

Conference “Building Healthy Intimate Relationships”

FACT SHEET

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This factsheet aims to briefly present the content and evaluation results of the National Conference “Building Healthy Intimate Relationships” that was held in Athens on June, 27th 2016 in the context of the Project “Gender Equality Awareness Raising against Intimate Partner Violence II (GEAR against IPV-II)”

The Project GEAR against IPV II Project

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

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

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

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

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

Project Identity

| | |
|----------------------------|---|
| TITLE: | Gender Equality Awareness Raising against Intimate Partner Violence II (GEAR against IPV II) |
| PROJECT NO: | JUST/2013/DAP/AG/5408 |
| DURATION: | 01.10.2014 – 30.11.2016 |
| COORDINATOR: | European Anti-Violence Network – EAVN (Greece) |
| PARTNERS: | Mediterranean Institute of Gender Studies - MIGS (Cyprus) Center for Education, Counselling and Research - CERI (Croatia) A.L.E.G. - Association for Liberty and Equality of Gender (Romania) Plataforma unitària contra les violències de gènere (Spain) The Smile of the Child (Greece) |
| EXTERNAL EVALUATOR: | Prof. Carol Hagemann-White |

European Anti-Violence Network - EAVN

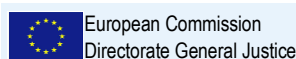
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The Conference took place in the context of European Project **GEAR against IPV - II** with financial support from the DAPHNE III Programme of the European Union



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

Educational material

The educational material **GEAR against IPV** has been developed to support the organization, preparation, implementation and evaluation of teachers’ training seminars and adolescents’ awareness raising interventions (in the school or other setting) aiming to primary and secondary prevention of Intimate Partner Violence.

Booklet II provides step-by-step instructions for the implementation of a series of experiential activities and **Booklet IV** includes all respective Worksheets and Handouts for adolescents.

The full text material is available free of charge at the Project’s website www.gear-ipv.eu/download

This material has been developed in the context of the two European Projects “GEAR against IPV I & II” with financial support from the DAPHNE III Programme of the European Union.



The National Conference



The National Conference of the project was held in Athens, on June 27th 2016 with more than 165 participants. The audience had the chance to listen to mainly adolescent speakers and their teachers who presented their work and shared their experiences from their participation in the 32 experiential awareness raising workshops that were implemented throughout Greece during the school year 2015-2016, under EAVN's supervision. Specifically, students' experiential workshops were conducted in 21 junior and senior High Schools located in 14 Prefectures in 10 out of the 13 Peripheries of the country, as well as in 11 Homes of the organization “The Smile of the Child”. The programme of the Conference is available [here](#).

Moreover, during the conference an exhibition took place presenting the materials created by adolescents by the end of the workshops in the framework of the implementation of an information and awareness raising campaign aiming to convey to their peers throughout the country strong messages about gender equality, healthy and equal relationships, how to recognize of violence in adolescents' intimate relationships as well as ways to react and reject any form of gender-based violence. Adolescents' works and creations are available [here](#).

Evaluation of the Conference “Building Healthy Intimate Relationships”

Demographic data of participants

The evaluation form was completed by 138 participants, 71 of whom were children (51,4%) and 67 adults (48,6%).

Sex

According to Figure 1, girls and women outnumbered boys and men respectively in both age groups.

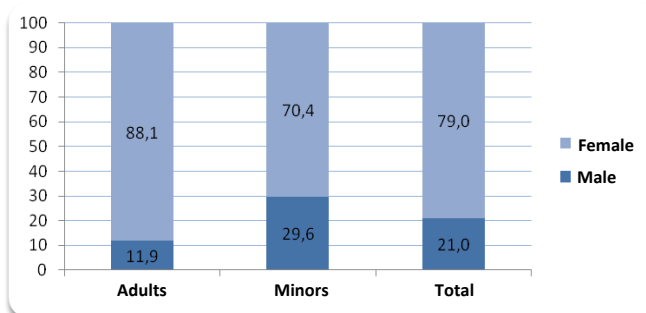


Figure 1. Participants' sex and age group (%) (N=138).

Age

With respect to participants' ages (Table 1), children's ages ranged from 11 to 18 years and adults' from 19 to 59 years.

Table 1. Participants' ages per sex (N=135)

| Indicator | Adults | | Minors | |
|--------------------|-----------|--------------|-------------|--------------|
| | Men (N=8) | Women (N=57) | Boys (N=21) | Girls (N=49) |
| Mean | 41,9 | 41,7 | 14,0 | 14,6 |
| Standard deviation | 12,17 | 8,59 | 1,50 | 1,29 |
| Median | 48 | 42 | 14 | 14 |
| Min | 19 | 22 | 11 | 12 |
| Max | 52 | 59 | 17 | 18 |

Identity

Minors

All children participants in the Conference were students, with 57 of them (80,3%) attending junior high school, 12 (16,9%) attending senior high school and only two children (2,8%) attending elementary school.

Adults

Regarding adult participants, the majority (58,2%) were teachers. Several professionals with a background in social science and humanistic studies also attended the conference, such as psychologists (17,9%) and social workers (7,5%). The remaining 15% of adult participants included people working in the private sector, unemployed, university students and housekeepers.

Satisfaction from the Conference

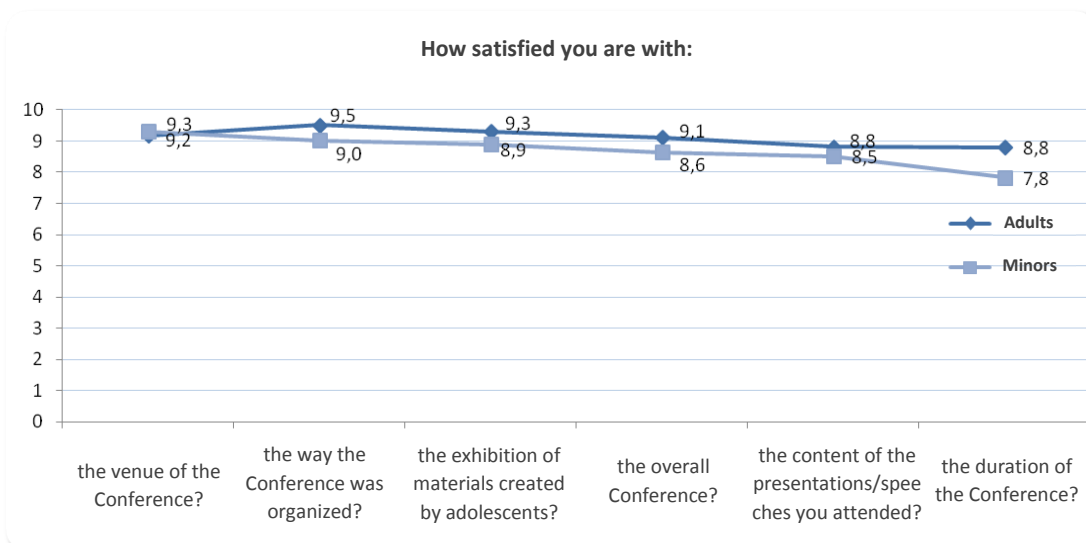


Figure 2. Mean scores of level of satisfaction (0= Not at all ... 10= Absolutely) with six general features of the Conference (venue, organization, exhibition of students' creations, speeches, duration and in total) per age group (N_{adults}=67, N_{minors}=71).

Both adults and children reported exceptionally high scores when asked to assess the Conference overall, as well as the conference organization, venue, the adolescents' creations exhibition and speeches. The lowest score (7,8) was reported by children regarding their satisfaction with the duration of the Conference.

In future, to what extent you would like to learn more about...

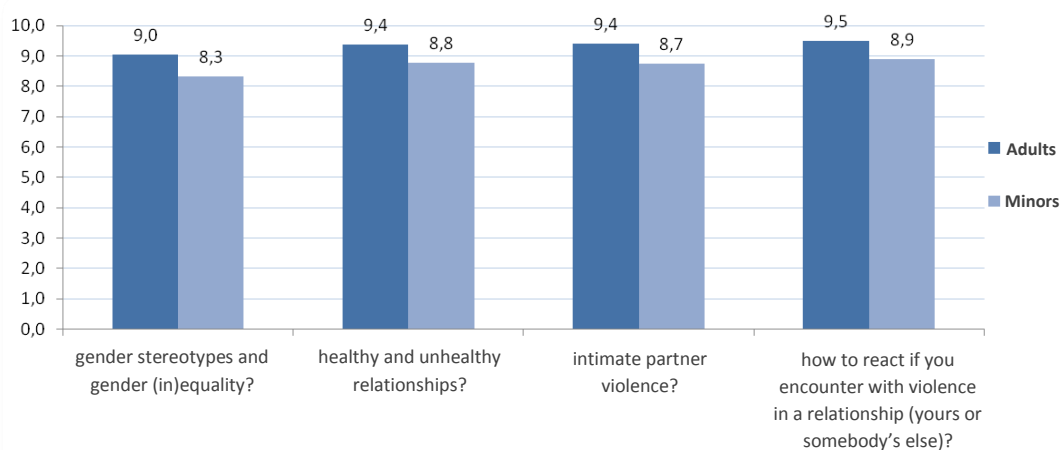


Figure 3. Mean scores of reported level of interest (0= Not at all ... 10= Very much) in elaborating on each one of the four modules of the project, per age group (N_{adults}=65, N_{minors}=71).

Both adults and children appeared to be highly interested in all four modules of the Project, with adults showing slightly more interest (9,0 - 9,5) than minors (8,3 - 8,9) in all cases. Higher scores were assigned by both groups to the module “how you can react if you are faced with violence in any relationship”.

When adults were asked if they would like to attend a training in the future on how to use the material in order to be able to implement workshops (that was only addressed to adults), they showed very high levels of interest (9,3/10). Similarly, both adults and children appeared to be highly interested in implementing (adults) and participating (children) in the “Building Healthy Intimate Relationships” Workshops.

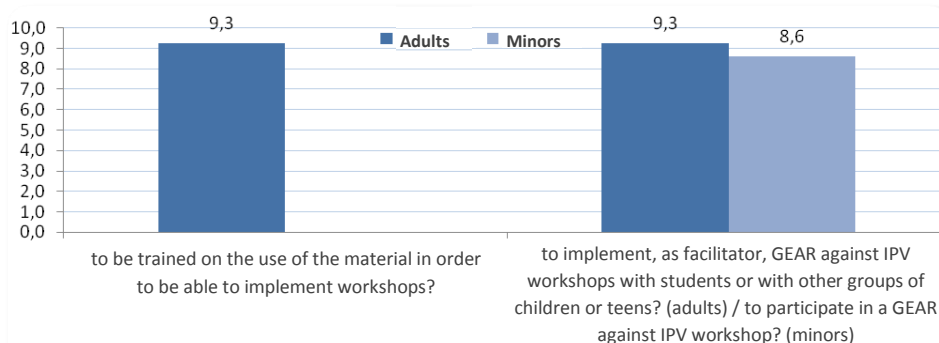


Figure 4. Mean scores of reported level of interest (0= Not at all ... 10= Very much) in attending a training on the use of the educational material (adults only, N=64) and in coordinating (adults) or participating in Workshops (children), per age group (N=135).

Evaluation of Conference's Content: gaining new knowledge

With respect to the conference content, adults and children reported to have gained new knowledge (their assessments outreached the middle of the scale) and to have listened to lots of information that they liked. Although children also reported to have listened to some pieces of information that they did not like, that was not the case among adult participants.

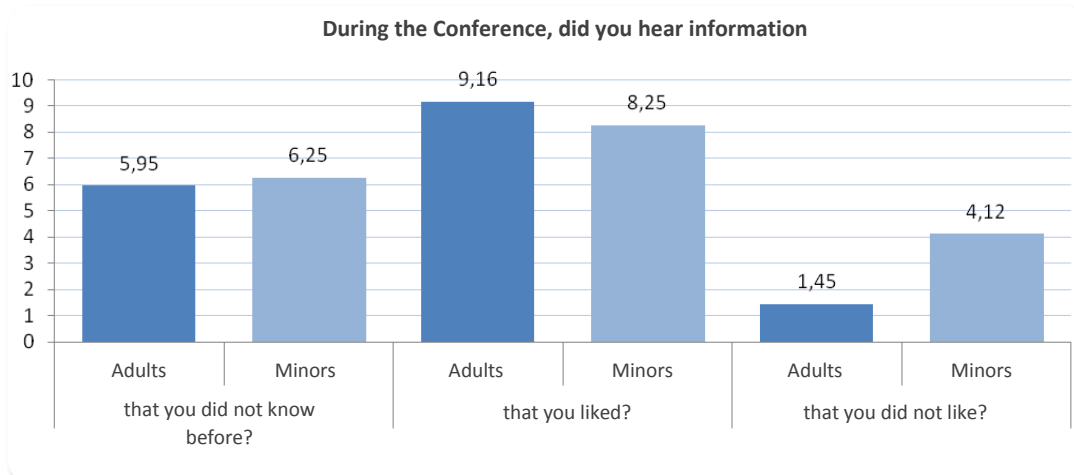


Figure 5. Mean scores (0= None ... 10= Too many) of the amount of new knowledge gained during the Conference and of the level of its quality (0= I did not like it all.... 10= I liked it very much), per age group (N=133).

Evaluation of Conference's Content: relevance and usefulness of new knowledge

When asked about the usefulness and relevance of the content of the conference, adults' assessments were relatively high: they considered some of the information relevant to their profession and believed that it will be proved helpful in their daily practice.

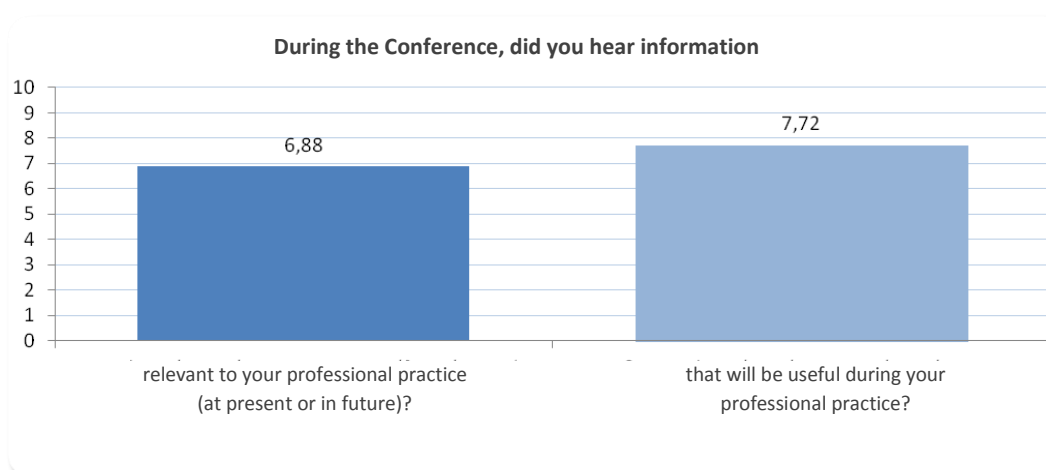


Figure 6. Mean scores (0= None ... 10= Too many) of assessing the relevance and usefulness of the content of the Conference with respect to adult participants' professional practice (N=64).

In the same context, children's assessments were higher than adults', indicating that much of the information provided during the conference was considered to be relevant to their lives (currently or in the future) and potentially useful.

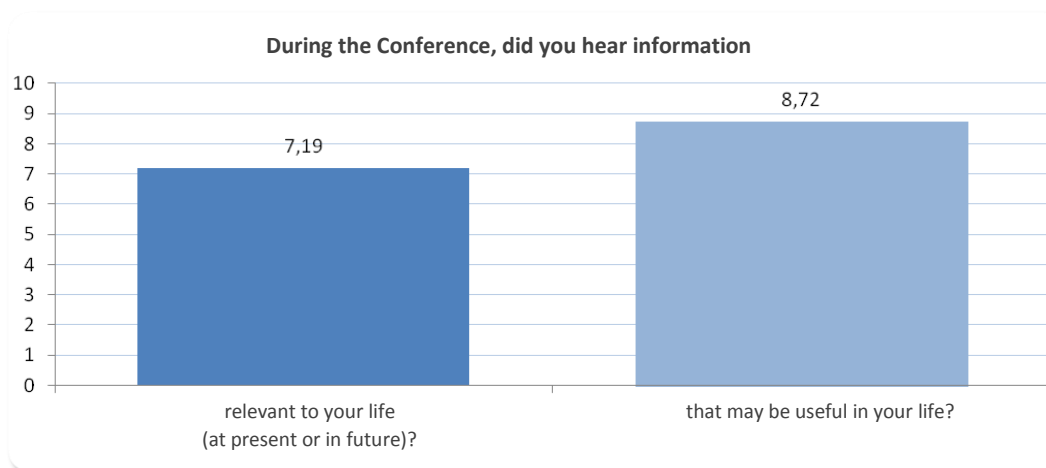


Figure 7. Mean scores (0= None ... 10= Too many) of assessing the relevance and usefulness of the content of the Conference with respect to children's lives (N=69).

In this Conference, what made the biggest impression on me, was...

Adults said:

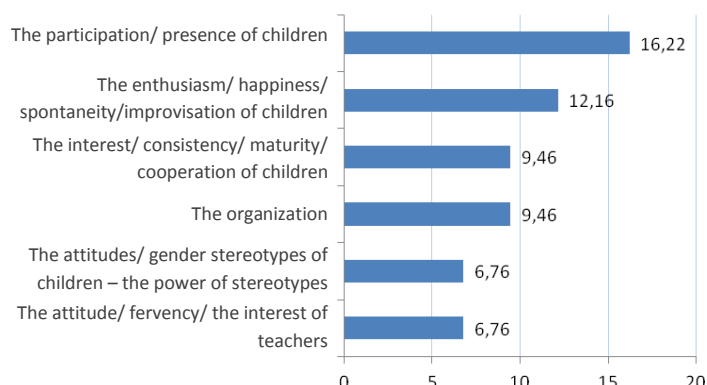


Figure 8. Frequencies (%) of adult participants' most popular responses (N responses=74).

In this Conference, what made the biggest impression on me, was...

- *"the participation as well as the emotional and cognitive investment of both children and teachers"*
- *"children's disposition to learn and participate in a project like this"*
- *"children's spontaneity and frankness"*
- *"children's enthusiasm, diligence and seriousness - the effects of the project were evident"*

Apart from what is depicted on Figure 8, adult participants also reported the following statements (with lower frequencies ranging from 1,35 - 4,05%):

- *The impact of the project*
- *The presentations, the coordination - coordinators' geniality/ cooperation*
- *The joy felt after the implementation of the project*
- *The evaluation results*
- *Children's views/ speeches*
- *The positive atmosphere/ mood/ climate among the teachers*
- *The number of participants*
- *The content of the speeches/presentations that I listened to*
- *The chance to meet each other – the friendships emerged/ to make friendships*
- *The (tough/ substantive and constructive) work/ effort of participating schools/ children in class, children's creations/ paintings/ artworks/ videos, the material, children's knowledge regarding the project, the range and variety of participating groups*

** From 67 adults, 54 replied giving 74 different responses.*

Children said:

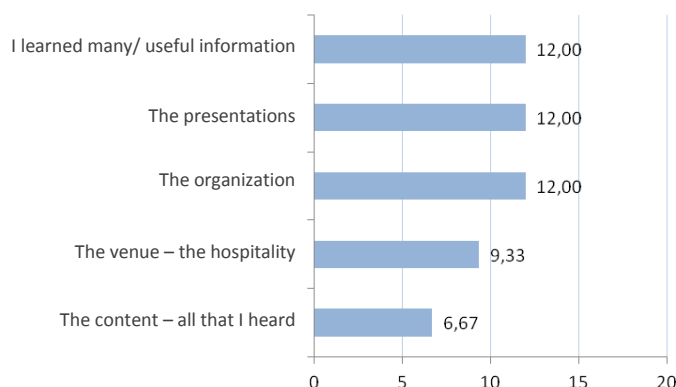


Figure 9. Frequencies (%) of children participants' most popular responses (N responses=71)

Additional responses from children (with lower frequencies ranging from 1,35 - 5,33%) were the following:

- *Children's creations / paintings/ videos*
- *The impact of the project – the change in children's views*
- *The work/ effort of schools / of children in class*
- *The number of children participating in the project*
- *Children's participation/ presence*
- *Children's enthusiasm / joy/ spontaneity*
- *The coordination - coordinators' geniality/ cooperation*
- *Sharing of experiences/ opinions*
- *The chance to meet each other – the friendships emerged- the "adolescent relationships' activity"*
- *The cooperation, children's views/ speeches*
- *The percentages of intimate partner violence*

** From 71 children, 62 replied giving 71 different responses.*

In this Conference, what made the biggest impression on me, was...

- ◆ *"that every each one of us had received and realized a variety of information that will be helpful in the rest of our lives. We also changed our views regarding stereotypical issues".*
- ◆ *"how useful was the information that I gained during the school year"*
- ◆ *"how many issues we discussed. Whatever we did in a year, we managed to discuss in a single day"*
- ◆ *"coordinators' plainness and warmth"*
- ◆ *"that we shared our experiences"*
- ◆ *"that the project managed to change our way of thinking"*
- ◆ *"children's consistent views and the way they presented them at the conference"*

Assessment of the necessity for inclusion of relevant modules in the official school curriculum of education

Projects on gender equality promotion and/or primary prevention of intimate partner violence are not included in current formal school curricula across all levels of education in Greece.

The current status quo of school curricula and the necessity to integrate projects such as this one were discussed during the Conference. At the end, both adult and children participants were asked if, in their opinion, the formal school curricula (kindergarten, elementary, junior and senior high schools) in Greece should include information and awareness raising activities focusing on 1. *Gender stereotypes and gender (in)equality*, 2. *Healthy and unhealthy relationships*, 3. *Intimate partner violence* and 4. *Protection from and resistance to intimate partner violence*.

Results are presented in the Figures below according to the specific issue and level of education in question, in total (Figure 10) and according to respondents' age group (Figure 11).

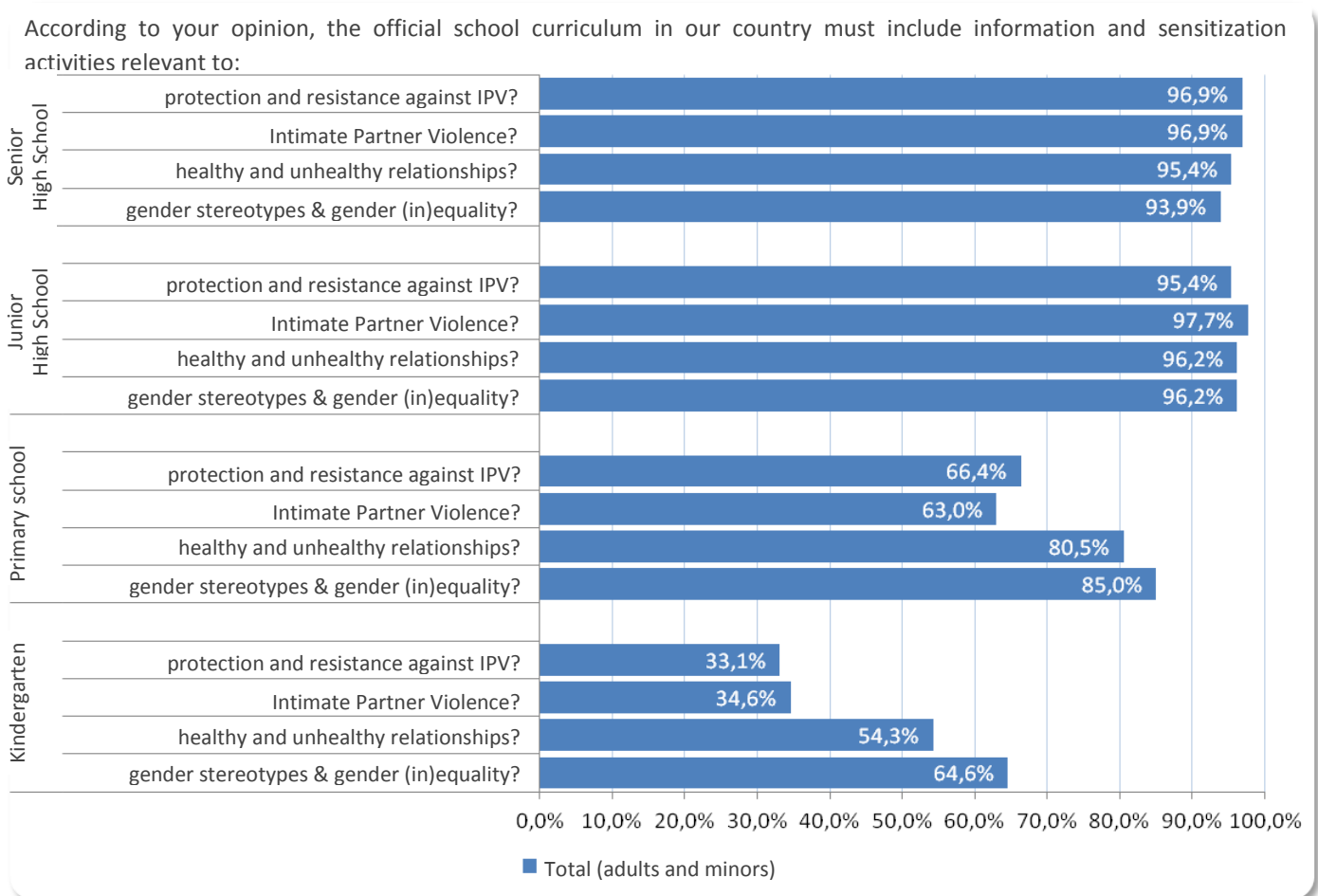


Figure 10. Percentage of affirmative responses with respect to introducing each one of the four modules of the project into every educational level examined (N=132).

Figure 10 shows the percentage of participants answering “Yes” to the questions assessing whether each of four modules should be included in the formal school curricula of each of the educational levels examined. Almost all of the participants (more than 9 out of 10 people) agreed with the introduction of all modules in the higher educational levels (Junior and Senior High School).

Regarding schools of the lower educational level (Elementary school and Kindergarten, mostly), the percentage of affirmative answers ranged according to the module and the educational level in question. “Gender stereotypes and gender (in)equality” was considered the most appropriate module (6 and 8 people out of 10 answered “Yes” regarding the Kindergarten and Elementary school, respectively), together with “healthy and unhealthy relationships” (5 and 8 out of 10 people). Introduction of “intimate partner violence” and “protection and resistance to intimate partner violence” modules was proposed from 3 out of 10 people with respect to Kindergartens and from 6 out of 10 people for Elementary schools. The low percentages reported on these two modules were far from unexpected given the fact that the modules pertaining to relationships and intimate partner violence are not tailored to early childhood while the present educational material needs to be adapted appropriately if it were to be conducted with students of Elementary schools.

According to your opinion, the official school curriculum in our country must include information and sensitization activities relevant to:

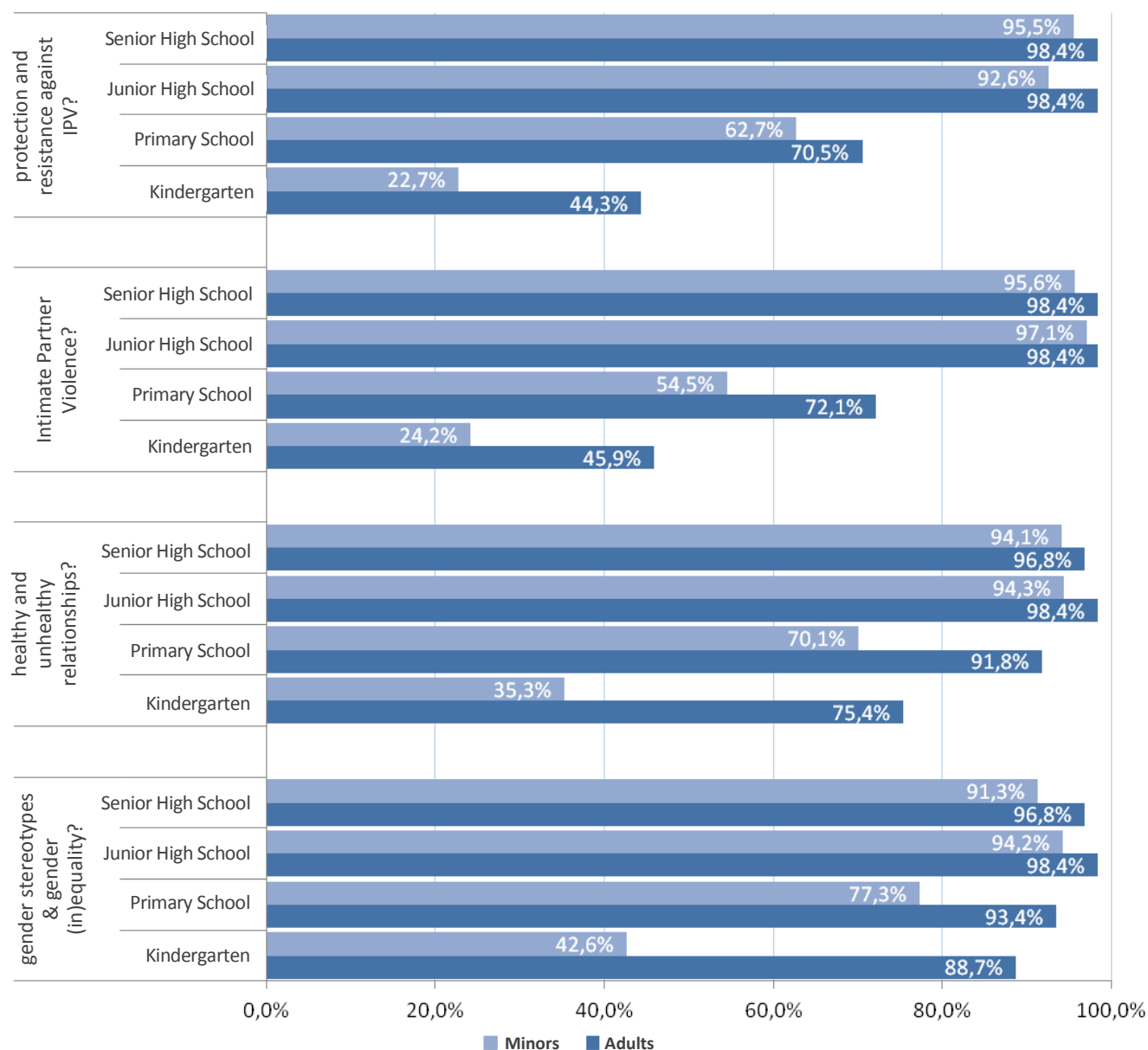


Figure 11. Percentage of affirmative responses with respect to introducing each one of the four modules of the project into every educational level examined, per age group ($N_{\text{minors}} = 63$, $N_{\text{adults}} = 69$).

Resuming the results according to respondents' age groups (Figure 11), the introduction of each of the modules in the formal curricula of the higher levels of education (Junior and Senior High Schools) yielded exceptionally high percentages of affirmative answers (>90%) with no differences observed between adults' and children's responses.

With respect to schools of the lower educational level (Kindergarten and Elementary schools), adults' percentages of affirmative answers were higher than those of children. Introducing the module "gender stereotypes and gender (in)equality" in Elementary schools and Kindergartens was proposed by 9 out of 10 adults and only 4 out of 10 children. The module "healthy and unhealthy relationships" was proposed by 9:10 adults and 7:10 children with respect to Elementary schools and by 7:10 adults and 3:10 children with respect to Kindergartens. Seven and 4 out of 10 adults agreed with the introduction of the "intimate partner violence" and "protection and resistance to intimate partner violence" modules in Elementary schools and Kindergartens, respectively. Among children, introducing the two aforementioned modules was proposed by 5 and 6 out of 10 children for Elementary schools and only 2 out of 10 for Kindergartens. Children's lower percentages may be attributed to the fact that, as they already attend higher classes, they consider dealing with such issues as a social recognition of their emerging maturity or that they find it hard to picture how the educational material would be adapted to younger children in Elementary schools and Kindergartens.

What I liked most of all in this Conference was....

Adults said:

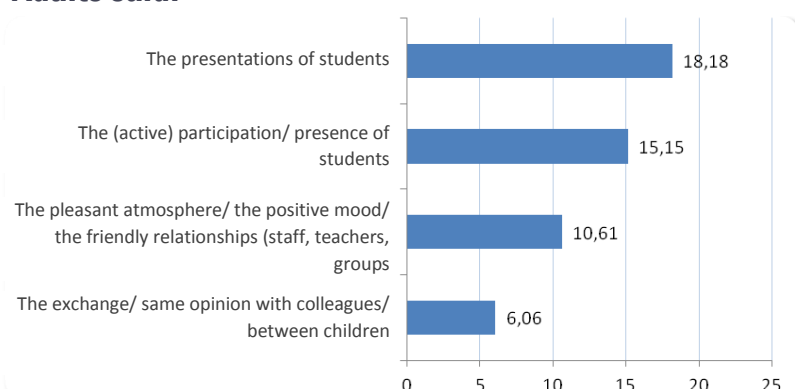


Figure 12. Frequencies (%) of adult participants' most popular responses (N=51, N responses=66).

What I liked most of all in this conference was....

- *"the recognition of (gender) stereotypes by both teachers and students and the effort to raise everyone's awareness"*
- *"that all children were satisfied with their participation in the project and stressed the need to integrate it in the formal curriculum as a regular lesson"*
- *"the cozy atmosphere that was created between teachers and students"*

Apart from the most frequent responses (see Figure 12), adult participants reported the following (frequencies ranged from 1,51 - 4,54%):

- organization
- meeting all participating schools – meeting with people who cared
- gratification from implementing the workshop
- teachers' sensibility/ speeches/ substantive participation
- the conference/ the programme of the conference
- the creations/ the exhibition/ children's or schools' creations
- awareness among participants and other people
- children's zest/ maturity for the workshop
- the material, the coordination of the conference
- Coordinators' management of groups, experiences from workshop participation, everything, precision and simplicity in words / children's words, cooperating with each other/ with another school, the statistical data, self-awareness, recognizing stereotypes, recognizing healthy relationships, cooperation between schools and institutions, that students themselves stressed the need to turn the workshop into a regular lesson

Children said:

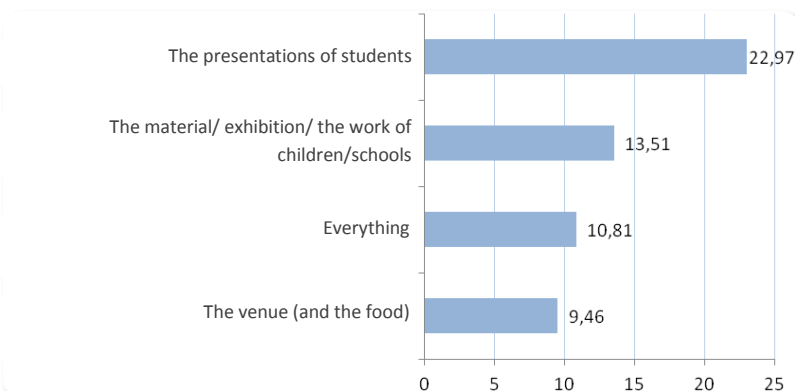


Figure 13. Frequencies (%) of children participants' most popular responses (N=66, N responses=74).

What I liked most of all in this conference was....

- *"the presentations, students' and teachers' words, the laughs, the applause for the wonderful results presented and the beautiful smile shining on everybody's face"*
- *"that I gained experiences and I made contact with people who care and struggle to improve our daily lives"*
- *"the project in total was constructive and I enjoyed it from the beginning till the end"*

Children also reported the following statements (frequencies ranging from 1,35 - 5,4%):

- the contest – the scores
- the organization
- that everyone respected each other and the conference venue
- the activities of the project
- the conference programme
- the interaction – cooperating with each other/ with another school
- I learned many/ new/ useful things
- teachers' sensibility/ words
- the break
- that speeches were precise and plain / children's speeches
- that all participating schools were met and acquainted
- meeting people who care
- The satisfaction/ joy from the project implementation
- The experiences I gained, (that I learned) about gender-based violence, that I learned how to react to violent situations

Something that I didn't like was...

Adults said:

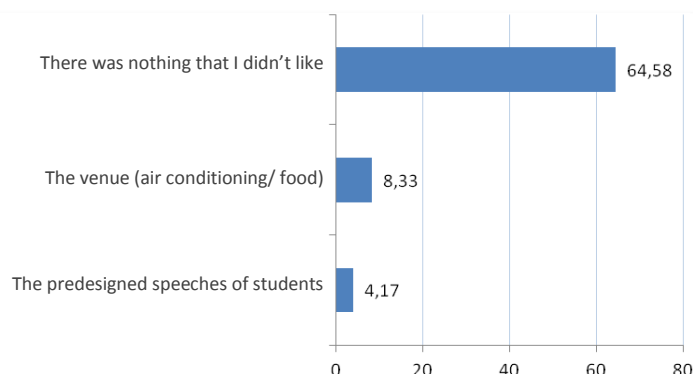


Figure 14. Frequencies (%) of adult participants' most popular responses (N responses=48).

What I did not like was “that the project was implemented only in few schools and that (the project) is not mandatorily implemented in all schools”

The majority of adult participants (64,58%) reported that there was nothing they did not like. In the remaining cases, apart from the conference venue and some students' presentations, several participants reported that what they did not like was:

- the formal part/ the introductory speeches of the conference programme
- that the project was implemented in few schools
- that it is still not mandatory to conduct this project
- that there was no time for the children to get to know each other
- that the speech of the General Secretariat for Gender Equality focused on unimportant issues
- that they had to depart in a hurry
- the students' stereotypes
- the lack of homosexuality issues
- The presentations of junior High schools, the practical difficulties, and, with respect to the conference venue, the lack of smoking places, the uncomfortable seats and the small space.

Children said:

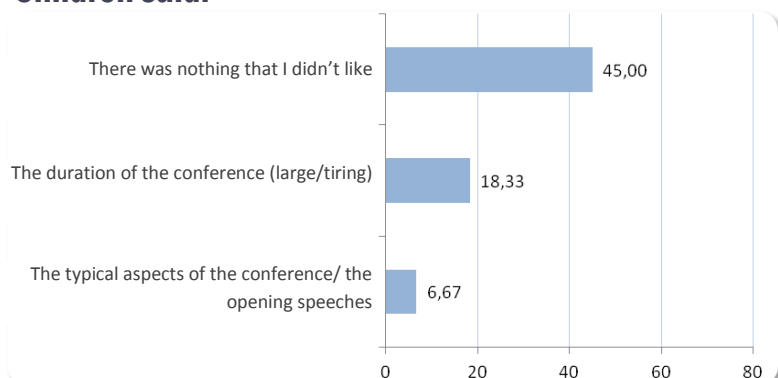


Figure 15. Frequencies (%) of children participants' most popular responses (N responses=60).

What I did not like was “the very little time available for presentations at the conference. In my opinion, we should have spent more days to present the project”.

Approximately half (45%) of the 60 children who completed this question reported that there was nothing they did not like. Apart from the duration of both the conference and the introductory speeches, the rest of the children stated that what they did not like was:

- the conference venue (uncomfortable seats, small space)
- that “people talked – we talked too much”
- the long questionnaires
- the duration of the project
- that some speeches lasted too long
- the hosting arrangements (air-conditioning, lunch breaks)
- the small number of participating senior high schools
- the figures, the noise and the little time available to present the project at the conference

Awareness of participants for the “GEAR against IPV” Workshops

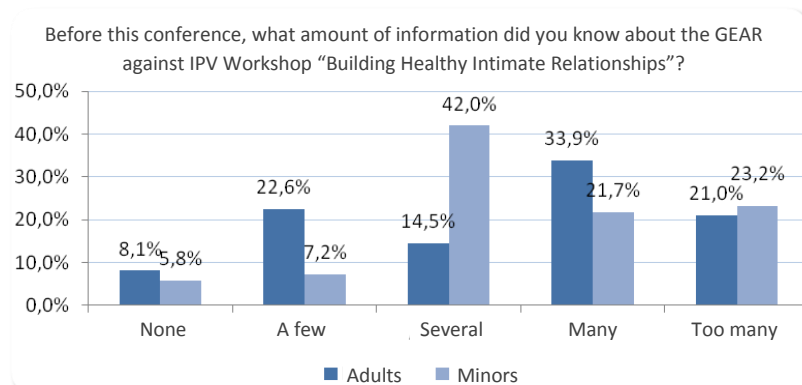


Figure 16. Frequencies (%) of responses per age (N=131).

Sixty five (94,1%) children and 51 (92%) adult participants replied that they already had at least few information on the project before the Conference. When asked about the sources of information, the majority of adults (56,9%) responded that they had a relevant training (9,8%), they had implemented the workshop after having completed the respective training (47,1%) while 43,1% reported “from another source”. Regarding children, 72,3% of them were already aware of the workshop as they had participated in the workshops and 27,7% of them indicated another source.

If you would like to describe the Workshop “Building Healthy Intimate Relationships” by using one single word, which would that be?

Adults said...

61 out of 67
(91,04%) adults
completed this
open-end
question. They
described the
project as...



More photos are available [here](#)



Children said...

Fifty nine out of 71 children (83,1%) completed this open-end question. The words they chose to describe the workshop were the following...



* The size and color of each word is proportionate to the frequency that each word was reported