

European Conference “Building Healthy Intimate Relationships”

FACT SHEET

The aim of this publication is to briefly present content and evaluation results of the European Conference “Building Healthy Intimate Relationships” that took place at the Acropolis Museum in Athens on September 22nd-23rd, 2016 in the context of **GEAR against IPV II** Project [“Gender Equality Awareness Raising against Intimate Partner Violence”]

The GEAR against IPV Approach

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:

- the characteristics of healthy and unhealthy relationships
- the influence that gender stereotypical attitudes and socially imposed gender roles have on their relationships
- how power inequality between the sexes is related to psychological, physical and/or sexual abuse against women/girls and
- 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 invited, 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's 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

Educational Material

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

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

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

European Anti-Violence Network (EAVN)

Contact details

E-mail: info@antiviolence-net.eu

Website: www.antiviolence-net.eu

FB: [EuropeanAntiViolenceNetwork](https://www.facebook.com/EuropeanAntiViolenceNetwork)

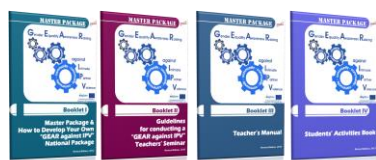
The Conference took place in the context of European Project [GEAR against IPV - II](#)



European Commission
Directorate General Justice



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



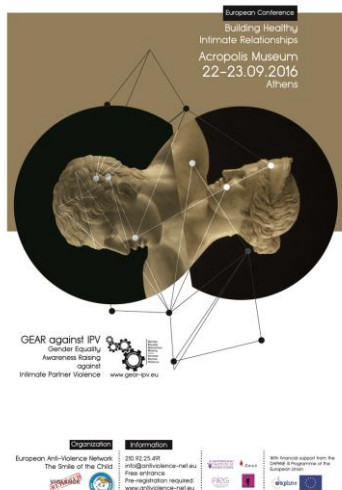
Booklet I provides information about the material and the intervention and guides the development of a National GEAR against IPV Package.

Booklet II provides all necessary step-by-step instructions for the organization, implementation and evaluation of a training seminar of teachers who intend to implement the GEAR against IPV Workshops with secondary school students.

Booklet III provides all information and material teachers need for the organization, step-by-step implementation, documentation and evaluation of the workshops in the classroom via a series of experiential activities while **Booklet IV** includes all necessary worksheets and handouts for the implementation of the activities with adolescents.

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

The Conference



The European Conference took place on September 22nd-23rd, 2016 at Acropolis Museum in Athens.

During the **first day** of the Conference it was presented the GEAR against IPV approach, its philosophy and its material. Representatives from all partner Organizations (7 Member States) who participated in the GEAR against IPV-I and -II projects, along with the projects' external evaluator, presented and shared their experience from developing their National Package as well as of training teachers and implementing Workshops with adolescents in their country. Since the approach GEAR against IPV can greatly contribute to the fulfillment of the obligations arising from Chapter III of the Istanbul Convention, at the end of the first day Experts' Working Groups were held (37 experts in the field of prevention and combating IPV and GBV in adolescents from 31 EU Member States, candidate and potential candidate MS). During the **second day** of the Conference, the results and conclusions of the Experts' Working Groups were presented and discussed with the audience.

The Closing Session was entitled “CoE's Istanbul Convention as roadmap towards an effective European strategy for the prevention of IPV and GBV in future generations: the role of school”.

The **Conference's Programme** is available [here](#).

Evaluation of Conference “Building Healthy Intimate Relationships”

Conference Participants' Demographics

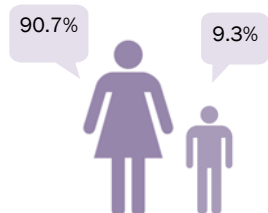
A total of **269 people** attended the conference (252 people attended the 1st day, 184 attended the 2nd day and 167 attended both days); a total of 140 participants (52% of the participants) completed the Conference's evaluation form [109 (77.9%) of the respondents were Greek and 31 (22.1%) foreigners].

Gender The 90.7% of respondents were female and 9.3% were male.

Age The mean age of respondents was 35,7 years and ranged from 16 (min) to 74 (max); the majority of respondents were between 21-40 years old.

Professional identity In their majority (81%) the respondents were psychologists (21%), social workers (17%), university students (14%), school teachers (13%), IPV/Gender related experts (10%) and sociologists (6%).

A 19% consisted of other specialties e.g. project managers, social anthropologists, counselors/ psychotherapists, university professors, lawyers, school students, psychiatrists, civil servants, etc.



≤ 20 years old	7.4%
21-40 years old	55.1%
41-60 years old	36.0%
60+ years old	1.5%

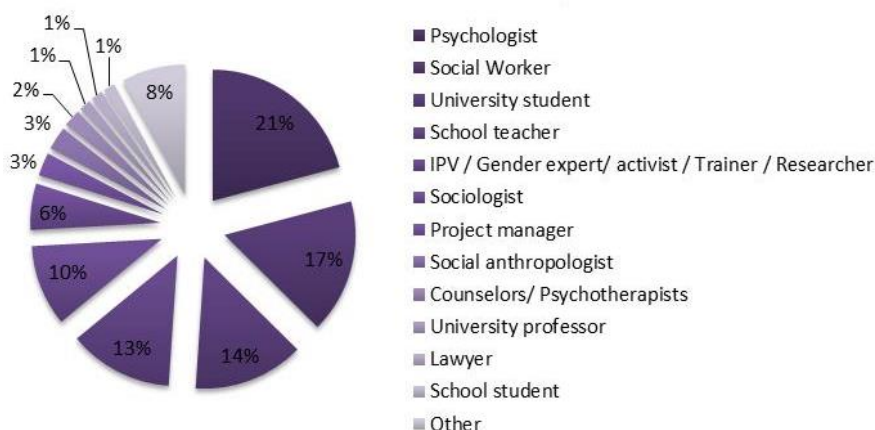


Figure 1: Percentage of professional identities of respondents (N=139).

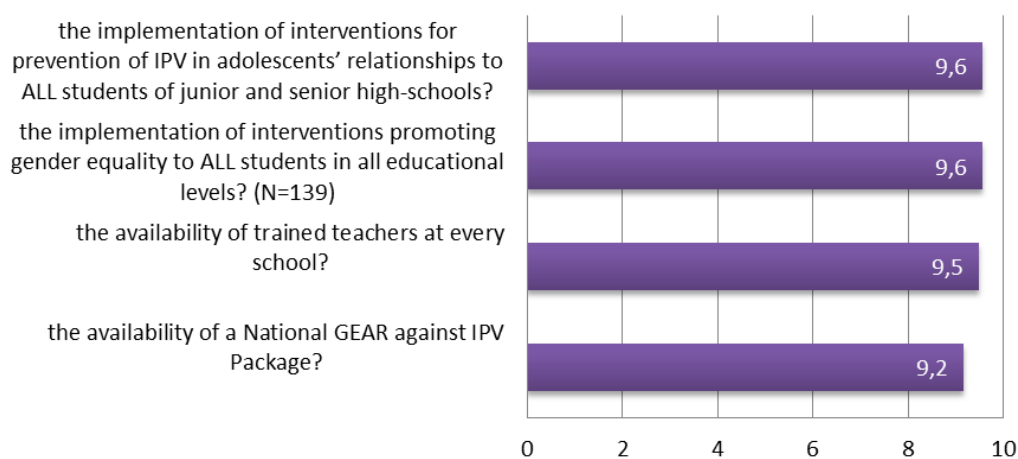
Satisfaction from the Conference



Respondents evaluated very positively the conference concerning all aspects; the highest mean ratings were provided to the venue of the conference and the way it was organized the conference and the lower to the content of the presentations and the knowledge gained from the conference.

Figure 2: Mean score (0=Not at all ... 10=absolutely) of satisfaction for six general aspects of the conference (venue, organization, duration, the overall conference, presentations/speeches, knowledge gained) (N=140, unless otherwise indicated).

How important do you consider for your country...



According to the respondents' responses, they consider highly important for their country the availability of a National GEAR against IPV Package (9,2) and trained teachers at every school (9,5) as well as the implementation of interventions promoting gender equality to all students in all educational levels and interventions for prevention of IPV in adolescents' relationships to all students of secondary education.

Figure 3: Mean scores (0=Not at all ... 10=very much) of the importance of availability of material, interventions and trained teachers at schools on gender equality and IPV (N=140, unless otherwise indicated).

Some respondents commented on their ratings as follows:

- *Fighting GBV and IPV is VERY important!*
- *It is imperative to have at schools a lesson relevant to this*
- *It is essential at all levels, starting from younger ages, to establish the foundations for the development of healthy relationships and the deconstruction of gender stereotypes*
- *It is VERY important any kind of awareness on this topic*
- *The lesson of sexual education should be introduced at schools*
- *The availability of a National GEAR Package is essential for our country because gender stereotypes and the patriarchal structure of our societies continue to reproduce violence against women*
- *IPV prevention interventions promote the mental health of the population, and thus teaches (and not only them) should be involved*
- *School can contribute towards changing the mentality of children and teens in order to discontinue the intergenerational transmission of violence*
- *The teachers to be trained have first to be already sensitive and sensitized; otherwise the training will be useless*
- *I believe that such programs are essential for our country because gender equality is not achieved and there are high levels of violence even in young ages*
- *I believe that the interventions are more constructive if implemented until the age of 15 at the latest*
- *The problem should be addressed at young ages. School is the most appropriate place*
- *I rated all questions with 10 because Greek society needs availability of targeted actions in order to combat any kind of gender based violence*

Assessment of the necessity for inclusion of awareness raising activities relevant to the GEAR against IPV subjects in the official school curriculum of education

*According to Article 14 of the **Convention on preventing and combating violence against women and domestic violence** "teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners" should be included not only "in formal curricula and at all levels of education", but also "in informal educational facilities, as well as in sports, cultural and leisure facilities and the media"*

Participants were asked in the evaluation form **whether** according to their opinion **awareness raising activities** relevant to

- gender stereotypes and gender (in)equality,**
- healthy and unhealthy relationships,**
- intimate partner violence (IPV) and**
- ways of protection and resistance against IPV**

should be included in the official school curriculum of all different education levels (kindergarten, elementary school, junior and senior high school).

The results are presented in the figures below per educational level and per subject.

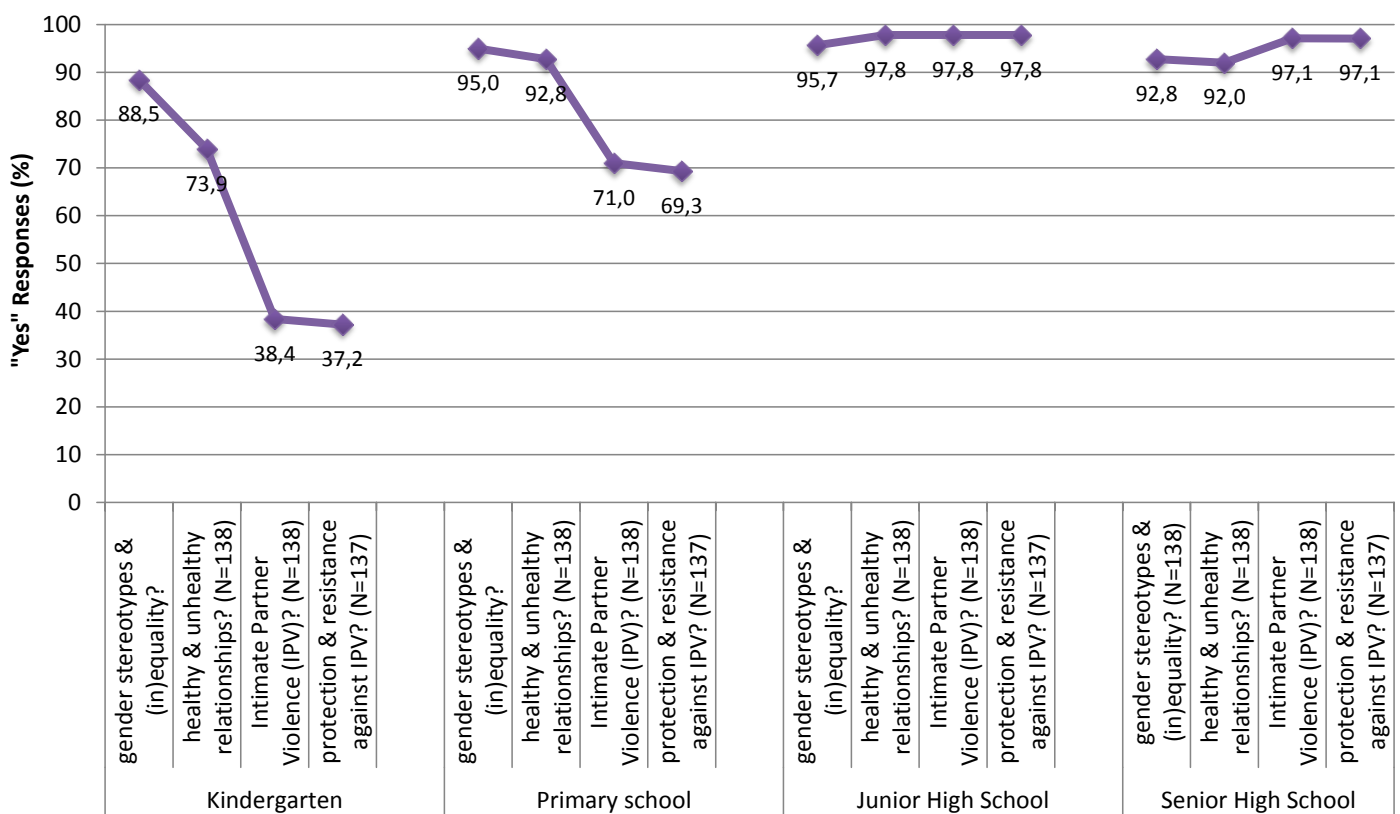


Figure 4a: Extent of respondent's agreement (%) concerning inclusion of awareness raising activities -related to four subjects- in the official school curricula of four educational level (kindergarten, elementary, junior & senior high school) (N=139, unless otherwise indicated).

As illustrated to figure 4a, almost all respondents agree that awareness raising activities on all four of the aforementioned subjects should be included in the official school curriculum of higher education levels (namely, Junior and High School), while concerning lower education levels (namely, kindergarten and primary school) the percentage of agreement varies among the different subjects.

Specifically, the percentage of respondents who agreed with the inclusion of awareness raising activities on Intimate Partner Violence (IPV) and protection and resistance against IPV in kindergarten and primary school is lower than the respective percentages of agreement in higher education levels, with primary schools receiving more positive answers (about 7/10 agreed) than kindergarten (less than 4/10 agreed).

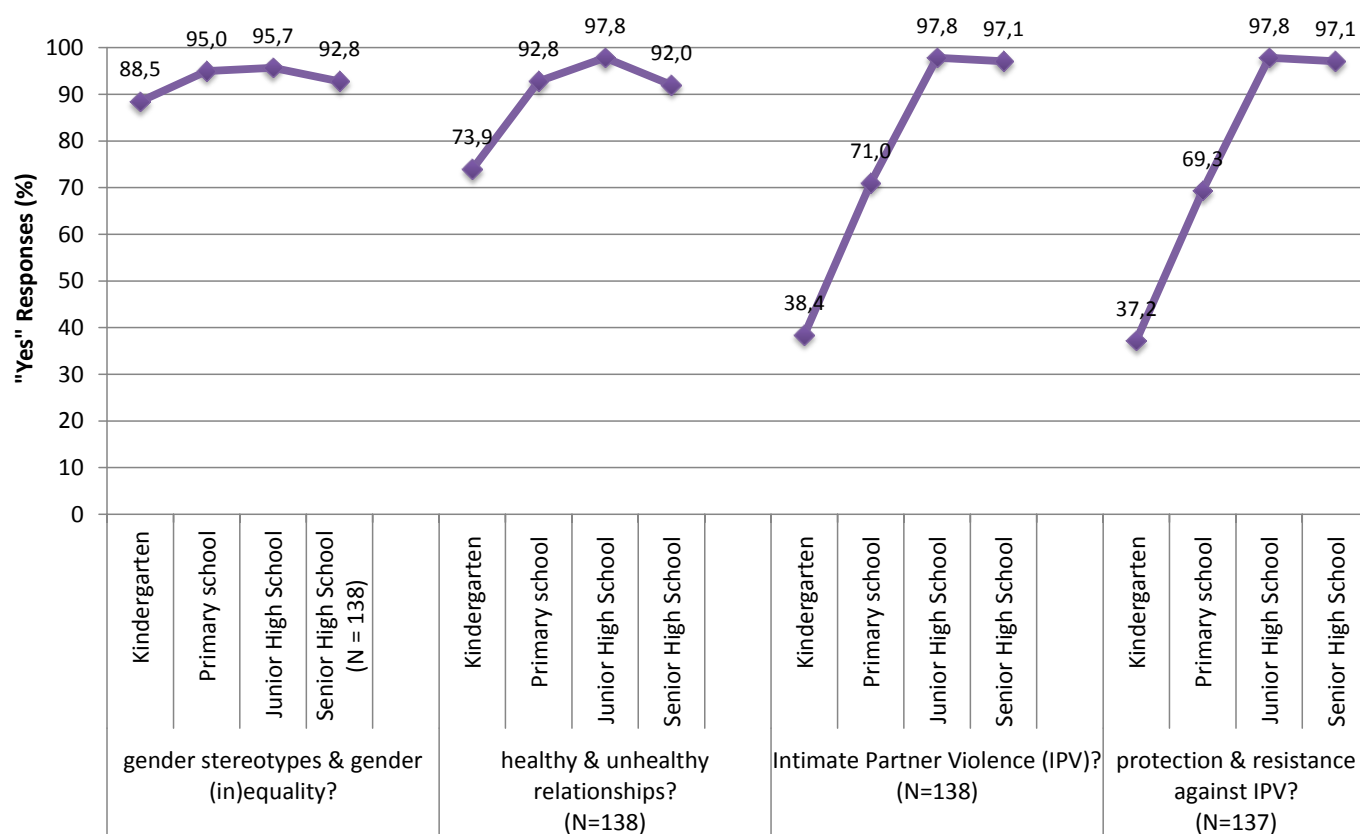


Figure 4b: Extent of respondent's agreement (%) concerning inclusion of awareness raising activities -related to four subjects- in the official school curricula of four educational level (kindergarten, elementary, junior & senior high school) (N=139, unless otherwise indicated).

A very high percentage of respondents (92.8%) agreed that awareness activities about healthy and unhealthy relationships should be included in the official school curriculum of primary school which is quite impressive and optimistic for the future. The same applies to kindergarten where a lower but still high percentage of respondents (73.9%) agreed to the same statement.

It should also be pointed out that the percentage of respondents who agree with the inclusion in primary school of awareness raising activities about a) IPV and b) protection/resistance to IPV, is lower than higher education but still quite high (71% and 69,3% respectively).

In kindergarten, contrary to primary education, the respective percentage of agreement is low (38.4% and 37.2% respectively).

To sum up, almost all respondents agreed that awareness raising activities about gender equality and gender stereotypes should be included in all education levels; according to their opinion also, awareness raising activities about healthy and unhealthy relationships should be included in all education levels with kindergarten receiving the less positive answers (7/10 agreed). Almost all respondents agreed that awareness raising about IPV and protection/reaction to IPV should be included in higher education levels (namely, Junior and High School), while concerning lower education levels (kindergarten and primary school) the percentage of agreement was lower (7/10 agreed for primary school and 4/10 agreed for kindergarten).

Some respondents commented on their choice as follows:

- Negative response for inclusion of any of the four subjects in kindergarten: these concepts are not on the intellectual level of kindergarteners. Rather, the everyday treatment of kindergarteners by staff has to include this as a horizontal approach. There is no point in including specific sessions for kindergarteners if the rest of the time the teachers are sexist and gender-segregating in play, toys, behavior
- Positive response for inclusion of all four subjects in all education levels: in depends on the environment but this topic should be included in all stages of person's development/ I consider prevention relevant at all levels of the educational system. However, it of course needs to be adapted to the developmental level of the child/ I believe such issues should be discussed in all education levels, but the approach should be relevant to the age of students/ prevention must start from a young age thus it is better to integrate such activities in kindergarten and to be continued in all levels/ the earlier the better (kindergarten) – it is never too late (Senior High School)

If you could make this decision for your country, would you decide to integrate the GEAR against IPV approach to schools' curriculum?

No	0.7%
Most probably No	0.0%
Most probably Yes	23.7%
Yes	75.6%

When the participants were asked if they would decide to integrate the GEAR against IPV approach to school's curriculum, almost all replied positively.

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

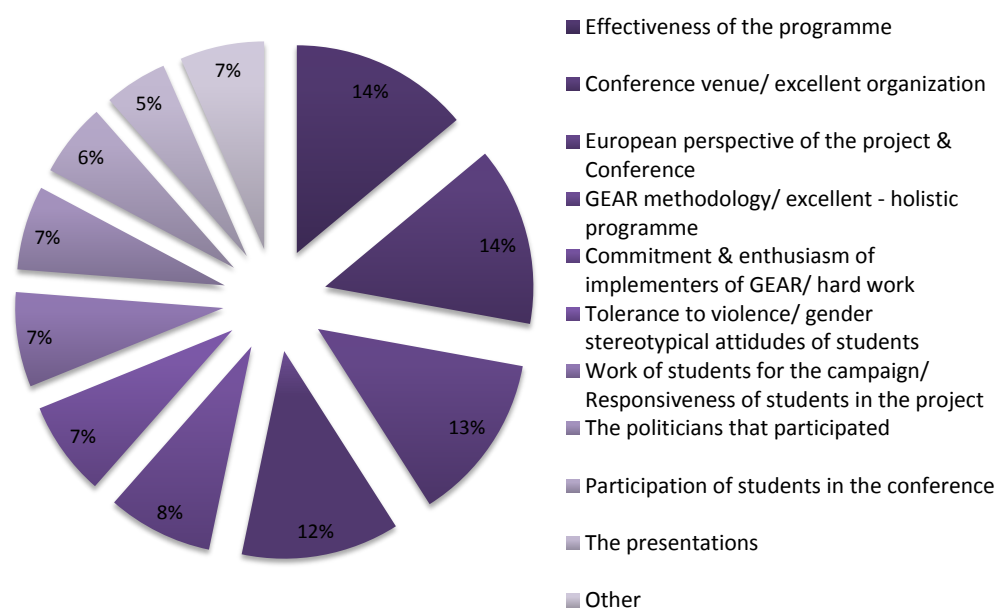


Figure 5: Frequencies (%) of responses (N of replies =122).

Indicative quotations:

- Such an innovative project started from Greece and was spread in larger countries
- Having the chance to work and exchange experience between experts of different EU countries at the Conference
- The resonance of the project to adolescents from the different countries and the change in their attitudes and the increase of their correct answers
- The project is excellent – congratulations!!!
- The fact that the children were here, sharing their experience
- The creative participatory work of young people and their campaign
- Hearing from the teachers and students about how they responded to the work and understanding differences in feasibility for different countries
- The effectiveness of the project
- The successful implementation of active learning techniques and peer-campaigning in the different participating countries
- High participation of politicians (mostly women)
- The implementation of the project in so many countries
- Smooth organization and professional arrangements of practical things (flights, accommodation, etc)
- The scale of implementation by the Greek partner
- The strategy that GEAR uses
- How important is the GEAR approach and how important it is to be integrated in Greece
- Commitment of all implementers of GEAR
- Enthusiasm of project creators and implementers
- How much all participants of the project struggle for tangible results instead of theories, words, show etc.
- The authentic approach to a such important issue, the hard work that was invested
- The repeated and multiple evaluation of the project

The participants responded more frequently that what impressed them most, was

a) the effectiveness of the programme (14%), b) the venue of the conference and the excellent organization of the conference (14%), c) the European perspective of the project and the conference (13%), and d) the GEAR methodology per se, its structure, and excellency (12%).

The rest of responses included a) the commitment and enthusiasm and hard work of the implementers of the GEAR project (8%), b) the tolerance to violence and the gender stereotypical attitudes of students (7%), c) the work of students for the campaign/ the resonance of the project to students (7%), d) the participation of politicians in the conference (7%), e) the participation of students in the conference who presented their experience (6%), f) the presentations (5%) and other less frequent responses (7%)

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

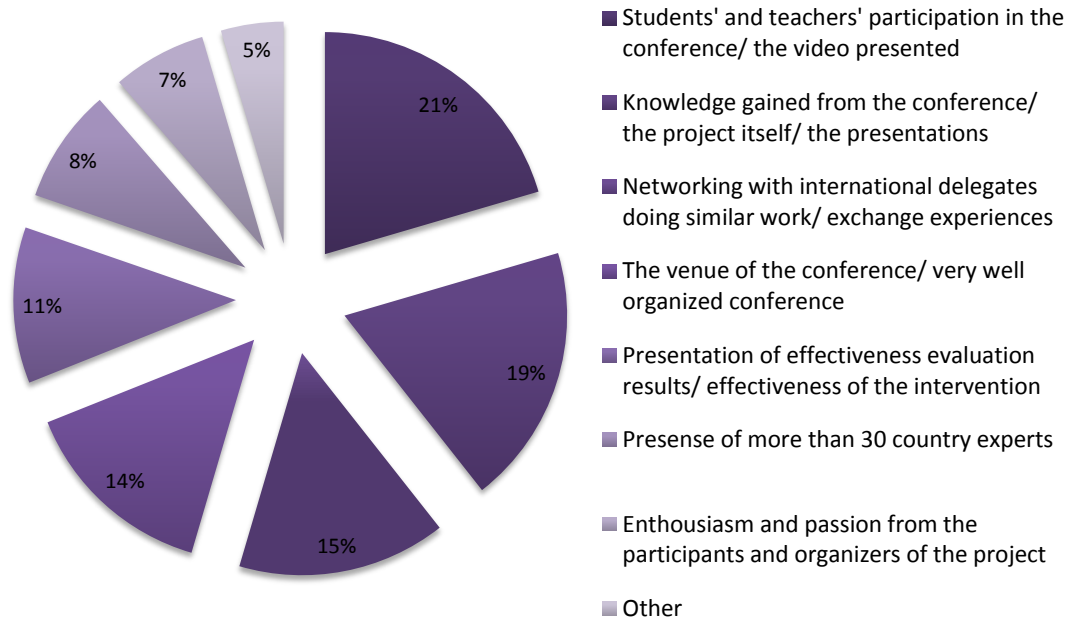


Figure 6: Frequencies (%) of responses (N of replies =132).

Indicative quotations:

- Organizers were very successful in bringing in a lot of interesting professionals
- Practical things and tools you provided
- The variety of knowledge I gained from many speakers
- The knowledge I got will influence me not only at professional but also at personal level
- The commitment of participants and the their enthusiasm during the implementation of the project
- I liked very much the presentation of EAVN, the data, their love and enthusiasm for what they do
- Willingness of creators and experts to collaborate for present and in the future
- The passion of participants and colleagues/representatives
- The participation of children
- The video of students that was presented
- The presentation of the experience from the implementation of the workshop at Junior High School of Agios Nikolaos Crete
- Speech of the teachers and students that directly participated in the program
- The students' work/ creations
- The effectiveness of the intervention
- The experiences and positive comments by students that participated in the project, they improved their selves and they would recommend the project to other children
- The venue of the conference
- The way the conference was organized
- The good organization of the conference
- Networking opportunities with international delegates doing similar work
- The participation of many countries
- The participation of all countries where the project has been implemented
- Presentation of key combined results from all countries
- Impression and effects on young people

The participants responded more frequently that what they liked most of all in this Conference, was

a) the students' and teachers' participation in the conference where they presented their experience from the participation in the workshops as well as the video and the work of students for the campaign that was presented (21%),

b) the knowledge gained from the conference, the project itself, and the content of the presentations (19%),

c) the chance of networking and exchange of experiences (15%), and

d) the venue of the conference and the well organization (14%).

The rest of responses included

a) the presentation of the effectiveness evaluation results and the effectiveness of the intervention/ the impact it had (11%),

b) the presence of experts from other countries (8%),

c) the enthusiasm of participants in the project and the passion of the project's organizers (7%),

d) and other less frequent responses (5%)

Something that I didn't like was...

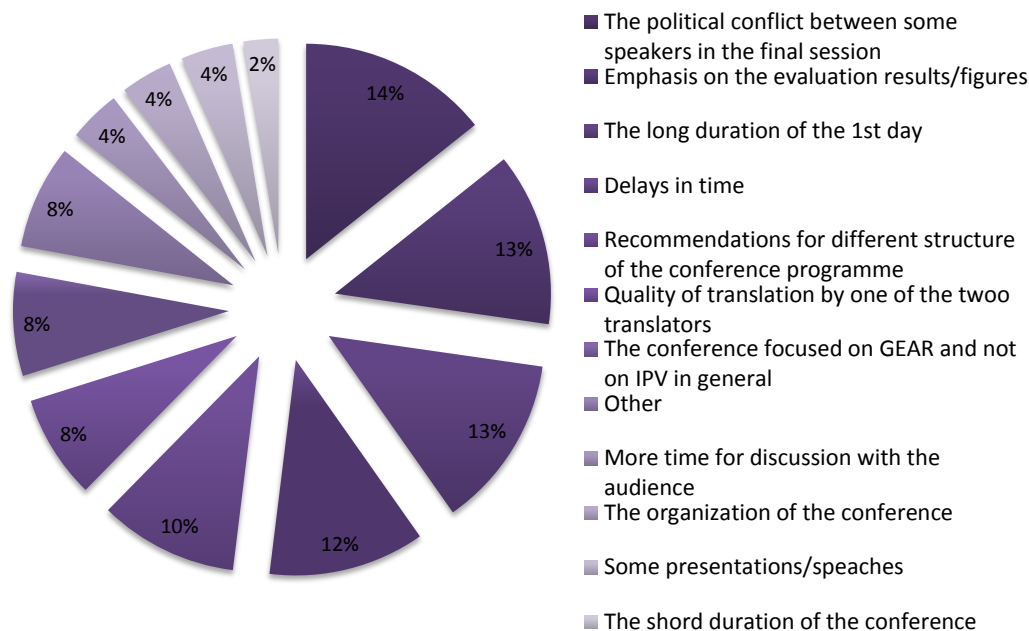


Figure 7: Frequencies (%) of responses (N of replies = 77).

Indicative quotations:

- the “political conflict” between political parties
- Timing wasn't kept
- The interpreters had issues when there was language specific to education, gender, judicial issues
- 1st day was rather long and discussion in the WG was at the end, people were tired but we all have a lot to say. So, if only WG would have been earlier on the day or moved to the 2nd day
- 1st day was a bit too long and tiring
- maybe I would suggest to organize earlier the working groups in order to have more time and be less tired.

First of all it should be noted that out of the 140 respondents, 98 completed this open ended question from which the 27 replied “nothing”. The participants responded more frequently that what they did not like in this Conference, was a) the political conflict that happened between politicians during the last session (14%), b) the emphasis on statistics and figures (13%) c) the long duration of the 1st day (13%) d) the fact that the time was not kept during the conference (12%) d) the structure of the conference programme (10%) and e) the quality of translation from one of the two translators (8%). The rest of responses included a) the fact that the conference was project specific (8%), b) the limited time for discussion with the audience (4%), c) the organization of the conference (4%) d) some presentations (4%) e) the short duration (3%) and other factors (8%).

Awareness of participants for the “GEAR against IPV” Intervention

Before this Conference, what amount of information did you know about the GEAR against IPV intervention?

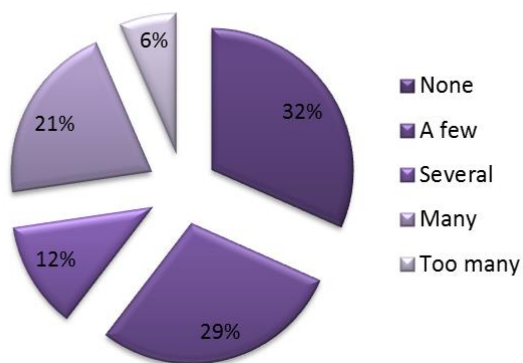


Figure 8: Frequencies (%) of replies (N=139).

Almost 7 in 10 of the respondents replied that before the conference they knew at least few information about the GEAR against IPV intervention.

The sources of information mentioned from 62 respondents were:

- published information on the Internet, Website and facebook pages, the conference invitation (27)
- friends/ colleagues/ work place (12)
- attendance of training seminars and/ or implementation of the workshops (8)
- Member of the partnership (4)
- Attendance to the National Conference (4)
- University studies (4)
- Other sources (3)

The majority of respondents who replied mentioned that they were informed about the GEAR against IPV intervention from information published online

*the font of the words
depends on the frequency
each word appeared*



More photos are available [here](#)

A total of 37 experts in the field of prevention and combating IPV and GBV in adolescents from 31 EU Member States, candidate and potential candidate MS participated in the Conference.



Country	Name	Organization
Albania	Mirela Arqimandriti	Gender Alliance for Development Center
Austria	Maria Rösslbauer, MAG.	Austrian Women's Shelter Network, AÖF
Bosnia & Herzegovina	Amela Bašić-Tomić	Foundation United Women Banja Luka
Bulgaria	Ophelia Kaneva	State Agency for Child Protection
Croatia	Sanja Cesar & Natasa Bijelic	CESI – Center for Education, Counselling and Research
Cyprus	Christina Kaili & Maria Aggeli	MIGS - Mediterranean Institute of Gender Studies
Denmark	Rikke Kann	Dialogue Against Domestic Violence
Estonia	Helve Kase	Estonian Institute for Open Society Research
Finland	Johanna Velling	Youth Exit
F.Y.R. of Macedonia	Sanela Shkrijelj	Reactor-Research in Action/National Network to End VAW
France	Flora Bolter	Centre LGBT Paris Ile-de-France
Germany	Tzvetina Arsova Netzelmann	SPI Research
Greece	Christine Papadimitriou Kiki Petroulaki	General Secretariat for Gender Equality European Anti-Violence Network
Hungary	Györgyi Tóth	NANE Women's Rights Association
Ireland	Mary Ronayne	SAFE Ireland
Italy	Francesca Pidone	D.i.Re Donne in Rete contro la violenza
Latvia	Madara Mazjāne-Kokina	Resource center for women “Marta”
Lithuania	Rūgėlė Butkevičiūtė	Women's Issues Information Center
Malta	Helena Holland	Commission on Domestic Violence, Ministry for Social Dialogue, Consumer Affairs & Civil Liberties
Montenegro	Nataša Medjedovic Pistalo	SOS Hotline for Women and Children Victims of Violence Niksic
Netherlands	Renée Römken	Atria - Institute on gender equality & women's history
Poland	Ewa Dzięmidowicz	Empowering Children Foundation
Portugal	Prof. Maria José Magalhães	Faculty of Psychology & Sciences of Education, University of Porto
Romania	Eniko Gall & Camelia Oană	ALEG - Association for Liberty and Equality of Gender
Serbia	Dr Sanja Čopić	Victimology Society of Serbia
Slovakia	Sara Cincurova & Viera Bottcher	Coordinating Methodical Centre for Gender-Based and Domestic Violence
Slovenia	Tanja Hrovat Svetičič	Association for Non-violent Communication
Spain	Neus Pociello Cayuela & Núria Pociello Cayuela	Plataforma unitària contra les violències de gènere
Sweden	Anna Tsekas	Domestic Violence Unit, City of Stockholm
Turkey	Anil Özge Ustunel Balci	Mor Cati Women's Shelter Foundation
United Kingdom	Doireann Larkin	Tender Education and Arts