:

| | |
|---|---|
| **I am glad I am a boy because**:<br>I am more free than girls<br>I am more clever and strong than girls<br>I am more independent<br>… | **I'd like to be a boy because I could:** Be more strong, free and independent Do whatever I want to<br>… |
| **I am glad I am a girl because**:<br>I am more mature than boys<br>I can become a mother<br>Girls are more sensitive<br>… | **I'd like to be a girl because I could:**<br>Be more sensitive<br>I won't like to be a girl<br>Be able to know what girls are thinking<br>… |

# Activity 2.1.2 Social Gender Roles

Adapted from: Attawell, K., Bhagbanprakash. Dr., Dagar, R., et al. (2001). Gender and Relationships: A Practical Action Kit for Young People (p. 44). London: The Commonwealth Secretariat. Retrieved April 10, 2010 from, www.unicef.org/lifeskills/index_14927.html

Duration: 30'-45'

## Short Introduction

This activity will help students to explore how attaching pre-defined roles to males and females can limit opportunities for boys/men and for girls/women.

## Learning Objectives

To explore gender stereotypes and their consequences.

## Material & Preparation

- **Worksheet 2a** (MAN)
- **Worksheet 2b** (WOMAN)
- Flipchart
- Pens and markers
- Scotch tape

## Suggested step-by-step process

1. Each student takes randomly a piece of paper (half the worksheets should have "MAN" written on them, and half have "WOMAN"). Try to give e.g. to half boys worksheets which write on them "MAN" and to half boys worksheets which write on them WOMAN.
2. Instruction to the students: Think of a word characterizing a man or a woman (depending on what is written on your worksheet) and write it down on your worksheet.
3. Be careful, as nobody should know if the worksheets of others concern a man or a woman or what is written on; **hide your worksheet and as soon as you have finished fold your piece of paper in two!**
4. When students have finished instruct them: to start exchanging worksheets with each other until I say STOP.
5. Divide the students into groups of seven.
6. One by one you are to walk around the room in a way illustrating that you are what is written on your worksheet (considering both gender and characteristic)
   - the rest of the group will watch and try to guess, **in 30 seconds the most,** a) the gender and b) the characteristic illustrated
   - the person trying to portray the characteristic is forbidden to speak until the team finds the right answer
   - move on to the next person when the team has found the right answer or the time has gone by without them finding it
7. One person from each group will keep the time of 30 seconds. Each person will note on their worksheet whether or not the team has found a) the gender and b) the characteristics of each person, and to indicate the number of people that found both of them or not.

# Activity 2.1.2

**DISCUSSION**

Discuss on how attaching fixed roles to males and females can limit opportunities for boys/men and for girls/women.

8 How did the characteristic written on your worksheet make you feel? Ask students who portrayed the same characteristic to speak one after the other

9 Record the feelings mentioned on a flipchart, separately for men and women roles.

10 How do you feel when you are given predefined roles and you have to act accordingly? Do you feel restricted?

11 Collect the worksheets.

## Expected outcome

The flipchart of this activity should look like this:

**Pre-defined Characteristics and Feelings**

| Female Characteristics | | Male Characteristics | |
|---|---|---|---|
| **Characteristic** | **Feeling** | **Characteristic** | **Feeling** |
| Clever | Superiority | Strength | Powerful |
| Beautiful | Uncomfortable | Masculinity | … |
| Sensitivity | … | Independency | … |
| Jealousy | … | Egoism | … |
| Cunning | … | | |
| … | … | | |

# Annexes


**ANNEX A: BACKGROUND THEORETICAL INFORMATION**

A.1. GENDER (IN)EQUALITY

A.1.1. Gender Roles, Gender Stereotypes and Gender Equality

A.1.2. Patriarchal Societies and Gender Inequality

A.1.3. International and European Commitments

A.1.4. Gender (in)Equality in <country>

A.2.GENDER-BASED VIOLENCE/ INTIMATE PARTNER VIOLENCE

A.2.1. What is Gender-based Violence (GBV)?

A.2.2. What is Intimate Partner Violence (IPV)?

A.2.3. Extent of the problem of IPV

Globally

In Europe

In <country>

A.2.4. Children's Exposure to Intimate Partner Violence

A.2.5. What is Dating Violence?

A.2.6. Primary prevention of IPV/ Dating Violence

A.2.7. How to Recognize Abuse

A.2.8. How to React in Suspected/ Disclosed Child Abuse & Intimate Partner Violence

A.2.8.1. Reporting and/or referring in case of Child Abuse or Neglect Disclose

A.2.8.2. Reporting and/or referring in case of Intimate Partner/Dating Violence Disclose

A.2.8. References

**ANNEX B: EVALUATION TOOLS**

B.1. PRE-QUESTIONNAIRE

B.2. POST-QUESTIONNAIRE

B.3. FOLLOW-UP QUESTIONNAIRE

**ANNEX C. REPORTING TOOLS**

C.1. REPORTING FORM: Design the implementation of the workshop

C.2. REPORTING FORM FOR SESSIONS: Description of the activities' implementation of the workshop

C.3. REPORTING FORM: Overall assessment of the workshop

**ANNEX D. FURTHER READING**

D.1. List of suggested further reading in English

D.2. List of suggested further reading in <country> language

# ANNEX A. BACKGROUND THEORETICAL INFORMATION

## A.1. GENDER (IN)EQUALITY

### A.1.1. Gender Roles, Gender Stereotypes & Gender Equality

#### What is Gender Equality?

Gender equality means "equal empowerment and participation for both men and women in all spheres of public and private life". However, "this does not imply that both sexes are the same but rather that they are equal in rights and dignity" (Council of Europe, 2009, p. 237). "For more than a hundred and fifty years, the women's emancipation movement has focused on eliminating the pervasive discrimination experienced by most women and attaining more equal participation of men and women in the life of the community. As a result, the lives of most women and men today differ considerably from those of a century ago". Areas of advancement for women are (Council of Europe, 2009):

- equal access to education
- women entering the labour market in large numbers
- the economic status of women
- distribution of work in the home and childcare
- family structure
- youth culture
- new information and communication technologies.

"Although significant progress has been made in terms of gender equality […] a number of obstacles to gender equality are still a daily reality in Europe" (Council of Europe, 2009).

#### What is Gender?

Sex and gender are not the same thing: sex is a biological fact (almost all human beings are born in one of two biologically differentiated types: a girl or a boy (Council of Europe, 2009). However, gender is a social construct; it refers to those characteristics of men and women that are socially determined in contrast to those that are biologically determined. In other words:

- "Sex" refers to the biological characteristics that define men and women
- "Gender" refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.

To put it in another way (WHO, 2010): "male" and "female" are sex categories, while "masculine" and "feminine" are gender categories. Some examples of sex characteristics are:

- Girls will begin to menstruate while boys do not
- Boys have testicles while girls do not
- Women have breasts that are capable of lactating, while men have not

Some examples of gender characteristics are:

- In the United States (and most other countries), women earn significantly less money than men for similar work
- In most of the world, women do more housework than men
- In Saudi Arabia men are allowed to drive cars while women are not

Gender roles are formed through socialization that, nowadays, is influenced not only by "the family, school and workplace, but also by the media, including new information technologies, music and films. Both traditional and new socializing forces serve to preserve and transmit gender stereotypes" (Council of Europe, 2009, p. 238).

## Gender Stereotypes

Since birth, each individual constantly receives from family, school and community a storm of explicit and implicit messages, indicating the "proper" femininity and masculinity pattern. These messages put pressure on individuals to be compliant with an abundance of roles and expectations that arise according to their socially structured gender. Additionally, in patriarchal societies, the values individuals are expected to adopt highlight the differences between men and women (Petroulaki et. al., 2008).

Under these conditions, men and women who are "trapped" in their gender stereotypes are persuaded to accept and to struggle in order to fulfill the antipodal roles imposed on them (i.e. the man must always be the "victor", to "have the control", to be "aggressive" and never to accept "no" for an answer, while the woman has to be "sensitive", "passive", and "self-sacrificing"). With these perceptions well-established, it is not strange at all when Intimate Partner Violence (IPV) appears in their relationships.

Furthermore, people usually consider someone's sex as an important predictor of their abilities, interests, and behaviour and most of the times it is assumed that if we know the sex of a person then we know a lot about him/her. But this is wrong; by knowing the sex of a person, we may know a lot about that person in biological terms but we know very little or even nothing about that person's abilities, interests, behaviour, etc.

Society reinforces traditional gender stereotypes. In the media, for example, women predominantly appear as caretakers or "sex symbols", whereas men are usually portrayed as creative, strong and clever. While the media highlight "the man's power and achievement, a woman is usually first evaluated by her appearance" (Council of Europe, 2009). In this way the media (e.g. television, radio, magazines, films) and many other forms of up to date electronic communication (e.g. internet, facebook) preserve and transmit gender stereotypes about men and women, boys and girls.

Apart from the media, family and schools also have responsibilities for preserving and reinforcing gender stereotypes. A study that analyzed the hypothesized biasing effect of teachers' gender stereotypes on their impressions of their students' competence and effort in mathematics showed that, in general, teachers' perceptions were consistent with stereotypes of gender differences: boys have more developmental resources in mathematics (Tiedemann, 2002). Boys tend to be favoured in Mathematics classes due to their teachers' stereotypical perceptions concerning gender differences. Both teachers and parents hold gender differentiated views of their children's academic abilities.

More often teachers as well as parents congratulate boys if they are dynamic, strong, aggressive, independent and competitive, while girls often receive positive feedback for being obedient, kind, gentle and passive (Council of Europe, 2009). It is also a fact that gender stereotypes and discrimination are not always explicit as can be expressed by both verbal and non-verbal communication messages. Girls and boys who do not conform to the socially constructed stereotypical male and female expectations usually experience negative criticism, bullying, exclusion and discrimination and therefore girls and boys are discouraged from behaving and engaging in activities that are not considered typical according to their gender.

## Masculinity & Femininity[1,2]

Masculinity and femininity are defined differently in each society. Most societies have certain set expectations of the behaviour of boys and girls, men and women.

The "dominant" form of masculinity refers to the definition that is accepted by each individual culture and society. Most western societies' dominant form of masculinity entails being strong, powerful, authoritative, the protector, the decision maker, in control, heterosexual, and sexually active, to name a few. No man can live up to these expectations completely and the costs for not achieving this ideal form of masculinity could result in emotional turmoil and distress, fear of being considered weak, feminine, and/or homosexual. Many men are taught that to be a man means that they must hide their feelings such as pain, fear, and insecurities, and the only acceptable emotion is anger. This is a great cost for men as they are forced to suppress their emotions, rather than learn how to deal with them in a healthy manner. By channeling other emotions into anger, it is easy for this anger to turn into violence against another person or against themselves. Attempting to suppress or alter emotions can also lead to self-destructive behaviour such as drug use and/or alcohol abuse. Learning from a young age not to express, or even feel emotions, could lead to a reduced ability to empathize with another person's pain and/or prohibit the man from being able to relate to another person's pain or needs as being as important as his own, an additional factor that causes IPV.

On the other hand, women are taught to be passive, docile, nurturing, and giving. In other words, girls and women are expected to take care of others, be nice, respectful and obedient; to take care of the household and the children; to be timid and dress modestly; to obey men and to control their sexuality. "Good girls" are expected to refrain from having sex. Many men and women uphold the gender stereotypes as well as accept or consider men's violence against women to be "normal" and/or biologically determined. Men's sexual assault of women is also considered by many to be due to a man's inability to control his sexual drive and that it's the woman's responsibility to not arouse the man, otherwise, it's often thought to be her fault if the man rapes her.

Believing in and conforming to such stereotypes can lead to IPV. When a man feels that he must "be in control", "aggressive", and "not take no for an answer", while his partner feels that she should be "passive", "self-sacrificing", and "sensitive", it is easy to see how different forms of IPV could occur in a relationship.

The media, including films, TV series, magazines, commercials, advertisements, internet, music, literature, and pornography all help to reinforce gender stereotypes, as well as to influence both men and women, boys and girls in trying to adhere to these stereotypes. Specific examples of this are the way the "heroes" in movies are often portrayed as being strong, unemotional, and using violence.

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

[2] Adapted from:

- ◊ US Agency for International Development. (2009). Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response. Washington, DC.
- ◊ Attawell, K., Bhagbanprakash. Dr., Dagar, R., et al. (2001). Gender and Relationships: A Practical Action Kit for Young People. London: The Commonwealth Secretariat. Retrieved July 5, 2009 from www.unicef.org/lifeskills/index_14927.html

### A.1.2. Patriarchal Societies and Gender Inequality[3]

Most modern societies could be considered to be patriarchal societies (male-dominated), meaning that the major institutions (political parties and the government, law enforcement, legal and judicial systems, corporations, business, health and education systems, and the media) are for the most part controlled by men.

Being a member of this dominant group has benefits that include receiving higher salaries and positions with higher authority, better education, and more prestige, power and control in general.

This type of system uses violence and intimidation as a policing mechanism in order to maintain power and control, as well as all of the privileges that go along with being a member of the dominant group in society. Men learn to feel entitled to certain privileges and benefits and, in regards to women, this often includes expecting women to respect men and to serve their needs and wants. This sense of entitlement is one of the reasons why men abuse their spouses/partners (for not "respecting" or fulfilling the man's needs and/or expectations), and for sexual assault (believing that women should fulfill a man's sexual desires).

But there are also costs to men living in patriarchal societies, as there are also hierarchies among men themselves defined by social, economic and religious status, race, educational level, sexual preference, age etc., held intact through the use of violence and intimidation.

Very few men are members of the highest level in the hierarchy; most are members of both the "power group" as well as the "oppressed group", i.e. while a man has more power than a woman, if he is poor, uneducated, homosexual, or a young boy, then his status is lower than that of a rich, or well-educated, or heterosexual man. Male children are included in this category because while they are taught that they will receive privileges when they become men, as boys they are still subordinate to men. The hierarchies described above also apply to the benefits and privileges received, which many men are deprived of for the same reasons.

However, while these differences may exist between men, they are still endowed with more benefits, privileges, and power than women.

Additional costs of patriarchal systems for men is that privileges and power need to be protected which often leads to violence or the threat of violence, not only against women, but against men with a lower status in the social hierarchy as well. Emotional and psychological costs exist for the same reason.

Another major cost for all of us is that patriarchal societies use violence in order to maintain inequalities and oppression over a large majority of the citizens. Discrimination based on gender, race, class, economic status, religion, and sexual orientation is necessary in order to maintain a patriarchal society.

[3] Petroulaki et al, 2006

### A.1.3. International and European Commitments

In the context of fundamental human rights protection, International organizations (such as the United Nations and the Council of Europe), the European Union and each Member-State separately, all **have the responsibility as well as the obligation to achieve full gender equality** and eliminate any form of violence against women and girls. At the same time, until this goal is finally achieved, they also hold the responsibility and obligation to respond to victims' needs in the most efficient way possible.

Towards the achievement of these goals, several "**instruments**"[4] have been developed; Member-States are called to use these instruments **in order to cease the violation of the human rights** of half the population of the planet. We do not attempt to provide neither an exhaustive list nor a detailed analysis of their content, since this is out of the scope of the current Booklet; however, we consider it important to present the most important of these instruments in case the reader wishes to locate them and be more fully informed about their content.

#### *United Nations (UN)*

1948 **Universal Declaration of Human Rights**[5]: it is the first time a clear and explicit reference to the abolition of gender-based discriminations and to the recognition of education as a fundamental human right is made on international level; thus, it has set the grounds for succeeding Treaties and Conventions such as the Declaration of Children's Rights and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

1979 **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**[6]: entered into force in 1981 and is one of the most significant international initiatives for gender equality. Provides the definition of discriminations against women, and calls the UN Member States to take all necessary measures in order to eliminate all discriminations against women; it also emphasize the need for eliminating gender stereotypes and attitudes reflecting women's inferiority, as well as on the modifications that are deemed necessary in the educational system and on primary prevention interventions that should be implemented in school settings. Every four years, each Member State that has ratified the Convention is obliged to develop national reports describing the policies implemented and submit them to the **CEDAW committee**[7] that has been established specifically for monitoring the effective implementation of the Convention as well as the progress in achieving the Convention's goals. In 1999 the UN added an **Optional Protocol**[8] which offers the option to individuals or specific groups of people to resort to the CEDAW committee, in case the Member State, to the jurisdiction of which they belong, violates any of the rights enshrined in the Convention (e.g. the principle of gender equality).

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[4] Treaties, Conventions, Declarations, Directives, Charters, Platform, Institutions and/or monitoring law enforcing Bodies

[5] (A/RES/217/ 10.12.1948) http://www.un-documents.net/a3r217a.htm (Retrieved April 10, 2015)

[6] United Nations. (1979). *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)*. New York: UN (GA res. 34/180, 34 UN GAOR Supp. (No. 46) at 193, UN Doc. A/34/46; 1249 UNTS 13; 19 ILM 33).

[7] Committee on the Elimination of All Forms of Discrimination against Women

[8] United Nations General Assembly. (1999). *Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women* (A/RES/54/4). New York: UN.

1993 **UN Declaration on the Elimination of Violence against Women**[9]: repeats the declaration that "women have the right to equality" and the right to be free from "all forms of discrimination" and explicitly defines that Member-States should implement a certain policy to combat violence against women that should include, among others, all the necessary measures, **especially in the educational domain**, to modify social and cultural patterns of behaviour of both men and women and to eliminate stereotypes, customs and other cultural practices that rely on the idea of gender superiority or inferiority of one gender over the other, as well as on the stereotypical gender roles.

1995 **Beijing Declaration and Platform for Action**[10]: approved during the Fourth World Conference on Women in Beijing, in which the European Community was also participated; the main priorities set were gender equality, development and peace, as well as strengthening the provisions of the CEDAW Convention. It is the first official international document in which the term "gender mainstreaming" appears. The Beijing Platform for Action constitutes an agenda of actions aiming to reinforce and enhance women's position in **12 areas of concern**: 1) poverty, 2) education and training, 3) health, 4) violence against women, 5) armed conflict, 6) economy, 7) power and decision making, 8) institutional mechanisms for the advancement of women, 9) human rights of women, 10) Media, 11) environment and 12) the girls-child. For almost all of the aforementioned areas and their strategic goals, Governments, Institutions and other stakeholders are called to take **initiatives**, aiming to achieve women's empowerment and gender equality, through policies, measures and interventions that **should be made in the entire educational system**. Every five years, each UN Member-State is assessed in terms of progress achieved in eliminating the gender gap through the Beijing Platform for Action initiatives and receives further recommendations according to the findings of the assessment. The 4th Evaluation Report[11] (Beijing +20) is expected within 2015.

2000 **United Nations Millennium Declaration**[12]: includes 8 Millennium Development Goals (MDG) that should be achieved until 2015, which are assessed via 48 indicators that were especially developed to monitor the progress of the MDG achievement. The third millennium goal is το "**promote gender equality and empower women"**. The progress towards achieving the MDGs is assessed on the basis of annual progress reports submitted by Member-States to the UN.

### *COUNCIL OF EUROPE (CoE)*

1950 **Convention for the Protection of Human Rights and Fundamental Freedoms**[13]: Also known as the Rome Convention, entered into force in 1953, with the goal to implement the basic tenets of the Universal Declaration of Human Rights. The protection of the rights enshrined in the Convention is safeguarded by two independent bodies, the European Commission of Human Rights and the European Court of Human Rights. A series of Protocols supplemented or amended the Convention, thus widening its scope.

[9] Retrieved April 10, 2015 from: http://www.un.org/documents/ga/res/48/a48r104.htm
[10] Retrieved April 10, 2015 from: http://www.un.org/womenwatch/daw/beijing/platform/declar.htm
[11] The first three reports (Beijing +5, +10 και +15) are available at the UN Women website: http://www.un.org/womenwatch/daw/beijing/platform/ (Retrieved April 10, 2015)
[12] United Nations General Assembly. (2000). *United Nations Millennium Declaration* (A/RES/55/2). New York: UN. Retrieved April 10, 2015 from: http://www.un.org/millennium/declaration/ares552e.pdf
[13] Retrieved April 10, 2015 from: http://goo.gl/7uKvlk

1961 **European Social Charter**[14]: entered into force in 1965; its main goal is to safeguard those social rights that were not included in the Convention for the Protection of Human Rights and Fundamental Freedoms; subsequent amendments were made via posterior protocols, one of which (1995), established the right of collective complaints against violations of the social rights guaranteed by the Charter by the Member-States. In 1996 the **Revised European Social Charter**[15] was adopted, which was entered into force in 1999.

1988 **The Council of Europe Declaration on the Equality of Women and Men**[16]: the main goal is to achieve substantive gender-based equality in all aspects of people's lives.

2005 **Council of Europe Convention on Action against Trafficking in Human Beings**[17]: entered into force in 2008; Its goals are to combat human trafficking, to protect human rights of trafficked persons, "to design a comprehensive framework for the protection and assistance of victims and witnesses, while guaranteeing gender equality, as well as to ensure effective investigation and prosecution and to promote international cooperation on action against trafficking". The Convention clarifies that Member-States, "shall, in applying measures, aim to promote gender equality and use gender mainstreaming in the development, implementation and assessment of the measures".

2011 **Convention on preventing and combating violence against women and domestic violence**[18]: Also known as the Istanbul Convention, it entered into force in August 2014; it is the first legally-binding instrument in Europe in the field of violence against women and domestic violence; "**preventing** violence, **protecting** victims and **prosecuting** the perpetrators are the cornerstones of the convention". It gives emphasis on measures targeting **greater equality between women and men**, because "violence against women is deeply rooted in the inequality between women and men in society and is perpetuated by a culture of intolerance and denial"[19]. The Convention calls the Member States, at the **prevention** level, to change attitudes, gender roles and stereotypes that make violence against women acceptable; train professionals working with victims; raise awareness of the different forms of violence and their traumatising nature; include teaching material on equality issues in the curricula at all levels of education; co-operate with NGOs, the media and the private sector to reach out to the public. In regards to victim's **protection and support**, it requests from the Member States to ensure that the measures respond to the real needs of the victims and safeguard their safety, ensure the availability of services such as hotlines, shelters, medical assistance, counselling, and legal aid. At the **Prosecution** level, Member States are called to ensure that violence against women is criminalised and appropriately punished; ensure that victims have access to special protection measures during investigation and judicial proceedings; ensure that law enforcement agencies respond immediately to calls for assistance and manage dangerous situations

[14] Council of Europe. (1961). *European Social Charter* (18.X.1961). Turin: Council of Europe. Retrieved April 10, 2015 from: http://conventions.coe.int/Treaty/en/Treaties/Html/035.htm
[15] Council of Europe. (1996a). *European Social Charter (revised)* (3.V.1996). Strasbourg: Council of Europe Retrieved April 10, 2015 from: http://conventions.coe.int/Treaty/en/Treaties/Html/163.htm
[16] Council of Europe. (1988). *Declaration on the Equality of Women and Men*. Retrieved April 10, 2015 from: https://wcd.coe.int/ViewDoc.jsp?id=709551&Site=CM
[17] Council of Europe. (2005). *Council of Europe Convention on Action against Trafficking in Human Beings and its Explanatory Report* (16.V.2005). Warsaw: Council of Europe. Retrieved April 10, 2015 from: http://goo.gl/5wBMsI
[18] Retrieved April 10, 2015 from: http://goo.gl/8gLPzJ and http://goo.gl/PWKbv4
[19] Retrieved April 10, 2015 from: http://goo.gl/3FTPI7

adequately). Last but not least, the Convention **criminalizes a large range of violent behaviors** for which many Member States still do not have laws (e.g. psychological domestic violence, sexual harassment, stalking, forced marriage, female genital mutilation and forced abortion and sterilization.

### *EUROPEAN UNION*

Gender Equality is one of the European Union's founding values: it is included in all Treaties[20], from the Treaty of Rome, with which the European Economic Community (EEC) was set up, to the Treaty of Lisbon.

1957 **Treaty of Rome**: Entered into force in 1958. Establishes for the first time the principle of gender equality but, at the same time, it restricts it to the principle of equal pay for equal work for men and women.

1997 **Treaty of Amsterdam**: Entered into force in 1999. Gender equality obtains an autonomous legal basis (articles 2,3,13,137,141), opening up new prospects for equality issues, since gender equality and elimination of inequalities are defined for the first time, as the main goal and duty of the European Community. In fact, this Treaty is the starting point for the implementation of gender mainstreaming, which is institutionalized, enhanced and promoted as the new strategy towards achieving equality at both EU and Member-States level.

2007 **The European Charter for Fundamental Rights**[21]: Although it was initially proclaimed in 2000, it was not until 2007 that became legally binding, when it was ingrained in the European Constitution, acquiring thus the same legal status with the Treaties. It has a major contribution in promoting women's rights; it enshrines gender equality horizontally, as well as the fighting against gender-based discriminations by banishing "any discrimination based on any ground such as sex….". What is more, gender equality is extended beyond employment for the first time, by defining explicitly that "equality between women and men must be ensured in all areas", while at the same time it is emphasised that "the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex" is a legitimate means to achieve this goal.

2007 **Treaty of Lisbon**: Entered into force in 2009. It recognizes the rights, liberties and principles included in the European Charter for Fundamental Rights, and lends it the same legal status with the Treaties. Gender equality is the only discrimination that is explicitly nominated in Article 1, which could be considered as an indication for the decisiveness of the European Community to fight against any aspect of gender-based discrimination; this indication is further supported by the fact that three more articles (2.3, 5b and 8) refer explicitly to eliminating gender-based discriminations and promoting gender equality.

[20] All EU Treaties are available in all EU-languages at the EU website at: http://goo.gl/OF5PW0; European Union consolidated Treaties and the Charter of Fundamental Rights are also available at: http://goo.gl/TI9ZYI (Retrieved April 10, 2015)

[21] European Union consolidated Treaties and the Charter of Fundamental Rights are available at: http://goo.gl/TI9ZYI (Retrieved April 10, 2015)

Gender inequality still exists, at a lesser or greater extent, in the countries where we leave, but some progress has been made in almost all domains of life. The EU constantly contributes towards promoting equality between women and men, with various means, like the following:

- **Develops** consecutive **Work Programs on gender equality**: the Roadmap for equality between women and men 2006 – 2010,[22] followed by the Strategy for equality between women and men 2010-2015[23] and other important documents as the "first European Pact for Gender Equality" (2006), the "Women's Charter" (2010) and the "European Pact for Gender Equality for the period 2011-2020" (2011); each document sets specific priorities and reaffirms the EU will and commitment to promote gender equality in specific areas, like education and training, employment, labour market, economic independence, decision-making, dignity and integrity, as well as ending all form of violence against women.
- **Legislates**: during the period 1975-2014, 17 **Directives**[24] have been adopted in the field of equal treatment between women and men[25]; it is of interest though to notice that almost all of them are related almost exclusively with employment, occupation, labour market and protection of motherhood and parental rights at work settings; the first Directive on sexual harassment adopted only in 2002 (2002/73/EC, OJ L 269, 5.10.2002) but, again, it concerns only working spaces. The Directives for trafficking (2011/36/EU) and for setting minimum standards on the rights, support and protection of victims (2012/29/EU) were adopted only in 2011 and 2012, respectively.
- **Collects** sex-disaggregated **data** (e.g. Eurostat and European Institute for Gender Equality), assess the progress made within the European Union and **develops Annual Reports**[26] **on equality between women and men** (since 2004), as well as on the indicators adopted at EU-level for the follow-up of the Beijing Platform for Action (BPfA)[27], via Reports that are compiled every five years[28].
- **Takes specific initiatives** in order to support the implementation of the objectives defined in its official documents: e.g. legislation, EU-funded Programmes, surveys (Eurobarometer, FRA's, EIGE's), exchanges of best practices among MS, awareness raising activities (e.g. campaigns, organizing artistic or other competitions on gender equality)
- **Implements gender mainstreaming**: this means that the gender perspective is integrated into every stage of policy processes – from their design to their implementation, monitoring and evaluation, with the aim to promote equality between women and men. In other words, it is assessed if and which way every policy impacts the life and position of women and men in order to assure that there are not any negative impacts or to take responsibility to reverse them in case that has already happened.
- Has established an autonomous body, the **European Institute for Gender Equality (EIGE)**. The reason for founding such an Institute was the realization that while

[22] Retrieved April 10, 2015 from: http://goo.gl/4mpJua
[23] Retrieved April 10, 2015 from: http://goo.gl/scFqVa
[24] Most of the Directives are available at the EC DG Justice website: http://ec.europa.eu/justice/gender-equality/law/index_en.htm
[25] Even though there are numerous related Recommendations, Resolutions and Communications, here we mention only the acts that are legally binding for the Member States, namely Directives and Regulations (there was none until 2014); the difference between the two is that Regulation is a legal act that binds immediately all Member States, just as the national laws and without any interference of the national authorities, while Directive is a legal act binding as to the desired results but the way and means for their achievement is left upon each Member State.
[26] The Reports for the years 2004-2010 can be found at: http://goo.gl/Su8qT6; the Reports for the years 2006-14 can be found at: http://goo.gl/ZcPaFG
[27] Available at: http://goo.gl/7t37K3
[28] The first four Reports (Beijing +5, +10, +15 and +20) are available from: http://goo.gl/Q6x1r0, http://goo.gl/1fIh7d, http://goo.gl/p3FgHd and http://goo.gl/xQdf9L (Retrieved April 10, 2015)

Community legislation and policies on equal treatment had substantially reduced discrimination, particularly in the area of employment, progress was too slow and enhanced efforts were required; however, it is worth mentioned that even though the feasibility study for its development was conducted by the European Commission in 2002, EIGE established 4 years later[29], and 4 more years were needed before the official launch of the Institute's activities took place (on 16 June 2010). EIGE's role is coordination and dissemination of research data, network building, raising the visibility of gender equality, highlighting the gender perspective and developing gender mainstreaming tools. Among other activities, EIGE has developed the ***Gender Equality Index***, which will be briefly described in the next entity.

### *Gender Equality Index*

The Gender Equality Index (GEI) is a user-friendly and easily interpretable measure aimed to assess gender equality in Europe. It is a composite index that synthesizes a set of gender indicators into a single measurement tool that depicts the complex and multidimensional reality of gender gaps in the EU and across Member States (EIGE, 2013a).

The GEI consists of eight domains, the first six (*work, money, knowledge, time, power, health)* forming the **core index domains**, and an additional two satellite domains (*intersecting inequalities* and *violence)*, which are not taken into account for the calculation of the GEI score. All eight domains are divided into their composite sub-domains. In total, the Index includes 27 sex-disaggregated indicators[30] that are appropriately clustered in order to provide 12 sub-domain and 6 domain scores, as well as the total index score (EIGE, 2013a). The Index relies on gender gaps in each of the indicators, namely in the difference between women's and men's levels of achievement for each gender indicator. All GEI scores range from 1 to 100, where 1 stands for complete gender inequality and 100 for full gender equality, and any value higher than 1 indicating a proportional increase of gender equality (EIGE 2013b). The GEI computation was based on methodological procedures developed by the OECD and the European Commission (Joint Research Centre) in 2008 (European Institute for Gender Equality, n.d.). Providing scores at the sub-domain, domain and composite level, the GEI index illustrates a multi-dimensional map of gender equality for the EU-27 overall and for each Member State in the year 2010. The second edition of the Gender Equality Index is expected in 2015.

### *Results*

Figure 1 shows the GEI scores (total and domain scores) for the Member States participated in the projects GEAR against IPV – I and II (except Croatia), as well as the EU-27 mean score in 2010. As, depicted, gender gaps are prevalent across the EU-27. "With an average score of 54.0, the EU remains far from reaching its gender equality aim" (EIGE, 2013b, p.108). The range across the countries having a GEAR against IPV Package, from 35.3 to 54.0, shows the broad scale of variation among Romania, Greece, Cyprus, Austria, Germany and Spain in the level of gender equality achieved overall.

[29] Regulation (EC) No 1922/2006 of 20 December 2006

[30] The sources (EIGE, 2013b, pp. 40-41) providing the data for each indicator are the European Commission DG Justice, Eurostat, Eurofound, OECD, the EU MISSOC tables and EUROMOD country reports.

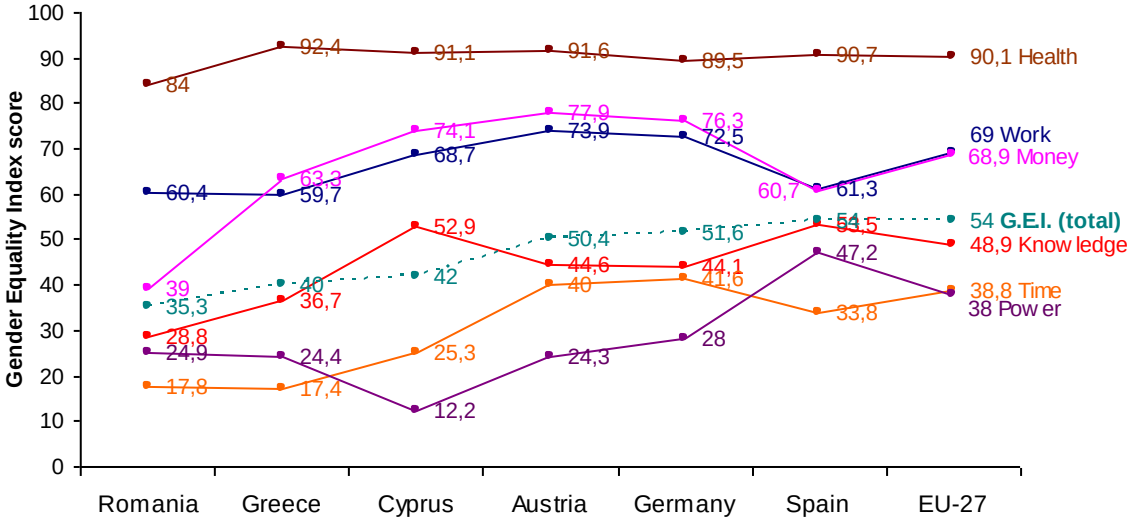



**Figure 1.** Gender Equality Index total and domain scores for Austria, Cyprus, Germany, Greece, Romania, Spain and EU-27 in 2010.
[Croatia was not included as in 2010 it was still a candidate country]

In regards to the total GEI score, Romania, Greece and Cyprus seem to be far behind the middle point for gender equality while Austria and Germany have surpassed it; the only country which seems to have achieved a greater level of gender equality is Spain, which equals the EU-27 level of gender equality. Romania seems to be in the most unfavourable position in terms of gender inequality, as shown by the total Index score, as well as by the Money, Knowledge and Health domain scores. However, Greece rates worse in the Work and Time domains, whereas Cyprus is ranked last at the Power domain. Time is also a domain of concern for Spain, since it has the lowest national score compared to the other 5 domains. Germany and Austria have reached half way in the course of achieving gender equality, presenting with total GEI scores of 50.4 and 51.6 respectively. Nevertheless, their lowest scores were presented at the domains of Power and Time, highlighting the need for special consideration and effort.

**Towards the Future…**

In the EC's Report on gender equality for the year 2013, (European Commission, 2014, p. 1), the following conclusion is drawn:

> *There has been progress in most areas, but achieved at an uneven pace. At this rate of change, it will take almost 30 years to reach the EU's target of 75% of women in employment, over 70 years to make equal pay a reality, over 20 years to achieve parity in national parliaments (at least 40% of each gender), over 20 years to achieve gender balance on the boards of Europe's biggest companies and almost 40 years to ensure that housework is equally shared. In other words, if nothing changes, many of us won't live long enough to see equality between women and men achieved.*

Following this conclusion, we expect that over the next years the EU intends to intensify efforts to achieve substantive equality between women and men.

### A.1.4 Gender (in)Equality in <country>

[to be completed – country specific information about gender equality issues e.g. women's participation in politics, labour market and gender inequality in education, which is the most important domain for the GEAR against IPV] [add as many pages as needed]

The structure of the Greek Report is provided below, as an example. It can be followed or not, depending on the data that are available for the target-country as well as on the preferences of the National Package's developers.

**Gender (in)Equality in Greece**

**Gender Inequality in Education**

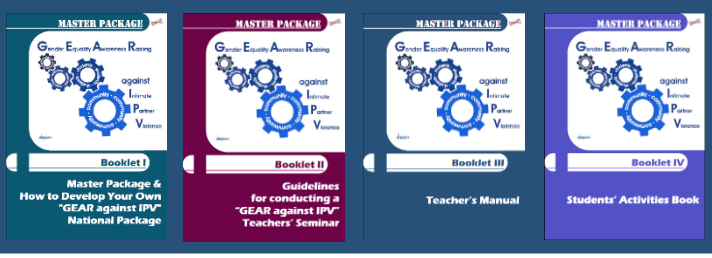
- Schools of Female Gender and Universities of Male Gender? **This entity presents:**
  - the distribution of teachers by gender, in the 5 educational levels –from kindergarten to University
  - the distribution of university teachers by gender and by level of position (lecturer-assistant professor-associate professor-full professor)
- Gender Stratification of teachers' specialties **This entity presents**
  - the distribution of teachers having each specialty (mathematicians, literature teachers, each) by gender, for junior and senior high school separately
  - the distributions of female and male teachers by their specialty
  - the gap between female and male teachers for the female-populated specialties and the male-populated specialties (which for Greece were languages and physics-mathematics-gymnastic.
- Students Population: selection of study direction on the basis of child's inclinations and skills or on the basis of stereotypes? **This entity presents:**
  - the gender gap between boys and girls selecting for the 3 study directions students select while attending senior high school (theoretical/humanities –exact science – technical) and its modification in time (trend)
  - the distributions of female and male students by the study direction they select

**Gender Inequality in the labour. This entity presents:**

- Unemployment rates by gender and age group
- Employment status (employer, freelancer, employee, unpaid work in family business) by gender
- Partial employment by gender for a period of several years (trend)

**Gender Inequality in Politics. This entity presents:**

- Distribution of the Members of the Greek Parliament by gender for several elections (trend)
- Distribution of persons elected in local elections (Municipalities and Prefectures) by gender




European Anti-Violence Network

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