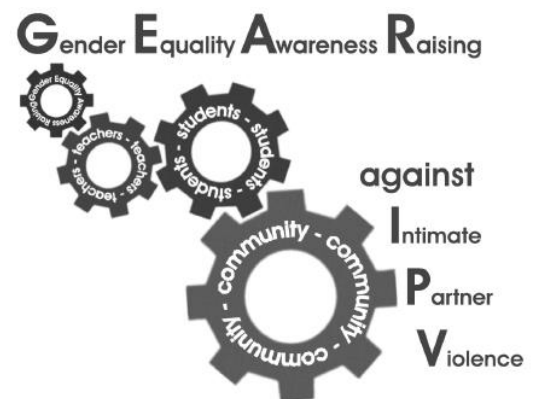


Gender Equality Awareness Raising against Intimate Partner Violence II

GEAR against IPV II

Report

Teachers' Training Seminars in Cyprus: Implementation and Evaluation Report



Mediterranean Institute of Gender Studies

July 2016

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



Credits

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

Partners

- Mediterranean Institute of Gender Studies (MIGS), Cyprus
- Center for Education, Counselling and Research (CESI), Croatia
- Association for Gender Equality and Liberty (ALEG), Romania
- Plataforma Unitària contra les Violències de Gènere, Spain
- The Smile of the Child, Greece

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Preface

This Report was developed in the context and for the purposes of the Project “**Gender Equality Awareness Raising against Intimate Partner Violence II**” (**GEAR against IPV II**).

The GEAR against IPV Approach

The GEAR against IPV Approach started being developed since 2009 and implemented since 2010; more specifically, during 2009 – 2011 the GEAR against IPV National Packages were initially developed for use in 4 countries (Greece, Germany, Austria and Croatia) and implemented in three of them in the context of the Project “**Gender Equality Awareness Raising against Intimate Partner Violence**” (**GEAR against IPV**). During 2014-2016, 3 more National Packages were developed and the implementation made in 5 countries (Greece, Croatia, Cyprus, Romania and Spain) in the context of the GEAR against IPV II Project; both Projects were carried out with financial support from the DAPHNE III Programme of the European Union.

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

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

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

Given the fact that almost all children and adolescents attend school, the **educational system**, at all levels, is the ideal setting for such an effort, where properly trained teachers can play a key role in the implementation of such interventions targeting the general population. The need

for implementing in schools interventions related to gender stereotypes and equality, as a means of primary prevention of gender-based violence it is, therefore, imperative.

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

The GEAR against IPV Approach addresses:

- **students** (12+ years old) of secondary education
- **adolescents** but also **young people** belonging to **high-risk groups** (e.g. have been exposed to intimate partner violence between their parents or experienced abuse and/or neglect during childhood)
- **secondary school teachers** and other **professionals** working in the school setting (e.g. psychologists, social workers)
- **professionals** and **organizations** that are active in the fields of health promotion and education, gender equality and prevention of gender-based violence, as well as to **professionals** who are providing services to adolescents belonging to high-risk groups
- **decision-making centers**, such as departments of Ministries of Education, and policy makers interested in promoting the integration of the GEAR against IPV intervention in secondary education’s curricula.

This approach has some unique characteristics, which need to be emphasized; more specifically, the GEAR against IPV Approach:

- uses exclusively experiential activities through which, adolescents are not taught, but guided to explore their personal gender stereotypical attitudes and their impact to their own lives, to “discover” and to exercise life skills that will help them to develop healthy relationships, free from any form of violence
- allows access to the general population of children/adolescents, even in remote areas
- has already been implemented and evaluated, on a pilot basis, and appears to be effective in increasing adolescents’ knowledge and modifying their tolerant attitudes towards gender-based violence

- introduces gender equality in education as a violence prevention strategy, motivates and qualifies teachers with the necessary skills and the “know how” in order to implement such primary prevention interventions
- when integrated into the school curriculum, it enhances a) the preventive character of the intervention, as it conveys the message that schools and teachers do care about and take action towards gender equality and elimination of violence from adolescents’ relationships, and b) the sustainability of such interventions, as teachers comprise a permanent “task force” at schools and, therefore, they can implement such interventions on a permanent basis
- consists a precise fulfilment of Article 14 of the Council of Europe (2011) *Convention on preventing and combating violence against women and domestic violence*. In this article, that concerns education, it is clearly stated that such type of "teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners" should be included not only "in formal curricula and at all levels of education", but also "in informal educational facilities, as well as in sports, cultural and leisure facilities and the media".

Main Activities of the GEAR against IPV Approach are:

A. **Teachers’ Training Seminars** aiming to:

- theoretical and experiential training of teachers on issues related to gender stereotypical attitudes, gender equality and gender-based violence in adolescents’ relationships
- capacity building and skills development for the implementation and evaluation of the adolescents’ awareness raising workshops in school or other settings
- development of skills related to identifying, handling and appropriate referring of cases of abuse of children and teens they may face.

B. **Adolescents’ Awareness Raising Workshops “Building Healthy Intimate Relationships”**

Adolescents are offered, via experiential activities, the opportunity a) to assess and challenge –within a safe environment- their culturally “inherited” gender stereotypes and b) to explore the influence that gender stereotypical attitudes and socially imposed gender roles have on their relationships, as well as how power inequality between the sexes is related to violence against women and girls. Moreover, adolescents are provided with the necessary skills that will enable

them to recognize –at an early stage- the unhealthy or even abusive characteristics of a relationship, and also empowered in ways that will enable them to create healthy relationships.

Therefore, the ultimate goal of the workshops is young people less tolerant towards IPV, more knowledgeable of the characteristics and consequences of gender-based violence and equipped with “protection skills” against intimate partner violence and other forms of gender-based violence, for both themselves and the people they know.

The long-term objective of the workshops is adolescents’ relationships to be healthy and based on equality and mutual respect as, in such a relationship, the phenomenon of gender-based violence is impossible to occur.

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

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

During the period from 2010 to 2015, **National Packages** have been developed and evaluated **for 7 EU Member States** (Austria, Croatia, Cyprus, Germany, Greece, Romania and Spain) after translation, completion and cultural adaptation of the **Master Package**.

This Report describes the implementation and evaluation of the “GEAR against IPV” Training Seminars that were conducted with teachers, school counsellors and psychologists in Cyprus in the context of the “GEAR against IPV II” Project.

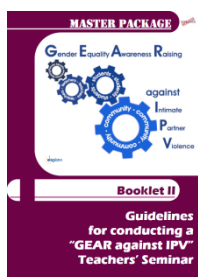
Background

Objectives of training seminars

The aim of training seminars was to build teachers' capacity to implement preventive interventions, as well as to screen, support and protect victimized teens. More specifically, the objectives of training seminars were:

- Sensitization of teachers on gender stereotyping, IPV/dating/sexual violence in adolescents and child abuse and neglect (theoretical training)
- Building capacity of teachers in order to be able to implement Workshops with children and adolescents in school or other settings (mainly experiential training in small groups, but also theoretical training)
- Building capacity of teachers in order to be able to identify, handle and appropriately refer for further support children who are victims of CAN and/or who are exposed on IPV at home (witnesses of IPV), as well as adolescents who are victims of IPV, dating violence or sexual violence.

Preparatory phase



The training seminars' organization, implementation and evaluation was based on **Booklet II "Guidelines for Conducting a GEAR against IPV Teachers' Seminar"** that includes in detail the suggested way of conducting a Teachers' Seminar. **Master Booklet II** -that was developed in the context of the 1st "GEAR against IPV" Project¹ and revised in the context of the "GEAR against IPV II" Project²- proposes, in three separate sections, a step-by-step description for **organizing, implementing** and **evaluating** Seminars in order to guide as much as possible uniform trainings of teachers and/or professionals who intend to implement "GEAR against IPV" Workshops with secondary school students in classroom (or in a different setting) either in the same or in different countries.

¹ The **Master "GEAR against IPV" Booklet II** (in English language) is available on www.1st.gear-ipv.eu/sites/default/files/1/Master_GEAR%20against%20IPV%20Booklet%20II_English.pdf

² The **Revised Master "GEAR against IPV" Booklet II** (in English language) is available on www.gear-ipv.eu/educational-material/master-package

The training is designed in a way that includes separate parts of the Seminar that focus on teachers' sensitization and training on: a) gender equality issues and stereotypical attitudes regarding gender roles, as well as how they relate to intimate partner violence, b) how to handle cases of abuse (intimate partner violence or child abuse and neglect) and c) the methodology for organizing, conducting, monitoring and evaluating the "GEAR against IPV" Workshop in their classes.

The Booklet also includes tables that were specifically created with the aim to link each part of the Seminar with the respective supportive material in Booklets III (Teacher's Manual) and IV (Students' Activities Book), while its Annexes provide useful tools for organizing and evaluating a Seminar.

On the basis of the Revised edition of Master "GEAR against IPV" Booklet II in the English language, the Mediterranean Institute of Gender Studies (MIGS) culturally adapted specific sections of the Greek version of Booklet II by following the instructions that were included in Master Booklet II (appearing in orange font). Therefore, the culturally adapted Cypriot³ national edition of Booklet II was developed and used for the organization, implementation and evaluation of the Teachers' Seminars.

Two training seminars were conducted with teachers, school counsellors and psychologists: the first in January 2016 and the second in June 2016. In total, 28 participants attended in the trainings, 17 in January and 11 in June.

³ Available at: www.gear-ipv.eu/educational-material/national-packages

A. First Teachers' Seminar in Cyprus

A.1. Trainees

Target group

In total, 17 participants took part in the training out of which 16 were teachers and 1 was a psychologist. Notably, even though the call for participation was equally sent to both female and male teachers alike, all participants of the training seminar were female. The pool of teachers was comprised primarily of teachers of the Greek Language and Home Economics Teachers due to the fact that topics related to gender equality, gender stereotypes, building healthy relationships and protection against violence and abuse are specifically included in the analytic curriculum of these two subjects.

11 participants were currently working in the schools: 6 in upper Secondary (Lyceum) and 5 in lower Secondary (Gymnasium). The remaining 5 participants were either still in training or are working at the Ministry of Education. The average teaching experience in the first group was 14 years.

Trainees' recruitment

An invitation to participate in the teachers' training was sent through the official channels of the Ministry of Education. A circular was sent by the Ministry to secondary schools islandwide targeting all educators and school counsellors. Trainees were also recruited through the Mediterranean Institute of Gender Studies' own network, through the networks of other collaborative bodies (such as other NGOs, universities, private schools etc) and through online and social media postings. The invitation to participate was open to all secondary school educators. Criteria for recruitment were based on the guidelines indicated by the project with priority been given to teachers who teach in B' Grade of Gymnasium. Taking into account that participation to the trainings was voluntary, all applicants were welcome to participate.

A.2. Trainers

The trainings were implemented by two trainers that have a long relationship with MIGS as external associates, Maria Angeli and Stalo Lesta

Maria Angeli is working as an associate researcher, trainer and project coordinator at MIGS for the past 5 years. She holds a BA degree in Sociology from Panteion University in Athens and a MA degree in Gender and Media from Sussex University in the UK. Her master's dissertation was based on intimate relations and whether they are becoming more equal and democratic or not. As part of her internship

she has worked for the Greek Foundation in the Genealogy *department. Her research interests include: gender media representation, media audiences, gender and politics and intimate relations.

Stalo Lesta has been an External Associate of MIGS since 2005, working primarily as a trainer, workshop facilitator and researcher. Stalo is a human rights activist and has been active in many NGOs in Cyprus that deal with human rights and social justice including topics pertaining to diversity and inclusion, human rights education, children's rights, gender and gender equality, gender based violence and violence against women, domestic violence, intimate partner violence, LGBTI rights and homophobia, sexual rights, sexuality and sexuality education. She is the co-author of various training manuals published by MIGS such as the training manual 'Youth 4 Youth: Empowering young people in preventing gender-based violence through peer education', the guides for educators on "Combating Gender Occupational Segregation" and the guide for school counsellors on 'Gender Sensitive Career Guidance'. Stalo holds a B.A. degree in Statistics (with emphasis in Mathematics and Psychology) from the University of California at Davis. She is also trained in 'Person-Centered / Rogerian Approach' to psychotherapy.

A.3. Implementation Description

The training seminar was implemented over the course of three training days with a total duration of 21 hours. The net duration, excluding breaks, was 16.5 hours, distributed as 5.5 hours during the first day, 6.5 hours during the second day and 4.5 hours during the last day. Notably, only the first day of the training was a working day (Friday) while the remaining two training days were Saturdays. Nonetheless, participants exhibited high levels of commitment in attending the training, despite the fact that it was conducted on non-working days.

The seminar was conducted in the premises of the University of Nicosia, which provided all necessary educational facilities (training and presentation equipment) and had a restaurant and cafeteria which accommodated for the lunch and coffee breaks.

Seminar's description – 1st day

- The total duration of the 1st day was 7.5 hours (including lunch and breaks). The net duration was 5.5 hours
- Upon arrival, all participants were provided with a folder that included the training agenda and an envelope with a copy of the pre-questionnaire. Even though some participants had already completed and had sent the pre-questionnaire by email a few days before the commencement of the training, the majority of participants completed the pre-questionnaire on the spot

- Before the onset of the simulated part, participants were welcomed to the training seminar and a short introduction to the project, its philosophy, goals, objectives and outputs was provided. An icebreaker exercise was then conducted to help participants get to know each other.
- Then the trainees' expectations were explored through an interactive 'seeds of expectations' exercise. Participants were asked to write their expectations of the training course in post-it notes and place each one of them on little 'seeds' drawn on a flipchart paper. Every time an expectation was met during the course of the training, participants were encouraged to draw a little plant/flower/tree growing out from their 'expectation seeds'.
- Following the 'seeds of expectations' exercise, the trainees were split in smaller groups where they discussed incidences of gender inequality in their school environment. The exercise seemed to have a catalytic effect in enhancing group cohesion as trainees exchanged personal experiences and were prompted to explore more effective ways in handling such incidences. More importantly, this exercise served as a 'grounding' exercise, highlighting how widespread incidences of gender discrimination and gender based violence are in the school environment.
- Since the participants constituted a relatively small group, it was deemed reasonable that they all worked together as one group both during the simulation exercise and the entire training.
- During the simulation exercise the following activities were implemented in day 1:
 - o *Names exercise*, to get to know each other as teenagers this time - Booklet III, Section E, Unit I: Activity 1.1
 - o *Ground rules* - Booklet III, Section E, Unit I: Activity 1.3
 - o *'How is it being girl...how is it being a boy'* Booklet III, Section E, Module 2: Activity 2.1.1
 - o *'Social gender roles'*, Booklet III, Section E, Module 2: Activity 2.1.2
 - o *'Sex and Gender'*, Booklet III, Section E, Module 2: Activity 2.1.6
 - o *'Gender Box'*, Booklet III, Section E, Module 2: Activity 2.1.11
 - o *'Continuum of harmful behaviors to boys' and girls'*, Booklet III, Section E, Module 2, Unit 2: Activity 2.2.4
- After the completion of the last exercise, a form of an informal evaluation was used by throwing a small ball around and asking trainees to provide their feedback for the day in terms of what they particularly enjoyed and what would they like to have been done differently.

Seminar's description – 2nd day

- The total duration of the second day was 8 hours and the net duration was 6.5 hours
- The activities implemented during the simulated part included:
 - o A short reflection of the previous day
 - o *'Adolescent relationships'* Booklet III, Section E, Module 3: Activity 3.2
 - o *'Healthy and unhealthy relationships, recognizing the warning signs'*, Booklet III, Section E, Module 3: Activity 3.3
 - o *'Persons and things'*, Booklet III, Section E, Module 3: Activity 3.4

- *'Relationship violence stories'*, Booklet III, Section E, Module 4: Activity 4.1.3
 - *'The Power and Control Wheel and Equality Wheel'*, Booklet III, Section E, Module 4: Activity 4.1.8
 - *'Myths or reality'*, Booklet III, Section E, Module 4: Activity 4.1.7
 - *'What we can do to stop IPV- a Toolbox of Intervention strategies'*, Booklet III, Section E, Module 4, Unit II: Activity 4.2.1
- Once the above activities were completed, the simulation part of the training was concluded with participants 'shedding' their role and returning to themselves and their personalities as adults. They were then prompted to reflect on their experience of the simulation exercise and provided their feedback about the exercises. Overall, most participants were very excited with the exercises, the methodologies used and the wide range of topics covered. With regards to the simulation exercise, even though a high share admitted that it was difficult for them to 'pretend to be someone else', nonetheless it appeared to have been particularly conducive in creating empathy and enhancing understanding of the particular students they were enacting.
 - Lastly the trainees provided some feedback about the program 'GEAR Against IPV' which appeared to have great appeal amongst them. Some concerns were expressed with regards to the difficulty of implementation, particularly in relation to finding the necessary time 'slots' in their busy schedule to introduce the program in the analytic curriculum.
 - As a final closure exercise of the day, participants were asked to write a short message on each other's backs. The exercise served as an informal evaluation tool and also seemed to have a catalytic effect in further strengthening group bonding.

Seminar's description – 3rd day

- By the beginning of day 3, printed copies of Booklet III and Booklet IV were given out to all participants and they were prompted to look through them to acquaint themselves with them
- A practical step by step guide-through regarding the implementation of the GEAR Against IPV program was then conducted, using a PowerPoint Presentation and the Booklets themselves. During the practical session participants were provided with information on how a "GEAR against IPV" program can be pre-planned and organized, discussed how the most appropriate activities can be chosen and were provided with tips about implementing the activities either in the classroom or outside the analytic curriculum.
- The theoretical session then followed including:
 - Presentation of local statistics on how gender inequality is manifested the Cypriot society and labor market, including important statistics on violence against women.
 - Presentation of the current legal and policy framework on violence against women, domestic violence, child abuse and child sexual exploitation and sexual abuse. This session also included information on the teachers' obligations with regards to reporting and handling incidences of child abuse /sexual abuse/gender violence in the school environment.

- Provision of information about the guidelines of handling of incidences of gender based violence and intimate partner violence in teenage relationships.
- A code of ethics with regards to the reporting and handling of incidences of gender based violence and intimate partner violence in teenage relationships.
- Provision of information regarding the availability of services, government agencies and other NGOs which could provide support to victims of gender violence or IPV.
- Following the completion of the theoretical part of the seminar, the trainees were asked to complete the post questionnaire.
- The seminar was completed with a closing exercise, where the participants stood in a circle and said one word that expressed their overall feeling of the seminar.
- A closed meeting was then conducted with potential implementers. Notably, all but one of the trainees participated in the meeting, exploring possible ways of implementing the GEAR program if not in its entirety, at least partially. At the end of the closed meeting, 5 teachers committed to implementing the GEAR against IPV program in its entirety in their schools.

B. Second Teachers' Seminar in Cyprus

The second teachers' seminar was implemented in June, specifically on June 2nd, 3rd and 4th 2016. The second seminar was generally implemented using the exact same structure and duration as the first seminar: it was also three days long, followed the same duration each day and was implemented by the same trainers, Maria Angeli and Stalo Lesta. The activities conducted in the simulation exercise were also exactly the same as the first seminar, as were also the presentations of the theoretical part. Recruitment of potential participants followed the same channels as the first seminar, relying primarily on the official circular sent by the Ministry of Education. Participation was again on a voluntary basis.

B.1. Trainees

Target group

Comparative to the first seminar, the number of participants of the second group was significantly less, perhaps due to the fact that, since the seminar was implemented during the end of the school year, teachers may have lacked motivation to participate in in-service trainings. The total number of participants was 11, again comprising of a homogenous female group. In terms of specialties, the group comprised of 9 teachers, 1 school counsellor and 1 school psychologist, all of which are currently employed in schools.

Trainees' recruitment

A similar recruitment process was followed as with Group A, as stated above. This time a circular was sent both by the Ministry of Education and the Cyprus Pedagogical Institute (which is affiliated to the Ministry) to secondary schools islandwide targeting all educators and school counsellors.

Trainees' characteristics

Most teachers (8 out of the 11) were teaching lower secondary (gymnasium) and only 3 were teachers teaching upper secondary (lyceum). Notably, the participants of group B were of an older age profile comparative to the participants of group A and the duration of their teaching experience averaged at 17 years. Moreover, a higher share of participants of group B, were teachers or professionals who come in direct contact with young people who may have experienced intimate partner violence or abuse, including 2 counselors/psychologists and 4 Home Economics Teachers.

B.2. Trainers

The trainers for the second group were Maria Angeli and Stalo Lesta, the same trainers who also conducted the first training seminar, as stated above.

B.3. Implementation Description

Because the second seminar was implemented in the summer, during the exam period and when the classes had ended, it was possible to conduct it in three consecutive days. Two of these were working days, Thursday and Friday and the last day was a Saturday. Again, participants showed very high commitment in terms of their participation.

Seminar's description – 1st day

Same as the first seminar

Seminar's description – 2nd day

Same as the first seminar

Seminar's description – 3rd day

Day 3 was overall the same as the first seminar. The only difference was the fact that there were no implementers in group B and thus the practical section on the implementation of GEAR Against IPV and the closed meeting with implementers was entirely skipped. Consequently, comparative to last time, day 3 was 1 hour shorter in duration.

C. Seminars' Evaluation

C.1. Method

The main objective of the evaluation was to test whether the “GEAR against IPV” Teachers’ Seminar achieved its objectives, namely to test if the intended modification in trainees’ **knowledge**, held **attitudes** and **self-reported behavior** regarding gender inequality and IPV issues is induced. This was measured on the basis of the comparison of teachers’ answers in the pre- and post-Seminar self-completed questionnaires.

Trainees’ expectations and their fulfilment were also measured in pre- and post- questionnaires. Trainees were also asked to evaluate prior to and after the Seminar **how comfortable** they feel **to implement activities targeting specific topics**, such as gender equality and stereotypes, romantic relationships, as well as physical, psychological and sexual abuse in order to test if the Seminar was beneficial to them regarding this aspect.

Via the post-questionnaire, trainees are asked to **evaluate** their group’s facilitators as well as the Seminar in terms of their **personal satisfaction** in regards to its content, processes and self-assessed usefulness; they were also asked to provide **proposals for the Seminar’s improvement** as well as **to identify potential facilitators and barriers** for the “GEAR against IPV” Workshop’s future implementation in the school setting. This aspect was also assessed (in the implementers’ group) after the Workshops, where they are asked to report any real facilitators/barriers they faced during their implementation.

In addition, the pre-questionnaire includes **demographic information** and trainees’ **related experience**. The **extent of gender inequality** in Cyprus was also measured via a series of questions in the same questionnaire.

The steps of the process followed in order to evaluate the “GEAR against IPV” Teachers’ Seminars in Cyprus, by use of the evaluation tools, were:

- all trainees were asked to complete hardcopies of the **Seminar Pre-Questionnaire [T-S(pre)]** upon arrival at the venue of the training and before the onset of the training . Some trainees had opted to completing the pre-questionnaire electronically 1 to 5 days before the onset of the training
- at the end of the 3rd day of the training, trainees were asked to complete hardcopies of the **Post-Seminar questionnaire [T-S(post)]**

Matching Codes. In order to match the two questionnaires that were completed by the same trainee, all trainees were given a unique number based on the order their name appeared on the participation list. Both the pre and post questionnaires were numbered with this unique number and were placed in the envelopes that were provided to participants during day 1, prior to the commencement of the training.

The envelopes of the pre and post questionnaires were handed out by name, to ensure that the numbers matched the correct participant.

C.2. Results

Response rate was universal (100%) for the pre questionnaire and very high for the post questionnaire, reaching 96.4%. Only 1 trainee didn't complete the post questionnaire due to the fact that she had to leave the training during the second day because of medical reasons.

It is noted that results which involved questions of the pre questionnaire were evaluated on the basis of all 28 participants. Similarly, results which pertained to questions from the post questionnaires were calculated on the post-sample i.e. 27 participants. Results presented on tables which compare pre and post scores were calculated only *on the basis of trainees that completed both the pre and post questionnaire*, i.e. 27 respondents.

Even though follow up measurements were also collected from the first group through the completion of follow up questionnaire 5 months after the onset of the training seminar, the results presented in this report do not include these follow up scores. Instead, they concentrate solely on pre and post measurements, collected before the commencement of the training and immediately after its completion.

C.2.1. Trainees' characteristics

The 28 trainees were all women educators, school psychologists or counsellors, the majority of them in their mid or late thirties. Participants' age ranged from 25 to 55 years, with the average age of the group reaching 40.75 years. Teaching experience was also diverse, ranging from 5 to 28 years, with the average standing at 15.08 years. Specialties heavily concentrated around teachers of Greek Language and Home Economics, the two subjects in the analytic curriculum that include some specific objectives on the teaching of non-discrimination, gender equality and building healthy relationships. More specific information on participants' specialties is indicated in Table 1 below:

Table 1. Trainee's demographics (absolute numbers and percentages), N=28

Specialty	N	%
<i>Greek Language and Literature</i>	9	32.1
<i>Home Economics Teachers</i>	7	25.0
<i>English Language and Literature</i>	3	10.7
<i>Educational Psychology /Psychology</i>	2	7.1
<i>Mathematics</i>	2	7.1
<i>Biology</i>	1	3.6
<i>Ministry of Education Officer</i>	1	3.6
<i>Music</i>	1	3.6
<i>Physics</i>	1	3.6
<i>School counsellor</i>	1	3.6

Quite importantly, even though a significant share of the trainees (85.2%) had received prior training on gender equality, the majority of them had not received any training related specifically to dating violence, intimate partner violence or child abuse and neglect. Consequently, their experience with implementing projects related to the above mentioned issues was negligible to none, as summarized in Table 2 below:

Table 2. Percentage of trainees' having related experience with similar trainings and projects, N=28

Trainees Related Experience		Topic/ Project			
		Gender Equality	Dating Violence	IPV	Child Abuse & Neglect
Have you ever received any training related to:	No	14.8	78.3	60.9	53.8
	Yes	85.2	21.7	39.1	46.2
Do you have any experience in implementing projects related to:	Not at all	25.0	55.6	55.6	51.9
	Very little	25.0	18.5	14.8	14.8
	Moderate	21.4	14.8	14.8	11.1
	Adequate	21.4	11.1	14.8	22.2
	Great	7.1	0.0	0.0	0.0

C.2.2. Trainees' motivation, expectations and expectations' fulfilment

Teachers' motivations in attending the training seminar concentrated primarily on gaining further knowledge on the topics of gender equality and building healthy relationships and enhancing their skills and confidence in handling incidences of discrimination and abuse in the school environment. Some of the teachers mentioned that they are often "*put in the position of a mediator*", given the responsibility to handle incidences of conflict, abuse or gender discrimination in the school environment. Thus, they looked forward to enhancing their skills on how to "*best help their students*" and '*ensure more gender equality in their workplace*'. Lastly, the willingness to implement the GEAR program in their school either in its entirety or even partly, their own personal development and the experiential nature of the training seminar also appeared to be important motivators in attending the training workshop

Table 3 below summarizes the frequency of the teachers' responses with regards to their motivation in attending the training workshop

Table 3. Teachers' motivators to attend the training workshop, N=28 (Q7- pre)

Motivators	Frequency (N)
<i>Enhance my knowledge on the topic</i>	12
<i>Enhance skills on how to help my students and on how to handle incidences of violence between the two sexes, gender based violence and/or gender inequality</i>	9
<i>To implement the program in my school</i>	5
<i>It is an important topic for my work and directly relates to what I do</i>	3
<i>Enhance skills on how to apply gender equality in the school environment</i>	3
<i>Increase my confidence in handling incidences of discrimination or abuse in the</i>	3

<i>school environment</i>	
<i>The experiential nature of the workshop</i>	3
<i>Enhance skills on how to run similar experiential workshops in my class</i>	2
<i>The topic is important for young people because building healthy relationships is vital for their healthy socialization</i>	2
<i>Personal interest in the topic</i>	2
<i>A need for personal development</i>	2
<i>Willingness to transfer the knowledge I will gain to other colleagues</i>	1
<i>To gain experiences</i>	1
<i>To apply what I learn both in my professional and personal context and improve relationships within my family</i>	1
<i>I have attended similar trainings which I enjoyed</i>	1

Table 4 below summarizes the thematic areas/specific topics that the trainees consider to be of vital importance in helping them gain the necessary skills to implement a program on combating interpersonal violence between the sexes. Clearly, the most important thematic area for teachers is the gaining of knowledge and skills in effective intervention: preventing, combating and handling violence in teenage relationships. Taking into consideration that none of teachers had received prior training on intimate partner violence, the specific topic of IPV in teenage relationships was also deemed as quite important.

Table 4. Thematic areas/specific topics that the trainees consider to be of vital importance in helping them gain the necessary skills to implement the program in their school, N=28 (Q8 pre)

Thematic areas	Frequency (N)
<i>Effective ways of intervention in preventing, combating and handling violence in teenage relationships</i>	11
<i>Intimate partner violence in teenage relationships</i>	6
<i>Child abuse and neglect</i>	4
<i>Teenage relationships</i>	3
<i>Stereotypes, gender stereotypes and acceptance of diversity</i>	3
<i>Gender equality</i>	3
<i>The rivalry between the two sexes and the dominance of one gender over the other</i>	3
<i>Ability to easily recognize incidences of teenage intimate partner violence</i>	3
<i>Healthy and non-healthy relationships, healthy boundaries in relationships</i>	3
<i>Techniques for promoting mutual respect and healthy communication between the sexes</i>	2
<i>The obligations we have if one of our students is being abused</i>	1
<i>Gender Based Violence</i>	1
<i>Violence against women</i>	1
<i>Acceptance of teenagers with a different gender identity</i>	1
<i>Homophobia</i>	1
<i>Healthy self-esteem and self-image</i>	1
<i>Relationships between the sexes in the work environment</i>	1

As indicated in Table 27 (Section C.2.6 of this report: 'Teachers' knowledge and self-assessed adequacy') teachers expectations with regards to the knowledge gained appear to have been completely fulfilled. Prior to the commencement of the training workshop teachers evaluated their current knowledge of various topics related to intimate partner violence as only moderate (mean scores ranging from 5.89 to 7.78). Moreover, knowledge with regards to the way educators/school counsellors need to react to handle incidences of abuse in their students' relationships was rated the lowest, with mean scores ranging from 5.58 to 6. Notably, after the implementation of the training workshop, teachers estimated that their knowledge had increased considerably, with average scores on the various topics related to intimate partner abuse standing at around 9.0. This suggested that after participating in the training workshop, teachers felt that they had virtually 'complete' knowledge of what constitutes IPV, including also knowledge on taking action to help, support or protect their students. (see Table 27 for more details)

C.2.3. Trainees' evaluation of the seminar

Trainees' were asked to evaluate several aspects of the Seminar via a series of questions included in the T-S(post) questionnaire. More specifically, they had to rate on an 11-point scale (ranging from 0= not at all to 10= absolutely):

- a. their **personal satisfaction** (Q1) in regards to the 13 dimensions that are presented in Table 5. Personal satisfaction was also measured indirectly (Q4), by asking teachers to rate the probability to participate again or to recommend this Seminar, as well as to implement the GEAR against IPV Workshop
- b. their **self-perceived usefulness** (Q3) of 8 aspects of the Seminar a) for their everyday work and b) for the implementation of the "GEAR against IPV" Workshops in classrooms (see Table 6)
- c. **Booklets III and IV** (Q9) in regards to the 12 dimensions that are presented in Table 7
- d. their **facilitator(s)** in the Simulated Workshop and the **instructors** of the theoretical part (Q2) in regards to the 7 dimensions illustrated in Table 8.

a. Personal Satisfaction with the Seminar. Overall, trainees were greatly satisfied with the seminar. Satisfaction ranked very high on all of the 13 parameters tested with mean scores ranging from 9.07 to 9.77. There was a comparative marginally higher satisfaction with the overall organization of the seminar, the adequacy of the facilitators, the topics addressed and the theory covered.

Table 5. Trainees' mean rate of satisfaction (0=not at all, 10=absolutely) with the Seminar in Cyprus (Q.1-post, N=27)

How satisfied are you from:	Mean Rating
i. the overall Seminar?	9.63
ii. the topics addressed?	9.74
iii. the simulated "GEAR against IPV" Workshop?	9.41
iv. the theoretical part of the Seminar?	9.67
v. the knowledge that you obtained during the Seminar?	9.37

vi. the skills that you obtained and/or enhanced during the Seminar?	9.22
vii. the Booklet III: <i>Teacher's Manual</i> , that you were given?	9.56
viii. the Booklet IV: <i>Students' Activities Book</i> , that you were given?	9.56
ix. the supplementary material that you were given?	9.30
x. the adequacy of the facilitator(s)/instructor(s)?	9.93
xi. the total duration of the Seminar	9.30
xii. the way the Seminar was organized?	9.77
xiii. the place the Seminar conducted?	9.07

The **indirect measure** (Q4-post) of participants' satisfaction with the seminar that was assessed via their responses to the questions "**Please rate (on a scale from 0% - 100%) the probability that you...**", was also consistent with the scores observed above. More specifically, on average, trainees declared that there is a probability of:

- **97.4%** that they *would choose to participate in a similar Seminar in the future*
- **100%** that they *would recommend to a colleague of them to attend a Seminar like this*
- **95.6%** that they *would decide to implement a GEAR against IPV workshop in their classroom*"

b. Self-perceived Usefulness of the Seminar. Overall, teachers perceived that the seminar was extremely useful to them both in relation to their everyday work and the implementation of 'GEAR against IPV' workshops in the classroom. All aspects of the workshop were perceived to be highly useful, including the simulation exercise, the theoretical part, the teacher's manual and most importantly the knowledge and skills obtained. Results of the self-perceived usefulness of the seminar are summarized in Table 6 below:

Table 6. Mean ratings (0=not at all, 10=absolutely) of trainees' self-perceived usefulness of various aspects of the Seminar (Q.3-post, N=27)

Independently of whether you intend to conduct "GEAR against IPV" Workshops in your classroom or not, please rate, how useful do you consider that it will be:			
a. for your everyday work the:		b. for the implementation of "GEAR against IPV" Workshops in classrooms the:	
9.74	i. overall Seminar?	9.70	i. overall Seminar?
9.70	ii. simulated "GEAR against IPV" Workshop?	9.70	ii. simulated "GEAR against IPV" Workshop?
9.50	iii. theoretical part of the training	9.70	iii. theoretical part of the training
9.78	iv. knowledge you obtained	9.74	iv. knowledge you obtained
9.59	v. skills you obtained or enhanced	9.67	v. skills you obtained or enhanced
9.65	vi. Booklet III: Teachers Manual	9.73	vi. Booklet III: Teachers Manual
9.65	vii. Booklet IV: Student's Activities Book	9.77	vii. Booklet IV: Student's Activities Book

On the basis of the responses of 23 trainees to an open-ended question included in the post-questionnaire (pQ.22.b.) regarding: "**in this particular seminar what will be most useful to me as a teacher, was...**" it can be concluded that the most useful aspects for trainees were the actual activities

and experiential exercises of the program, perhaps because of the prospect of implementing such exercises with the students. Some of the trainees also specifically mentioned that it was the practical skills they've gained through the seminar in implementing the program in their classroom that were of particular usefulness to them.

Table 7. Frequency of responses to the opened question on the most useful aspect of the Seminar (pQ.22b-post, N=23)

The most useful aspect of the Seminar	Frequency, N=
The activities and experiential exercises	6
The practical skills gained in implementing the program in the classroom	4
The theoretical part and the educational material provided (the Manuals)	4
Everything	3
The empathy I gained by being in my student's shoes during the simulation exercise	3
The various ways of approaching a problem	1
The great variety of the activities used	1
The knowledge and skills I gained through the interaction	1
The handling of incidences of abuse	1

c. Evaluation of Booklets III and IV. Some of the trainees found it difficult to evaluate the Booklets as they still hadn't had the opportunity for a personal hands-on experience and putting it them into practice themselves. However, of the trainees that did provide an evaluation, satisfaction was extremely high, with all teachers/counsellors rating both Booklets with the highest scores on all aspects. All in all, trainees found both Booklets to be very useful, user-friendly, adhering to their professional needs and providing adequate information and material which directly relates to their profession and which could be used in their classroom, either through implementing the GEAR program or otherwise. Moreover, both Booklets were also considered to provide important information and tools in helping teachers identify signs of abuse in their students' relationships, increased their confidence/comfort in approaching students who may have been abused and enhanced their skills in helping these students out.

Table 8. Trainees' mean ratings (0=not at all, 10=absolutely) for Booklets III and IV (Q.9-post, N=17 (valid listwise), unless indicated differently)

Please rate each Booklet (Booklet III: <i>Teacher's Manual</i> and Booklet IV: <i>Students' Activities Book</i>), on the following aspects:	Booklet III	Booklet IV	Booklet III, N=	Booklet IV, N=
i. It is understandable	9.65	9.68	20	19
ii. It is user friendly	9.68	9.68	19	19
iii. It will be useful for me as a teacher	9.76	9.75	21	20
iv. It adequately covers the subjects	9.65	9.63	20	19
v. It includes information directly related to my profession	9.60	9.58	20	19
vi. It adheres to the professional needs of teachers	9.35	9.32	20	19
vii. It contains information that I intend to use in my teaching practice	9.64	9.62	22	21
viii. It contains material that I intend to use in my teaching practice	9.68	9.67	22	21
ix. It will facilitate the implementation of GEAR Workshops in classroom	9.90	9.90	21	20
x. It will help me to identify signs of abuse in my students	9.14	9.25	21	20
xi. It will help me to feel more comfortable to approach abused students	9.33	9.45	21	20
xii. It will help me to obtain skills on how to assist abused students	9.52	9.50	21	20

d. Evaluation of Facilitator(s) of the Seminar by the Trainees. The trainees were extremely pleased with the facilitators and instructors, rating them on highest end of the scale on all aspects tested. Overall, facilitators were considered to be well prepared, good time-keepers, motivating the group's active participation, capable to answer all relevant questions and able to identify and respond to the group's needs.

Table 9. Trainees' mean evaluation ratings (0=not at all, 10=absolutely) for Facilitator(s)/Instructor(s) of the Teachers' Seminar (Q.2-post, N=26 (valid listwise))

Please rate the facilitator(s)/instructor(s) on the following aspects:	Simulated Workshop	Theoretical Part
i. was/were well prepared	9.88	9.85
ii. distributed the time well	9.70	9.77
iii. was/were able to hold the group's attention	9.85	9.96
iv. answered questions capably	9.89	9.96
v. was/were able to motivate active participation	9.96	9.88
vi. was/were able to appropriately identify the group's needs	9.93	9.92
vii. was/were appropriately responding to the group's needs	9.89	9.92

Declared Intention to Conduct Workshops

Teachers were asked (Q.5-post) whether they *would be willing to implement the “GEAR against” IPV Workshop with their students*. Out of 27 teachers, 96.26% replied “yes” and “most probably yes” (18 and 8 teachers respectively). One teacher did not provide any answer to this question.

Notably, when asked to mention the number of classrooms they would implement the GEAR program at (Q.7 post), only 22 provided a concrete answer, while when asked to state the number of hours they would allocate (Q.8 post), only 19 trainees replied, suggesting that despite their high willingness to implement the program, some teachers may experience practical difficulties during the actual phase of implementation and particularly with regards to the lack of availability of time in the analytic curriculum.

The number of classrooms (Q.7-post) teachers declared they would like to implement the workshops ranged from 1 to 2 while 6 teachers mentioned that they could like to implement the workshops in all their classrooms. The hours (Q.8-post) they could devote per classroom for the workshop ranged from 3 or 4 to 10-15. 13 hours was the most commonly mentioned answer.

Trainees were also asked to indicate whether there is anything **related to the topic of the Seminar and the Workshop**, and/or in regards **to their role as an implementer** that troubles them. In regards to the topic (Q.28-pre), 26 (92.9%) out of the 28 trainees responded negatively, mentioning that nothing worried them.

Participants' responses in the T-S(pre) and in the T-S(post) questionnaire regarding **factors that did trouble them regarding their role** in the Program's implementation in their class were as follows: In the pre-measurement (before the Seminar, Q.29-pre) trainees appeared to be troubled by the current pressure of the analytic curriculum and the lack of time-availability for implementation of the GEAR program. Other teachers worried about their own capabilities in implementing the program and whether they would be in a position to effectively handle any issues which may arise or their students' questions/reactions. Lastly, some teachers were skeptical with regards to parents' possible resistance to the implementation of a program of this nature, considering that issues with regards to adolescents' intimate relationships are still considered taboo.

In the post-measurement (after the Seminar, Q.24-post) teachers still carried the same worries with regards to the time-pressure and the lack of confidence in their effectiveness and/or capabilities in implementing the program. Some additional concerns were also expressed with regards to the need to select the right profile of students and implementing the program in the most suitable context. Two teachers also mentioned that they didn't feel confident to implement the program on their own and expressed willingness to cooperate with another teacher in order to have support.

Some of the anticipated **barriers** regarding the implementation of workshops that were mentioned by the trainees were the following: before the implementation of the Workshop (Q.25-post), the barriers mentioned were similar to the concerns mentioned above. Particularly, the majority of the teachers (11 out of 17) regarded the difficulty to find the adequate amount of teaching time in their curriculum as the key barrier to the implementation of the program. Other concerns included their own lack of experience in implementing similar workshops, possible negative reactions/resistance from students (and especially from boys) and also possible (negative) reactions from the school's management.

Facilitating factors mentioned in the post-measurement (after the Seminar but before the Workshop's implementation, Q.26-post) included primarily (10 out of 18 responses) MIGS' willingness to provide the necessary support both during the planning phase of the program and the implementation of the actual workshops with students. Other factors that were perceived to further facilitate the implementation of the workshops included:

- the well-structured material provided in the Booklets
- presentation of statistics and other empirical data on gender based violence and gender inequalities, which can be used to provoke students' interest for participation
- the experiential and interactive learning approach followed in the GEAR program which would be of great appeal to the students
- the support by the Ministry of Education and its clear guidelines in encouraging the implementation of the program in schools
- the sensitization of the school management about the program (also through presenting success stories of other schools that have already implemented the program)
- early/proactive planning regarding the implementation of the program to start at the beginning of the school year

Proposals for Seminars' Improvement by the Trainees

After the Seminar, trainees were asked to provide their feedback on a series of open-ended questions, such as what made the biggest impression on them, what they considered as being the most useful for their work as secondary school teachers, what they liked the most and what they did not like, and whether they had identified a false impression that they had and corrected it due to their participation in the Seminar. Their responses can be summarized as follows:

The **biggest made impression** (Q.22a-post) on teachers (N=22) was:

- the experiential exercises and their effectiveness in challenging stereotypes
- the messages and good results that emerged from the experiential exercises
- the way difficult topics were approached through interesting, interactive and appealing ways
- the stereotypes, prejudices and taboos which are still well embedded in the Cyprus society
- the facilitators' motivating personalities, their knowledge and expertise on the topics and their skills in transferring knowledge
- the statistics and empirical data presented about gender inequality and gender based violence in Cyprus
- the simulation exercise and the insight and empathy gained from it
- the group cohesion and group bonding, which was facilitated by the experiential exercises
- the small attendance and particularly the non-participation of male teachers

What trainees (N=24) **liked most of all** (Q.22c-post) concentrated primarily on the experiential and interactive nature of the workshop which facilitated their learning in a fun and enjoyable way. The simulation exercise was also another highly enjoyable aspect, in view of the fact that it helped them gain empathy about the specific situations and mode of thinking of their students. Lastly, other the aspects which were highly enjoyed included the structure of the exercises, the team work, the exchange of opinions, the opportunity to explore ways of dealing with specific incidences of violence (through role playing) and the general positive and 'super-power' atmosphere.

Something that trainees didn't like (Q.22d-post) was the simulation exercise because it was difficult to identify and empathize with the students. According to some trainees, the simulation exercise also got out of hand at some point because the teachers over-acted their role (N=6)

A false impression that trainees had and corrected was that they believed that (Q.22e-post) (N=11):

- there were less forms of violence or abuse
- only girls are victims of violence
- the teachers themselves didn't have personal responsibility in taking action to handle an incidence of abuse (thinking that it was the responsibility of the school counsellor or the school management)
- the guidelines for handling incidences of violence and abuse in the school environment were different

Trainees' suggestions for improving the Seminar (Q.23a-g-post) can be summarized in the following points:

- a. **its duration** (N=7): Seven trainees expressed the need for the workshop to have been longer in duration. They also expressed the need for more time to have been provided for reflection after each exercise
- b. **simulated workshop** (N=1): The simulated workshop was considered very good as an idea , but it was difficult for teachers to constantly behave as another person
- c. **the theoretical part of the seminar** (N=1): the provision of more case studies in terms of the handling of incidence of IPV or abuse
- d. **the material provided** (N=1): the prompt dissemination of the presentations of the theoretical part
- e. **topics that should have been included** (N=3) concentrated around the provision of information on additional statistics and research data, especially in comparison to other countries. Additionally, more information on homophobia and IPV in same-sex couples was also requested
- f. **topics that should have been elaborated on more** (N=00): All topics were adequately elaborated
- g. **topics that were emphasized more than necessary** (N=1): the extensive reporting of various incidents in schools by some participants

C.2.4. Extent of gender inequality in Cyprus

Through a series of questions, gender inequality was assessed, through teachers' perspectives on what family and society expect from or provide women and men, boys and girls, as well as on what the real situation in our country is.

As indicated from the results in Q.22-pre (presented in Table 10 below) trainees considered that according to societal expectations, women are under higher pressure to get married and become a mother. Conversely, societal expectations of men concentrated on their professional and economic successes.

Table 10. Mean ratings of 4 goals' importance for women and men (Q.22-pre, N=27)

On a scale of 0 to 10 (0 = not at all ... 10 = absolutely), please rate each of the following goals, according to how important our society considers it for women and men, respectively.	<i>Mean</i>	
	for a woman	for a man
getting married	9.37	7.44
becoming a mother/father	9.44	7.63
succeeding professionally	6.81	9.70
succeeding economically	6.63	9.74

Similarly to the opinions mentioned above, trainees considered that there is a clear division of roles in terms of work and family, with men been allocated the public/work sphere and women the private/family sphere. Specifically, trainees perceived that it is usually the men who are the providers in their family and make the financial decisions. On the contrary, women are the ones allocated the task of taking care of children and the home and may often have to quit their job in order to take care of their family. Only when it came to making the decisions about children, did trainees mention that this is either done equally by both parents or by the mother alone (See results summarized in Table 11 and Table 12 below, Q23 pre, Q24 pre)

Further inequalities were also recognized (Q24-pre, Table 12 and Q25 pre, Table 13) with regards to the labor market with men being considered the ones earning more money than women, fulfilling the social expectation for financial success. The majority of participants also agreed that some women are not allowed to work because their husbands prevent them from doing so (Q25 pre, Table 13). Furthermore, gender occupational segregation was also recognized, with trainees considering that teaching kindergarten and Literature are 'feminine' jobs while teaching Math is a more 'masculine' occupation. Vertical occupational segregation was also highlighted, with trainees' responses acknowledging the fact that men are allocated the highest positions within schools, as principals. Notably, trainees wrongly perceived that most University full-time professors are women, whilst the contrary is true.

Lastly participants were also asked to respond on certain inequalities that may be evident between boys and girls (Table 13, Q25 pre). As a general fact, trainees perceived that in most families, boys enjoy more freedom than girls. On the other hand, girls are compelled to do more household tasks than boys of the same age.

Table 11. Percentage of answers in regards to the (un)equal distribution of power in the family (Q. 23-pre, N=27)

For each of the following statements, please check the box that describes better the situation in <u>CYPRUS</u>		Answer (%)		
In most families:		Mother	Father	Equally
	the person who makes the financial decisions in most families is the:	0.0	59.3	40.7
	the person who makes the decisions related to children in most families is the:	48.1	3.7	48.1
	the task of taking care of the children is mainly a responsibility of the:	96.3	-	3.7
	the person who more often quits working in order to take care of the child/ren is the:	100.0	-	-
	if only one person is the provider in the family, this person is more often the:	3.7	92.6	-

Table 12. Percentage of answers in regards to the (un)equal distribution of power in the family and the educational setting (Q. 24-pre, N=27)

For each of the following statements, please check the box that describes better the situation in <u>CYPRUS</u>		Answer (%)		
		Women	Men	Equally
In most	the person who earns more money than the other is the:	-	85.2	14.8
couples/	the person who supposedly must earn more money than the other is the:	-	96.3	3.7
families,	the task of undertaking the domestic chores is mainly a responsibility of the:	96.3	3.7	-
	Most University full-time professors are:	46.2	19.2	34.6
	Most Principals in schools are:	18.5	63.0	18.5
	Most teachers teaching Math are:	11.1	37.0	51.9
	Most teachers teaching Literature are:	92.3	-	7.7
	Almost all Kindergarten teachers are:	100.0	-	-

Table 13. Percentage of answers in regards to the (un)equal treatment of girls/women and boys/men in the family (Q. 25-pre, N=27)

For each of the following statements, please assess if it is “True” or “False” in <u>CYPRUS</u>		Answer (%)	
		True	False
	In most families, boys have more freedom than girls of the same age	96.3	3.7
	In most families, girls have more freedom than boys of the same age	-	100.0
	In most families, boys are compelled to do more household tasks than girls of the same age	-	100.0
	In most families, girls are compelled to do more household tasks than boys of the same age	96.3	3.7
	There are women who do not work because their husband does not allow them to	80.8	19.2
	There are men who do not work because their wife does not allow them to	-	100.0

When teachers were asked to assess to what percentage gender equality has been achieved in Cyprus (see Table 14), they provided a mean rating of 45.19% (ranging from 20 to 85%) . Notably, reflecting the high degree of inequality present in the Cypriot society, the majority of trainees (about two thirds) mentioned the rating for inequality standing at 40% or below.

Teachers were asked to repeat this assessment one more time in order to test if they would change their rating after becoming more familiar with the topic of gender equality. Their post-ratings were very similar with the pre- (ranging from 15% to 80% and a mean rating of 42.62%).

Table 14. Subjective estimation of gender equality achievement in Cyprus as a percentage from 0 to 100% (Q. 19-pre, 19-post, N=25 valid listwise)

To what percentage would you say that gender equality has been achieved in our country?	Pre (N=27)	Post (N=26)
Mean	45.0	42.62
Std. deviation	18.08	17.49
Median	40.0	40.0
Min-max	20-85	15-80

Some objective indicators of gender equality were also used in order to test teachers' knowledge on issues that may affect gender equality, such as how the last name of a child is decided, whether or not the woman has to change her name after marriage and whether or not a married woman is obliged to file a joint tax return under the name of her husband. As indicated in Table 15 below, the majority of teachers (48%) mistakenly perceived that it is obligatory by law that children take the last name of their fathers, reflecting how strongly patriarchal Cypriot society is perceived to be. In reality, it is possible for parents to choose the last name(s) of their child without necessarily that being (only) the one of the father. With regards to women, most teachers correctly acknowledged that women are not obliged to take the last name of their husband after marriage nor do they need to file joint tax returns.

Table 15. Knowledge about regulations/laws related to gender equality (Q. 20 & 21-pre) * N= 27

It is obligatory for children born into marriage to take the last name of their	Answers (%)				
	father	mother	both names	parents can choose	Don't know
	48.1	-	3.7	29.6	18.5

	Statement	Answers (%)		
		True	False	Don't know
Women are obliged to take the last name of their husband after marriage	(F)	3.7	88.9	7.4
A married couple has to file a joint tax return under the name of the husband	(T)	-	74.1	25.9

* The correct answer is indicated with red shadow.

C.2.5. Extent of gender inequality in school

Trainees were asked, by replying to an open question (Q14-pre & post), to indicate what, according to their opinion, is the main difference between their male and female students. On the basis of teachers' answers, boys were considered to be more immature (N=5) and more introverted (N=4) while girls were considered to be exactly the opposite: more mature (N=8) and expressing their feelings more easily (N=3). The remaining perceptions were quite diverse, concentrating mainly on boys' and girls' behaviors both with regards to perceived character traits and with respect to their social role (See Table 16 below). As a general impression, it appeared that in their pre-questionnaires, teachers' responses expressed more stereotypical perceptions of boys and girls comparative to post questionnaire results.

Notably, when teachers were asked the same question in their post questionnaires, the focus of their responses shifted and did not appear to be as stereotypical as in the pre-questionnaires. Even though responses were still diverse, there were clear mentions of boys and girls being the same, being equal but perceived to be different or differing only biologically. Moreover, in their post questionnaires, teachers also mentioned that boys and girls differ in the way they exercise or deal with violence in their relationships instead of concentrating only on psychological traits and (stereotypical) behaviors. The frequencies of teachers' responses of Q14-post are indicated in Table 17 below.

Table 16. Trainees' frequency of responses in the open ended question "According to my opinion, the main difference between my male and female students is that..." (Q14. –pre, N=24)

According to my opinion, the main difference between my male and female students is that... (PRE)			
Boys	N=	Girls	N=
More immature	5	More mature	8
More introverted	4	Express their feelings easily	3
Are not so sentimental in their relationships	1	More expressive	2
Can see the essence of something more easily and spot on	1	Accept change more easily	1
Diverse –Multifarious	1	Distrustful and hard to convince	1
Don't express their feelings easily	1	Easily stigmatized in small communities if they are in a relationship	1
Easy to convince about something and don't think with ulterior motives	1	Lacking confidence	1
Express their feelings differently and project a certain indifference and aggression	1	More assertive	1
More affected by the stereotypical gender role	1	More complicated in their thinking	1
More boisterous	1	More cunning	1
More conservative and reproduce sexist beliefs and prejudices	1	More diverse	1
More liberated and consider it a mucho thing to have many relationships	1	More hesitant in forming a relationship	1
More rigid and absolute and don't get 'out of the box' easily	1	More open-minded	1
More touchy and easily irritated if the teacher points out to them	1	More sensitive in their relationships	1
Trying to prove that they are tough and confident	1	More sentimental	1
No difference	1	More vulnerable	1
		No difference, they are equal	1
		They demand equality , but they know the prevailing social perceptions and very often strive for change	1
		They seem to have a tendency to feel guilty easily and also internalize the negative emotions	1
		Treated differently than the boys in their families	1

Table 17. Trainees' frequency of responses in the open ended question "According to my opinion, the main difference between my male and female students is that..." (Q14. –post, N=20)

According to my opinion, the main difference between my male and female students is that... (POST)			
Boys	N=	Girls	N=
Boys are boys	2	Girls are girls	2
Boys are like girls-No difference	2	Girls are like boys-No difference	2
Less mature	2	More mature	1
Equal to girls, but we often look at them differently	1	Equal to boys, but we often look at them differently	1
Equal to girls	1	Equal to boys	1
Keep to themselves and don't express their feelings easily	2	More open to talk about what they are going through	1
Biologically different and also different because of different upbringing	1	Biologically different and also different because of different upbringing	1
They differ on character traits. i.e. they could be sensitive or could be more superficial	1	They differ on character traits. i.e. they could be sensitive or could be more superficial	1
Need to prove their manhood	1	More sensitive	1
Have a penis	1	Have a vagina	1
Less sensitized as to what constitutes violence	1	More sensitized about what constitutes violence but more hesitant to ask for what is right	1
More likely to use physical violence in their relationships	1	Less likely to use physical violence but may use psychological violence	1
More introverted	1	More introverted	1
More comprehensive in their words and more straightforward about their opinions and descriptions	1	More complex in their behaviors and opinions	1
More practical	1	More careful	1
Their gender role carries more stereotypical expectations	1	Not very confident	1
More trapped in their stereotypical role	1	Express their feelings more easily about things that may trouble them	1
		More spontaneous so they can more easily disclose incidences of violence	1

Trainees were also asked to indicate, for a series of statements (Q15-pre & post), whether what each statement describes happens equally to male and female students or if it more often happens to boys or to girls. According to the teachers' answers (as indicated in Table 18 and Charts 1a&b), it seems that stereotypical perceptions were evident, reflecting how well engrained social expectations are of boys and girls are. More specifically, in their pre-questionnaires, teachers considered that girls are expected to have a higher academic performance than boys, are often assigned the easiest tasks and the task to clean something and are also expected to be quieter in class. Conversely, boys were thought to be punished more strictly if they cause trouble, are the ones to be suspected if something is broken or stolen, are often assigned the task to carry something and are assigned the most boring tasks. The only

statements that teachers considered to equally apply to both boys and girls were the ones related to academic performance, namely : 'need to study harder in order to get the same grade as the opposite sex', 'are praised more when demonstrating good academic performance', and 'receive higher grades for equal performance'.

In their post scores, the same stereotypical associations were still reflected while in some statements, stereotypical perceptions became stronger. For instance, teachers' association of boys being assigned the most boring tasks and being suspected if something is broken was notably higher. Similarly, girls were considered to a higher degree to be assigned the easiest tasks, tasks requiring responsibility and the task to clean something. Another notable change, but in the reverse direction, was also noted, with the association of girls being expected to have a higher academic performance being less. However, this last change was not statistically significant.

Table 18. Percentage of teachers answering that each of the above behaviors in school is faced mostly by boys, by girls or by both sexes, equally (Q.15-pre & 15-post, N=27)

According to your opinion, please assess if, in general, boys and girls are treated differently in the school setting by their teachers: Boys or girls		Boys	Girls	Neither Boys = Girls	χ^2	Significance. (Fisher's exact test)**
are expected to have higher academic performance?	Pre	3.7	59.3	37.0	4.975	0.204
	Post	3.7	40.7	55.6		
<i>are punished more strictly, when causing trouble?</i>	Pre	74.1	-	25.9	14.256	0.001
	Post	70.4	-	29.6		
<i>are assigned the most boring tasks?</i>	Pre	74.1	7.4	18.5	18.971	0.005
	Post	84.6	11.5	3.8		
<i>are assigned the easiest tasks?</i>	Pre	7.7	65.4	26.9	22.485	0.000
	Post	3.7	81.5	14.8		
<i>are suspected more if something has been broken?</i>	Pre	85.2	3.7	11.1	10.480	0.013
	Post	81.5	-	18.5		
<i>are assigned the task to clean something, if needed?</i>	Pre	3.7	59.3	37.0	8.929	0.014
	Post	-	84.6	15.4		
are assigned the tasks requiring responsibility?	Pre	-	37.0	63.0	0.394	0.057
	Post	-	44.4	55.6		
are suspected more if something has been stolen?	Pre	57.7	-	42.3	3.328	0.095
	Post	74.1	-	25.9		
are assigned the task to carry something, if needed?	Pre	100.0	-	-		
	Post	96.3	-	3.7	-	-
<i>need to study harder in order to get the same grade as the opposite sex?</i>	Pre	25.9	7.4	66.7	2.8900	0.00
	Post	11.1	11.1	77.8		
<i>are praised more when demonstrating good academic performance?</i>	Pre	11.1	14.8	74.1	14.222	0.008
	Post	11.5	11.5	77.00		
<i>are praised more when they are quiet in the classroom?</i>	Pre	48.1	11.1	40.7	15.967	0.007
	Post	48.1	3.7	48.1		
<i>receive higher grades for equal performance?</i>	Pre	3.7	22.2	74.1	24.668	0.001
	Post	7.4	11.1	81.5		
are expected to be quieter in the classroom?	Pre	-	92.6	7.4	9.504	0.060
	Post	7.4	74.1	18.5		

** Fisher's exact test was used on account of the fact that for most statements more than 20% of the cells had expected count less than 5

*** Statements where the change was statistically significant are highlighted in red

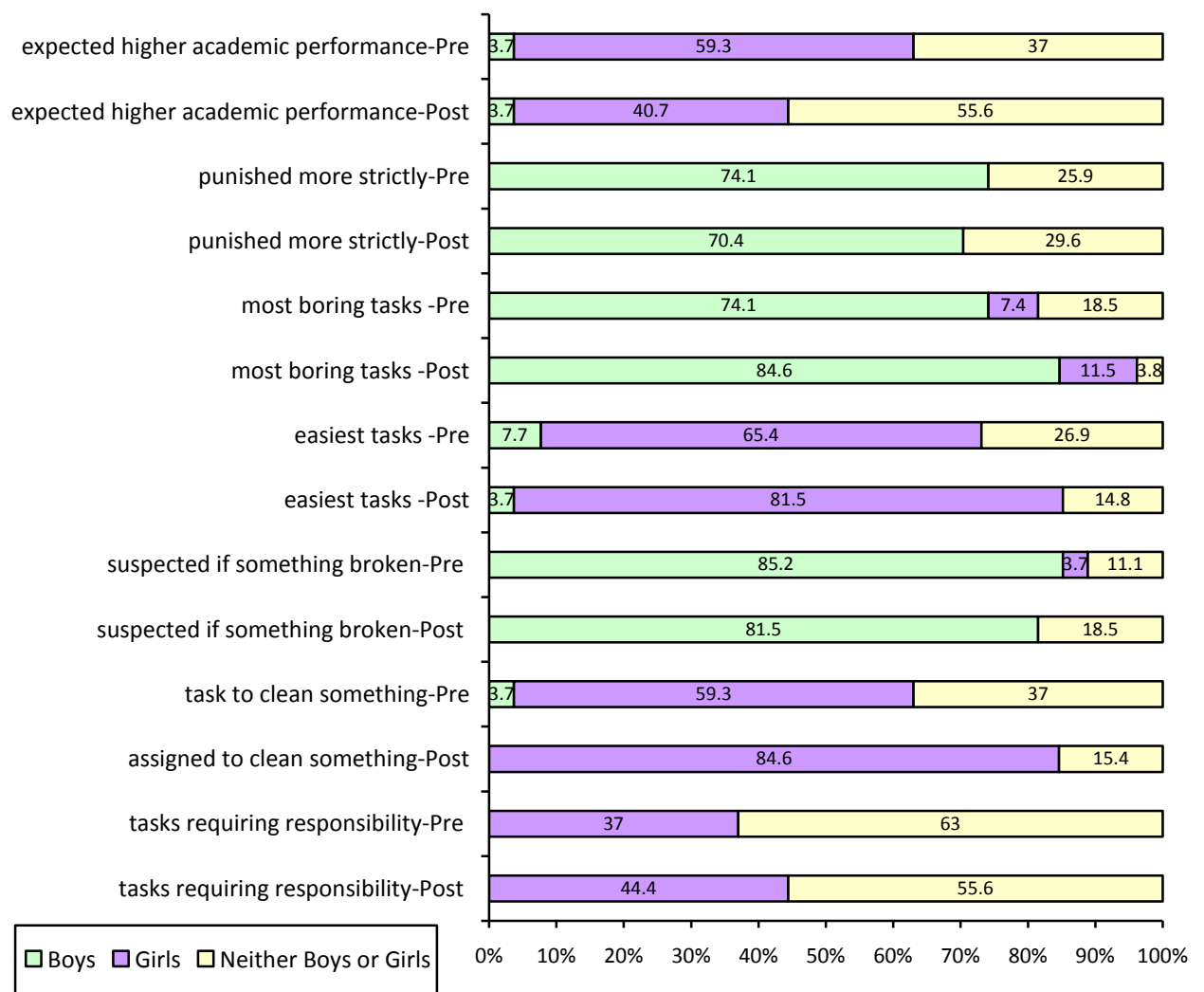


Chart 1a: *Percentage of teachers answering that each of the above behaviours in school is faced mostly by boys, by girls or by both sexes, equally (Q.15-pre & 15-post, N=27)*

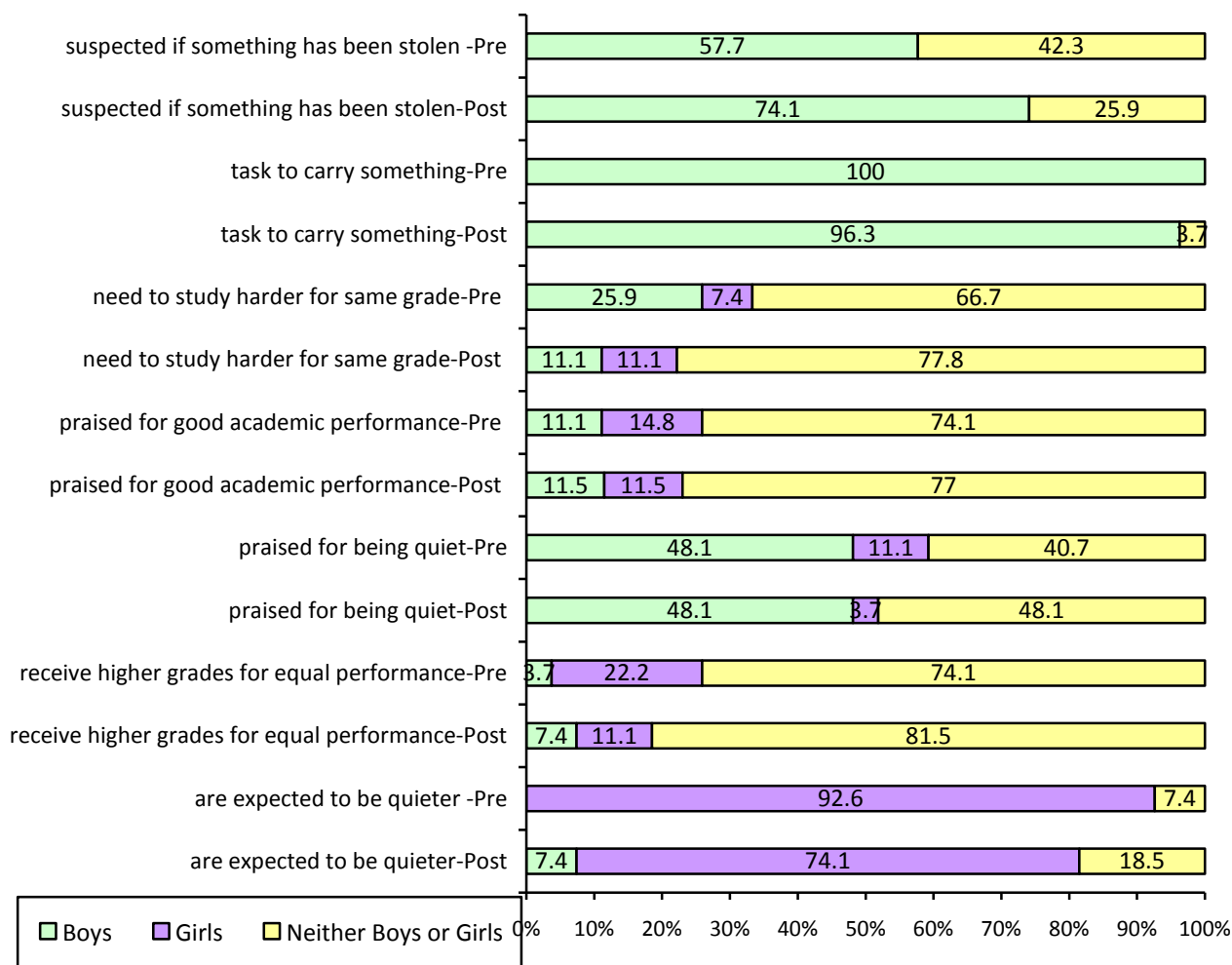


Chart 1b: *Percentage of teachers answering that each of the above behaviours in school is faced mostly by boys, by girls or by both sexes, equally (Q.15-pre & 15-post, N=27)*

Additionally, teachers were asked to indicate, for a series of statements (Q16-pre & 18-post), whether the situation described by each statement is faced equally by both male and female teachers. Twenty out of the 24 statements were developed in such a way so that they consisted of 10 pairs (see in Table 19, Charts 2a,b and c): the 1st statement of each pair intended to assess whether or not the same expectations are imposed on male and female teachers, while the 2nd one intended to assess whether women and men teachers are complying with these expectations (that are imposed on them).

Teachers generally acknowledged that there are different social expectations imposed on female and male teachers (as indicated by their pre and post scores). Evidently, they also recognized that both male and female teachers do comply with these stereotypical roles imposed on them. More particularly, according to the trainees' perceptions, the expectations imposed on males teachers included being assigned (i) the task to carry something, (ii) the task to fix something and (iii) a boring task. Male teachers were also perceived as more capable at imposing discipline. On the other hand, trainees perceived that female teachers are expected to (i) adopt a parental role towards their students, (ii) to be more patient and more approachable and (iii) to work more hours at home. Moreover, trainees perceived that it is the female teachers that are most often assigned (i) the task to clean something, (ii) the task to make coffee and the (iii) easiest tasks. What's more, female teachers are thought to comply with the social roles imposed on them, the only exception being the assignment of the easiest tasks.

When it came to factual statements though, .i.e. statements which did not express an 'expectation' or an 'assignment of a task' the majority of trainees perceived that these applied equally to both male and female teachers. For instance, male and female teachers were equally considered to *be* capable to apply discipline in the classroom, *being* equally patient with their students and to work more hours at school.

Notably, as indicated by the differences between the pre and post scores, some of these stereotypical perceptions were more enhanced during the post measurement phase. More particularly, after the training seminar, trainees were more inclined to perceive that male teachers were more likely to be burdened with 'the task to carry something', and that they are the ones to be 'assigned the most boring tasks'. What's more, male teachers were also perceived to indeed comply with these expectations including also voluntarily repairing things if needed. On the other hand, female teachers were more highly associated with being assigned and voluntarily undertaking the easiest tasks and the task of making coffee. Moreover, a higher share of trainees during the post measurement perceived that it is the female teachers who are expected to (i) adopt a parental role towards the students, (ii) be more approachable to students when the latter need to talk about their problems and (iii) be more patient in the classroom.

The chi-squared statistic has been computed (using the Fisher's test for exactness to compensate for the high number of cells with count less than 5) to test for statistical significance between pre and post measurements. Statements where statistical significance is present are highlighted in red in Table 19.

Table 19. Percentage of teachers answering that each of the above situations in school is faced mostly by female teachers, by male teachers or by teachers of both sexes, equally (Q.16-pre & 18-post, N=27)

According to your opinion, please assess if, in general, male & female teachers are treated differently in the school setting: Female or male teachers			Females	Males	Neither Females=Males	χ^2	Signif. (Fisher's exact test)**
are considered to be more capable to impose discipline in classroom?	Pre	-	53.8	46.2	1.254	0.422	
	Post		59.3	40.7			
are more capable to impose discipline in classroom?	Pre	-	11.5	88.5	3.630	0.123	
	Post	-	22.2	77.8			
are assigned the most boring tasks?	Pre	11.5	69.2	19.2	21.378	0.001	
	Post	11.1	81.5	7.4			
voluntarily undertake the most boring tasks?	Pre	7.7	53.8	38.5	11.090	0.032	
	Post	11.1	63.0	25.9			
are assigned the easiest tasks?	Pre	50.0	38.5	11.5	18.254	0.000	
	Post	63.0	7.4	29.6			
voluntarily undertake the easiest tasks?	Pre	30.8	11.5	57.7	17.354	0.002	
	Post	40.7	7.4	51.9			
are assigned the task to repair something, if needed?	Pre	3.8	84.6	11.5	3.168	0.289	
	Post	-	92.6	7.4			
voluntarily undertake the task to repair something, if needed?	Pre	-	69.2	30.8	0.248	0.628	
	Post	3.7	77.8	18.5			
are assigned the task to make coffee, if needed?	Pre	88.0	-	12.0	9.648	0.029	
	Post	88.9	-	11.1			
voluntarily undertake the task to make coffee, if needed?	Pre	84.0	4.0	12.0	4.862	0.311	
	Post	74.1	3.7	22.2			
are assigned the task to clean something, if needed?	Pre	84.0	-	16.0	6.790	0.031	
	Post	77.8	-	22.2			
voluntarily undertake the task to clean something, if needed?	Pre	84.0	-	16.0	0.251	1.000	
	Post	74.1	7.4	18.5			
are assigned the tasks requiring responsibility?	Pre	15.4	-	84.6	6.027	0.091	
	Post	18.5	3.7	77.8			
voluntarily undertake the tasks requiring responsibility?	Pre	15.4	3.8	80.8	6.763	0.223	
	Post	18.5	3.7	77.8			
are considered to be more lenient when assigning grades?	Pre	23.1	3.8	73.1	12.748	0.209	
	Post	22.2	7.4	70.4			
are assigned the task to carry something, if needed?	Pre	4.0	92.0	4.0	0.198	1.000	
	Post	3.8	92.3	3.8			
voluntarily undertake the task to carry something, if needed?	Pre	11.5	76.9	11.5	11.300	0.005	
	Post	3.7	77.8	18.5			
are expected to adopt a parental role towards their students?	Pre	61.5	3.8	34.6	4.875	0.087	
	Post	63.0	-	37.0			
adopt a parental role towards their students?	Pre	57.7	3.8	38.5	6.267	0.041	
	Post	51.9	-	48.1			
are expected to be approached by more students to discuss their problems?	Pre	57.7	3.8	38.5	14.807	0.000	
	Post	66.7	-	33.3			
are expected to be more patient with their students?	Pre	69.2	3.8	26.9	1.857	0.491	
	Post	63.0	-	37.0			
are more patient with their students?	Pre	38.5	3.8	57.7	2.371	0.442	
	Post	33.3	-	66.7			
work more hours at school?	Pre	38.5	3.8	57.7	9.063	0.009	
	Post	33.3	3.7	63.0			
work more hours at home?	Pre	53.8	-	46.2	8.151	0.010	
	Post	44.4	7.4	48.1			



Chart 2a: Percentage of teachers answering that each of the above situations in school is faced mostly by female teachers, by male teachers or by teachers of both sexes, equally (Q.16-pre & 18-post, N=27)

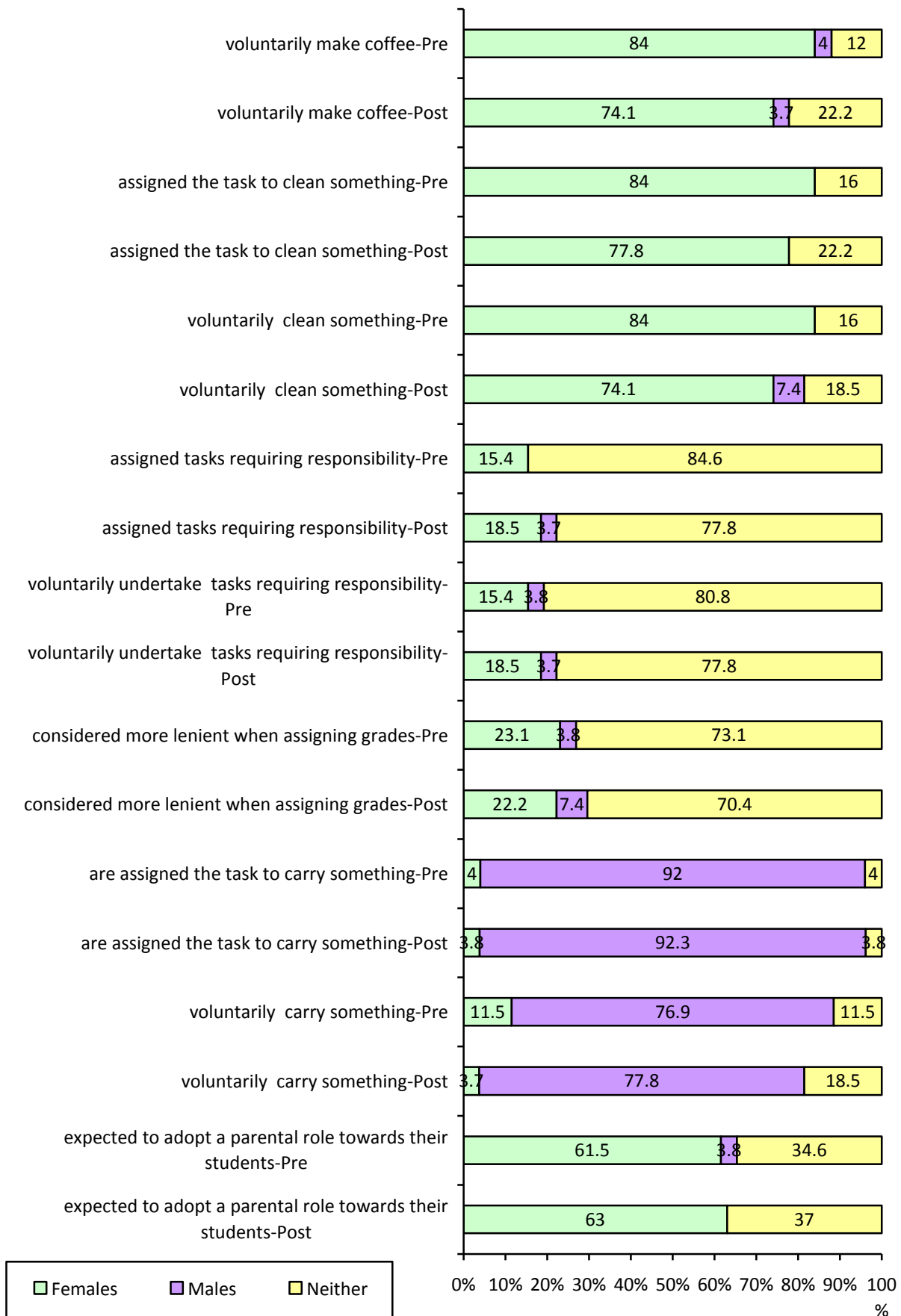


Chart 2b: Percentage of teachers answering that each of the above situations in school is faced mostly by female teachers, by male teachers or by teachers of both sexes, equally (Q.16-pre & 18-post, N=27))



Chart 2c: Percentage of teachers answering that each of the above situations in school is faced mostly by female teachers, by male teachers or by teachers of both sexes, equally (Q.16-pre & 18-post, N=27)

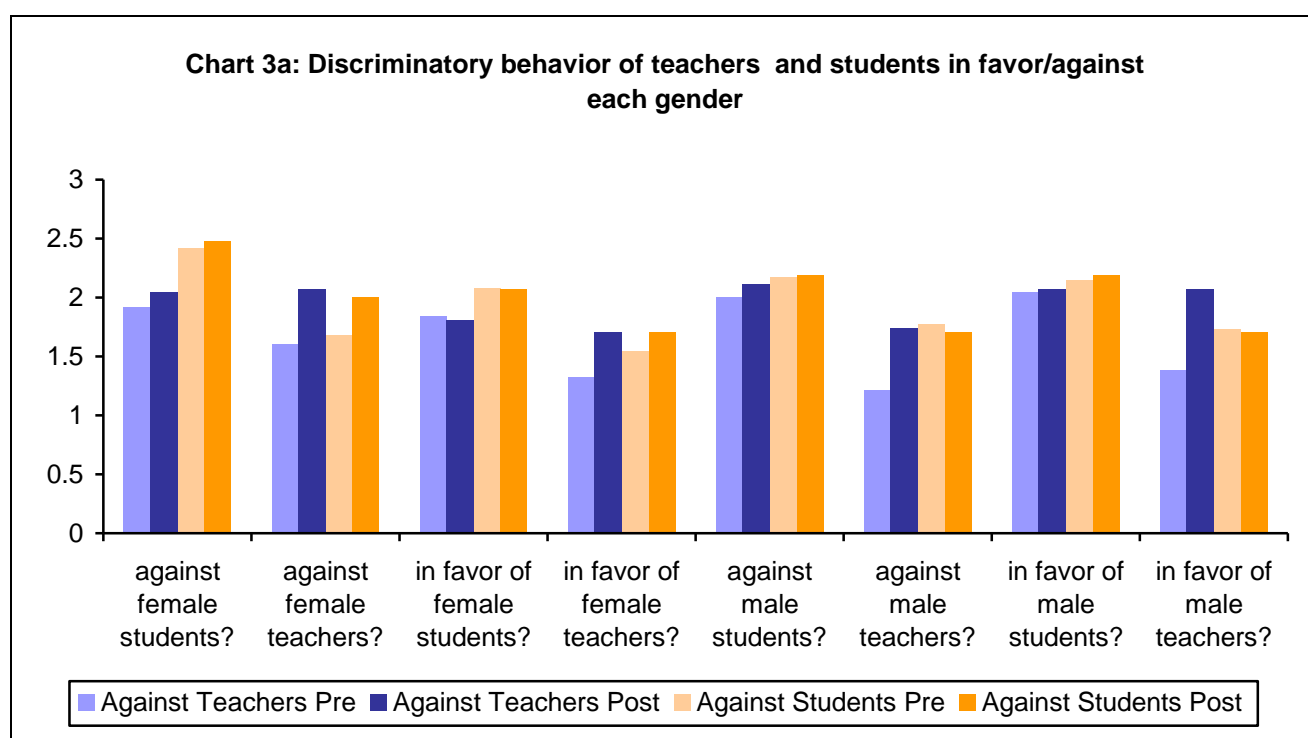
Teachers were asked to rate discriminative behavior in school by teachers and students, against or in favor of each gender; this rating was made both before and at the end of the Seminar in order to test whether their sensitization would alter their ratings.

Notably, in their pre questionnaires, teachers reported that discriminatory behavior by teachers against or in favor of each gender rarely happens or, if it happens, it takes place at best only sometimes. Comparatively, teachers were perceived to more frequently discriminate in favor of male students rather than female students (even though differences were small). Students were also perceived to exercise discriminatory behavior against teachers and other students only rarely or sometimes, with their mean scores standing at slightly higher levels than those of the teachers.

Nonetheless, after the training seminar, teachers appeared to be slightly more sensitized about recognizing discriminatory behavior from teachers against other male or female teachers (statistically significant differences highlighted in red in Table 20 below). There were no evident shifts in recognition of discriminatory behavior of teachers against or in favor of their students. With regards to the perceptions about the students' discriminatory behavior against/in favor of each gender, there were also no significant changes between the pre and post measurements.

Table 20. Teachers' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency teachers and students behave or speak in a discriminatory way against, or in favor, of female and male students and teachers (Q17i & ii-pre, 16i & ii-post, N=27)

Have you ever seen (or been informed of) behaving or speaking in a way that discriminates:	a teacher (i)			a student (ii)		
	Pre	Post	Sig. (paired t test)	Pre	Post	Sig. (paired t test)
against female students?	1.92	2.04	.691	2.38	2.48	.846
against female teachers?	1.60	2.07	.031	1.68	2.00	.148
in favor of female students?	1.84	1.81	.846	2.08	2.07	1.000
in favor of female teachers?	1.32	1.70	.071	1.54	1.70	.503
against male students?	2.00	2.11	.832	2.17	2.19	.857
against male teachers?	1.21	1.74	.016	1.77	1.70	.444
in favor of male students?	2.04	2.07	.832	2.15	2.19	1.000
in favor of male teachers?	1.38	2.07	.001	1.73	1.70	.723



Teachers were also asked to assess their own discriminatory behavior in favor or against their students at two different times (18.i. pre- and 17.i. post-questionnaire, Table 21). They admitted that they rarely discriminate against their students and in the event that they did exhibit discriminatory behavior, it would be in favor (rather than against) a male or female student and then again this would happen only sometimes. Not much shift/sensitization was observed in terms of more easily recognizing discriminatory behavior following the training seminar, as post mean scores were virtually similar to pre scores and no statistical significance was noted. Another notable finding was the fact that a significant share of teachers (5 out of 27) chose not to answer this question.

Table 21. Teachers' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency they behave or speak in a discriminatory way against, or in favor, of their female and male students (Q18i-pre & 17i-post, N=20, valid listwise)

Have you ever «caught» yourself behaving, speaking or thinking in a way that discriminates	Pre	Post	Sig. (paired t test)
against your female students?	0.92	0.85	.770
in favor of your female students?	1.71	1.81	1.000
against your male students?	1.04	1.00	.802
in favor of your male students?	1.71	1.70	.704

Last but not least, teachers were asked whether they have ever identified any educational material that is gender discriminatory. Their ratings (Table 22) at two different times (pre- & post- questionnaire) show that in both times teachers did not perceive that there is a big issue with discriminatory educational material in schools, either in favor or against either gender. Mean ratings of the frequency they encounter such discriminatory material stood between 1 and 2 i.e. rarely to sometimes. No difference was also observed between pre and post scores.

Table 22. Teachers' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency they identify a discriminatory educational material (Q18ii-pre & 17ii-post, N=23 for PRE, N=27 for POST)

Have you ever identified any educational material that discriminates	Pre	Post	Sig (paired t test)
against women and/or girls?	1.54	1.85	.207
in favor of women and/or girls?	0.96	1.12	.377
against men and/or boys?	0.87	1.27	.025
in favor of men and/or boys?	1.65	1.92	.286

C.2.6. Teachers' knowledge and self-assessed adequacy

This chapter presents data from questions aiming to assess teachers' self-assessed adequacy and knowledge; teachers' knowledge was also measured directly via three sets of questions that are presented in Tables 23 and 24. Teachers' feelings on how adequate they considered themselves in aspects related to the project's implementation and in helping abused students was measured via a) a series of items (Table 25) asking them to rate how comfortable they feel to work along with their students on topics related to gender equality and abuse, as well as via items asking them to assess the adequacy of their knowledge on gender equality and abuse topics (Table 26) and b) via a series of questions asking them to rate how confident they feel that, with the knowledge and skills they currently have, they can help a student who discloses to them that s/he is being abused (Table 27). In an effort to assess the impact of the Teachers' Seminar on all of the aforementioned variables, all of the measurements were taken before (pre-) and after (post-) the Teachers' Seminar.

Knowledge on abuse topics. Teachers were asked to assess if each of the ten items that are illustrated in Table 23 is *true* or *false*; each item was assessed twice, one when the behavior described was conducted by a male towards his female partner (Table 23a) and one when the same behavior was conducted by a female towards her male partner (Table 23b). The Table presents only the percentage of teachers who correctly answered each question while the correct answer is indicated with (T) or (S). Overall teachers had very good knowledge of abuse topics and correctly identified unhealthy behaviors when conducted both by males and females towards their partners. Scores representing the correct answers were high (85% and above) both in pre and post questionnaires. The only statement on which

the teachers were less sure of whether it represents abusive behavior or not was: *'getting angry when he/she is late for a date'*. Scores for this statement stood at 68% for the male partner as perpetrator and 76% for the female partner being the perpetrator. Since the overwhelming majority of teachers had already correctly identified most abusive behaviors before the training seminar (pre-questionnaires), there was no significant shift in their post scores. The only notable difference was the fact that, after the training, all teachers were in a position to correctly identify stalking as a form of violence (statement: *'accompanies her/him everywhere and always wherever he/she goes'*).

Table 23. Percentage of correct answers on pre- & post- questionnaires, for violent behavior perpetrated by a male towards a female partner (Q26-pre & Q20-post, N=26)

	Correct* answers (%)		
	Pre	Post	Sig. (2-tailed) **
According to the best of your knowledge, please assess if each of the following statements is “True” or “False”			
a. It is a type of violence when, in a relationship, he:			
1. continually yells at her (T)	100.0	100.0	-
2. doesn't want to take her with him every time he goes out with his friends (F)	88.5	74.1	0.250
3. tells her that if she ever leaves him, he would die without her (T)	92.3	96.3	1.000
4. calls her names and puts her down (T)	100.0	100.0	-
5. gets angry when she is late for a date (F)	70.8	72.0	1.000
6. accompanies her everywhere and always, wherever she goes (T)	84.6	100.0	0.125
7. wants, when they go out, to share the cost fifty-fifty (F)	96.2	96.3	1.000
8. tells her which people she can and can't see (T)	100.0	100.0	-
9. tells her what she should and shouldn't wear (T)	100.0	100.0	-
10. threatens to physically hurt her (T)	100.0	100.0	-

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

** McNemar test

	Correct* answers (%)		Sig. (2-tailed) **
	Pre	Post	
b. It is a type of violence when, in a relationship, she:			
1. continually yells at him (T)	100.0	100.0	-
2. doesn't want to take him with her every time she goes out with her friends (F)	88.5	74.1	0.125
3. tells him that if he ever leaves her, she would die without him (T)	92.3	96.3	1.000
4. calls him names and puts him down (T)	100.0	100.0	-
5. gets angry when he is late for a date (F)	75.0	72.0	1.000
6. accompanies him everywhere and always, wherever he goes (T)	88.5	100.0	0.250
7. wants, when they go out, to share the cost fifty-fifty (F)	96.2	96.3	1.000
8. tells him which people he can and can't see (T)	100.0	100.0	-
9. tells him what he should and shouldn't wear (T)	100.0	100.0	-
10. threatens to physically hurt him (T)	100.0	100.0	-

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

** McNemar test used

Teachers also assessed whether each of the 17 statements included in Table 24 is *true* or *false*. The table presents the percentage of correct answers (which is indicated in parenthesis with red font). Overall, teachers were able to correctly distinguish between common myths and realities about violence and the overwhelming majority of them answered correctly in most statements tested. The statements in relation to which trainees seemed to adopt common myths about violence included ‘*Violent people are people who can’t control their anger*,’ and ‘*Most boys believe that when a girl refuses to have sex with them, they’re just “playing hard to get”*’. Quite importantly however, after the training seminar, the teachers were in a better position to dispel these myths and provide the right answer. An additional two statements also appeared to create some confusion as to whether they constituted common myths or not. These were: ‘*Victims of violent relationships are mostly women*’ and ‘*Most girls believe that they must “play hard to get” before consenting to have sex*’. Some shifts in perceptions were also observed in these statements as well, even though not statistically significant.

Table 24. Percentage of correct answers in pre- & postquestionnaires, for issues related to violence and abuse (Q27-pre, Q21-post, N=27)

According to the best of your knowledge, please assess if each of the following statements is “True” or “False”	Correct* answers (%)		Sig. (2-tailed) **
	Pre	Post	
1. Violence in a relationship exists only among people who are poor (F)	100.0	100.0	-
2. Violence in a relationship exists only among uneducated people (F)	100.0	100.0	-
3. Victims of violent relationships are mostly women (T)	61.5	66.7	0.754
4. A person is abused only when physical violence exists (F)	96.2	100.0	1.000
5. Destroying personal possessions and property is not a form of violence (F)	92.0	96.3	1.000
6. Violent people are people who can't control their anger (F)	48.0	61.5	0.453
7. If she didn't provoke him, he wouldn't abuse her (F)	100.0	100.0	-
8. You can understand if a person is violent or not, just by his/her appearance (F)	96.2	100.0	1.000
9. Jealousy is a sign of love (F)	96.2	100.0	1.000
10. Girls are never physically violent with their partners (F)	100.0	100.0	-
11. When a boy caresses a girl and she says “no”, often it means “yes” (F)	100.0	100.0	-
12. When a person is being abused in his/her intimate relationship, it is easy just to leave (F)	96.2	96.3	1.000
13. A person's violent behavior can change if his/her partner loves him/her enough (F)	92.0	100.0	0.500
14. Men are violent by nature (F)	100.0	96.3	1.000
15. Women are violent by nature (F)	100.0	100.0	-
16. Most girls believe that they must “play hard to get” before consenting to have sex (F)	62.5	77.8	0.453
17. Most boys believe that when a girl refuses to have sex with them, they're just “playing hard to get” (F)	44.0	65.4	0.180

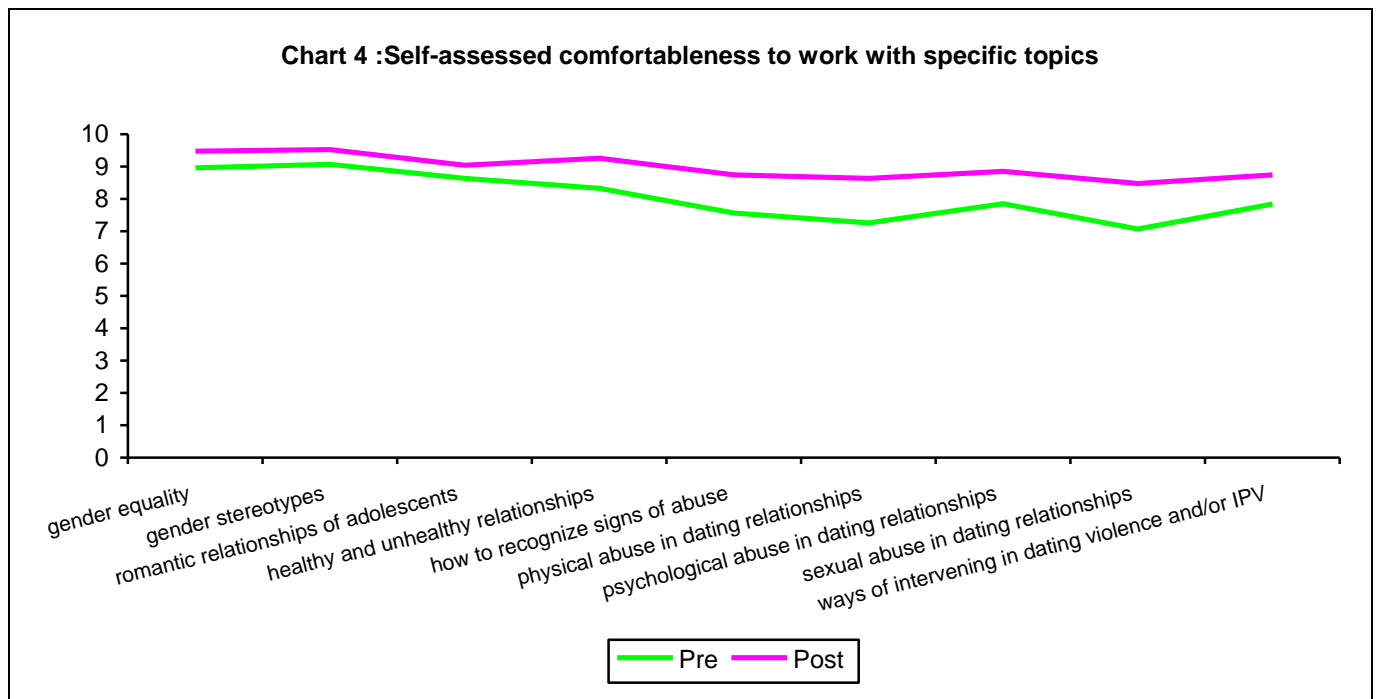
* The correct answer is designated with (T)=True or (F) = False, next to the statement-

**McNemar test used for significance

Topics - Self-assessed comfortableness to work with the activities. As Table 25 and Chart 4 illustrate, during the pre-measurement, teachers mentioned a high level of comfortableness to implement activities related that relate to gender equality, gender stereotypes and adolescent romantic relationships in general, in line with the fact that these are the topics that they had previously received trainings on. Conversely, teachers' comfort levels when it came to conducting activities in relation to recognizing the signs of abuse, the manifestations of physical/psychological/sexual violence and ways of intervention were significantly less. This may well be due to the fact that these last topics were quite new for the teachers as they had not had the opportunity to acquire much knowledge on them in the past. Following the training seminar, teachers' comfort levels increased considerably, with the majority of them stating that they felt equally comfortable to teach all topics.

Table 25. Mean ratings of trainees' self-assessed comfortableness to implement activities targeting 9 topics as assessed on an 11-point scale (from 0=not at all to 10=absolutely) in pre- & post- questionnaires (Q9-pre, 11-post, N=27)

Independently of the knowledge you have on these issues, <u>how comfortable would you feel to implement in your classroom</u> activities targeting each of the following topics?	Pre N=27	Post N=27	Sig. (paired t test)
i. gender equality	8.96	9.48	.207
ii. gender stereotypes	9.07	9.52	.155
iii. romantic (dating) relationships of adolescents	8.63	9.04	.177
iv. <i>healthy and unhealthy relationships</i>	8.33	9.26	.019
v. <i>how to recognize signs of abuse</i>	7.56	8.74	.027
vi. <i>physical abuse in dating relationships</i>	7.26	8.63	.012
vii. <i>psychological abuse in dating relationships</i>	7.85	8.85	.024
viii. <i>sexual abuse in dating relationships</i>	7.07	8.48	.008
ix. ways of intervening in dating violence and/or intimate partner violence	7.84	8.74	.054



Self-assessed knowledge. Teachers were also asked to assess on the basis of an 11-point scale (from 0=not at all to 10=absolutely) regarding how much knowledge they have on issues related to gender equality and abuse. Trainees' pre- & post- measures are presented in Table 26 and Charts 5a/5b suggest that after the training seminar there was a great leap in teachers' self-assessed knowledge on all topics relating to adolescents' romantic relationships (including gender equality and gender stereotypes) and intimate partner violence . Most importantly, after the training, all teachers also mentioned to have 'complete' or 'absolute' knowledge of their obligations in the event that a student discloses that she/he is being abused and also of how they could best approach and support a student who is currently been abused either by a partner or a family member.

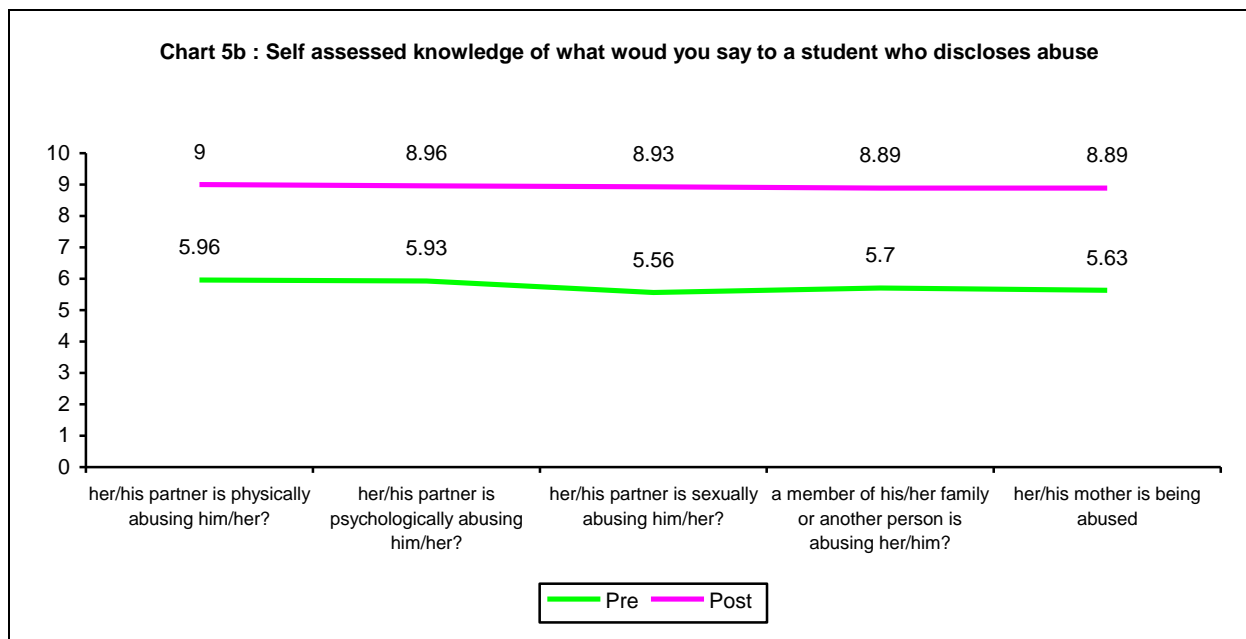
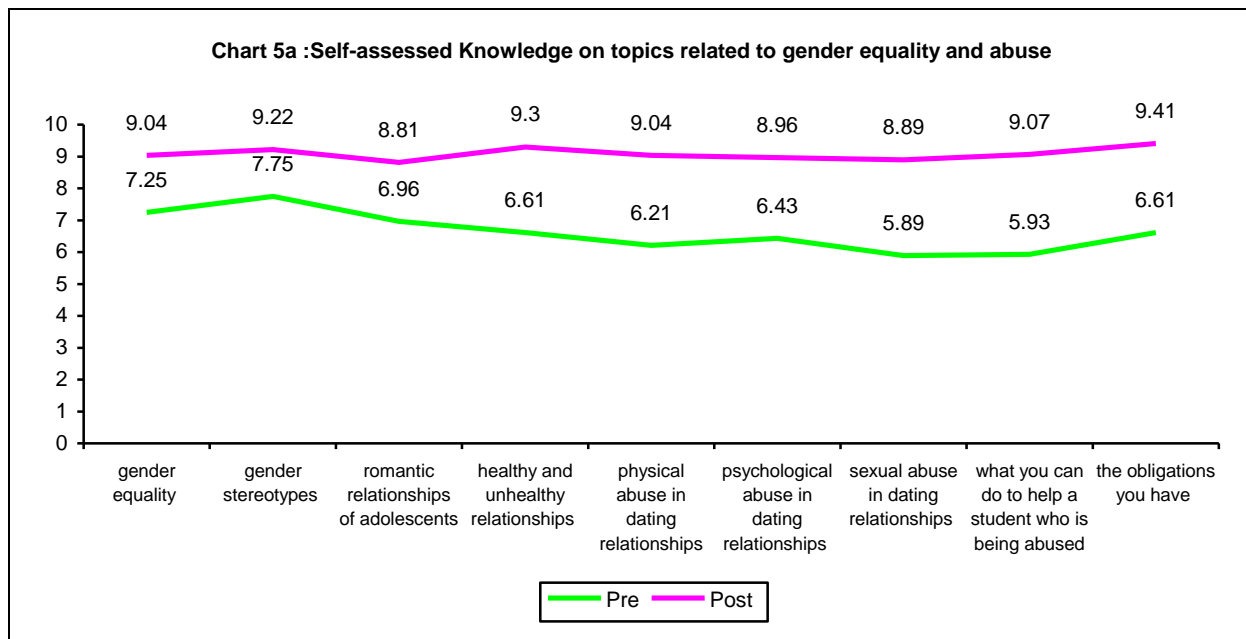


Table 26. Mean ratings of trainees' self-assessed knowledge on topics related to gender equality and abuse, as assessed on an 11-point scale (from 0=not at all to 10=absolutely) in pre- & post- questionnaires (Q10-pre & 12-post, N=27)

What rate would you give for the knowledge <u>you currently have</u> on:	Pre (N=28)	Post (N=27)	Sig. (paired t test)
i. gender equality	7.26	9.04	.000
ii. gender stereotypes	7.78	9.22	.000
iii. romantic relationships of adolescents	6.96	8.81	.000
iv. healthy and unhealthy romantic (intimate partner) relationships	6.59	9.30	.000
v. physical abuse in dating relationships	6.22	9.04	.000
vi. psychological abuse in dating relationships	6.41	8.96	.000
vii. sexual abuse in dating relationships	5.89	8.89	.000
viii. what you can do to help one of your students who is being abused	5.93	9.07	.000
ix. the obligations you have if one of your students discloses that s/he is being abused	6.63	9.41	.000

(b) what you should say to one of your students who discloses to you that:	Pre (N=28)	Post (N=27)	Sig. (paired t test)
x. her/his partner is physically abusing him/her?	6.00	9.00	.000
xi. her/his partner is psychologically abusing him/her?	5.96	8.96	.000
xii. her/his partner is sexually abusing him/her?	5.58	8.93	.000
xiii. a member of his/her family or another person is abusing her/him?	5.73	8.89	.000
xiv. her/his mother is being abused	5.65	8.89	.000

Self-assessed adequacy on helping abused students. In addition to teachers' ratings on how knowledgeable they consider themselves on *what they should say to one of their students who discloses to them that s/he suffers 5 types of abuse* (part b of Table 26), teachers were also asked to rate the same questions in regards to their confidence (Table 27, Chart 6) that they are able to help a student who reveals to them that s/he suffers from one or more of these types of abuse. Teachers' ratings on the basis of an 11-point scale (from 0=not at all to 10=absolutely) ranged from 5.2 to X=5.64 in the pre- and from 8.67 to 8.81 in the post- measurement. Overall it was evident that teachers' confidence rose tremendously on par with the increase in their knowledge (Table 26). All teachers unequivocally stated in their post questionnaires that, following the training seminar, they now possess the necessary skills to help a student who discloses physical/psychological/sexual IPV or domestic abuse.

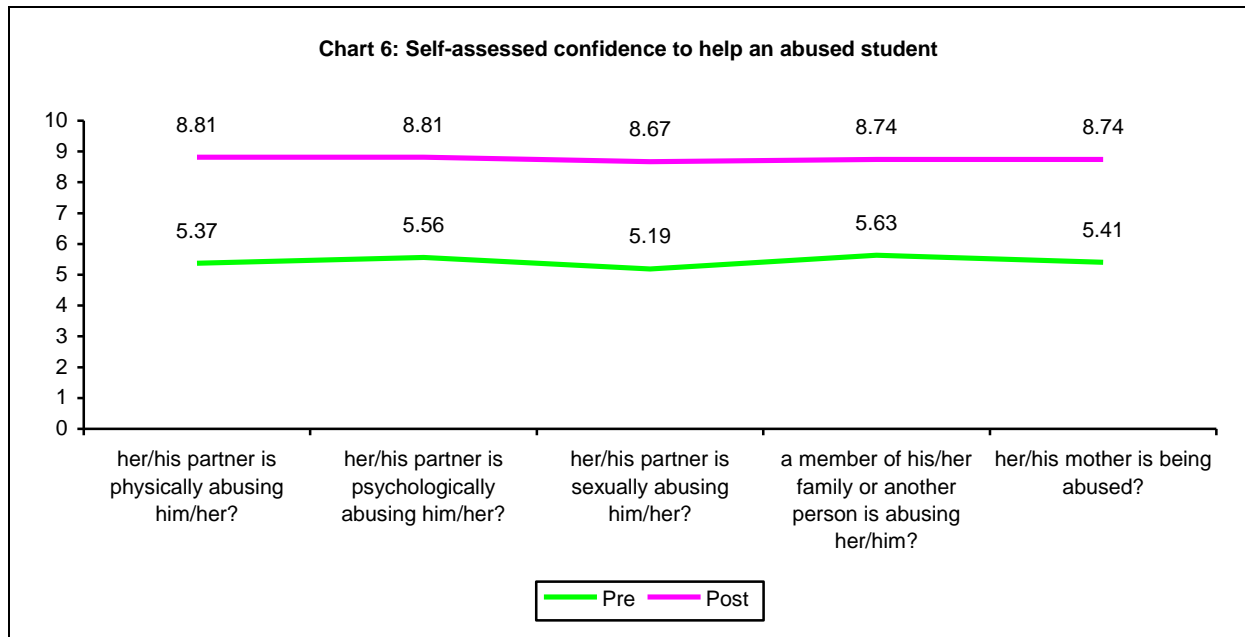


Table 27. Mean ratings of trainees' self-assessed confidence to help an abused student as assessed on an 11-point scale (from 0=not at all to 10=absolutely) in pre- & post-questionnaires (Q11-pre, 13-post, N=27)

Based on the knowledge and skills you currently have, how confident do you feel that you can help a student of yours, who discloses to you that:		Pre (N=28)	Post (N=27)	Sig. (paired t test)
i.	her/his partner is physically abusing him/her?	5.37	8.81	.000
ii.	her/his partner is psychologically abusing him/her?	5.56	8.81	.000
iii.	her/his partner is sexually abusing him/her?	5.19	8.67	.000
iv.	a member of his/her family or another person is abusing her/him?	5.63	8.74	.000
v.	her/his mother is being abused?	5.41	8.74	.000

C.2.7. Teachers' self-reported experiences with students' dating violence

Teachers were asked before the Seminar whether it has ever *happened that they have been informed (directly or indirectly) that a (fe)male student of yours has a romantic or intimate relationship in which s/he suffers any type of abuse*. As presented in Table 28, the majority of the cases where teachers were informed about students' dating violence pertained to girls as the recipients of this violence. Incidences of intimate partner violence concerning a male student as the victim were rare, with only one or two teachers reporting knowing of a male student being physically or sexually abused. Most of the reports of abuse concerned psychological abuse, with about half the teachers (52%) mentioning that they were informed of female students experiencing such violence in their romantic relationships. The corresponding percentage of cases of boys being the victims of psychological abuse in their relationships stood at 22%. In terms of physical or sexual abuse, fewer teachers mentioned to have been informed of such incidences with girls as the victim, with corresponding shares standing at about 1 in 4 (22-23%).

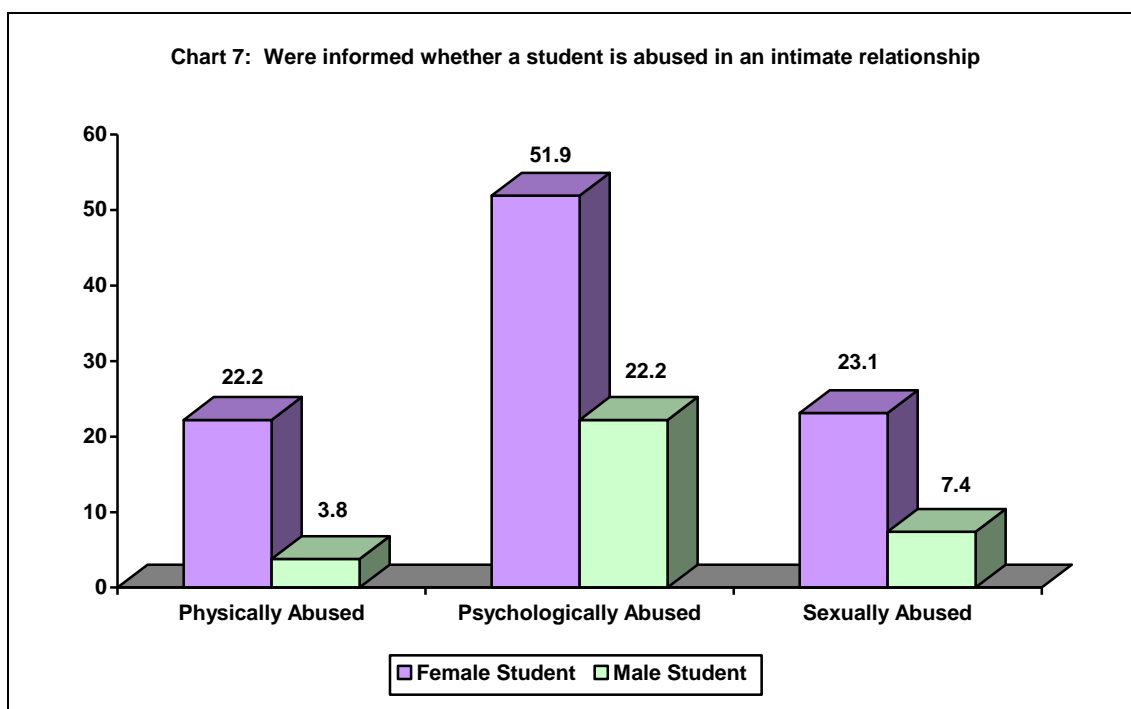


Table 28. Percentage of teachers declaring that they have been informed that a student is being abused in her/his intimate relationship (Q12-pre, N=28)

Did you ever happen to be informed (directly or indirectly) that a (fe)male student of yours has a romantic or intimate relationship in which s/he is abused:						
Student's gender	physically		psychologically		sexually	
	N	%	N	%	N	%
Female (N = 28)	6	22.2	14	51.9	6	23.1
Male (N = 28)	1	3.8	6	22.2	2	7.4

8 of teachers (28.57%) reported that they have been asked for help by a student; from these 5 teachers, (17.9% at total level or 62.5% of those who were asked for help), reported that they faced difficulties. The type of difficulties teachers mentioned were:

- Being unsure of how to react and what to do
- Not feeling confident that they would handle the incidence in the correct manner
- The way the incidence was handled following the referral to the Welfare Services and the child psychologist
- The victim trying to diminish the problem, saying that it was 'not such a big deal after all'
- The lack of awareness and unwillingness of other teachers/colleagues in dealing with incidences of violence or abuse
- The parents' reaction and especially their fear of the family being stigmatized because of the incidence

- vii. The fear of the (female) student being stigmatized and her concern that she would have to bear consequences because she disclosed the incidence

Replies from 8 teachers who answered the question, *how did you feel?* (when approached by a student to disclose abuse) are listed below:

- i. *'I felt responsible to do something and find a solution to the problem'* (4 out of 8)
- ii. *'I felt sad', 'I experienced sadness' I felt bad'* (3 out of 8)
- iii. *'I felt ready to help/ desire to help'* (2 out of 8)
- iv. *'I felt anxious and insecure as to the degree I could be of help'*
- v. *'I was shocked at first but then composed myself so I could offer immediate help'*
- vi. *'I felt responsible in terms of making the right, most effective handling and also in terms of cooperating with professionals so the student would receive practical and substantial support'*

5 teachers (18.52%) replied positively to the question *were you able to help?*, while 2 replied "other", which was further specified as follows:

- *I really made considerable effort to help but faced many obstacles because of the educational system*
- *I cooperated with the school counselor and we were able to help the student*
- *I stressed her rights and provided referrals to other organizations or bodies which can provide support. I am not sure however that she will use this knowledge*
- *I let the student talk and took notes. I persuaded her to talk to the school counselor. I also spoke to the school counselor and the school's management. Then I spoke with her parents and the police*
- *In the end she broke up with her boyfriend who was psychologically abusing her*

D. Success Factors, Barriers & Suggestions for Improvements

Success factors

Overall, the GEAR Against IPV program was considered to be a great success in its entirety, with teachers expressing ultimate levels of satisfaction with the overall program, the material and Booklets provided, the topics addressed, the theoretical part and empirical data presented. Most importantly teachers appeared to be particularly satisfied with the level of knowledge and the type of skills gained. In addition, the GEAR against IPV program was perceived to be constructively useful in relation to their everyday work and the implementation of the educational program in the classroom. Clearly, not only did the program enhance teachers' knowledge but it significantly boosted their skills in handling disclosures of abuse in adolescent romantic relationships and in providing the necessary help to their students.

As per the teachers responses, the experiential exercises were clearly considered to be the most prominent success of the program, because they were effective in challenging existing (wrong) perceptions and myths about violence, addressed stereotypes and prejudices, allowed for a meaningful exchange between participants during which important messages could be passed and promoted for existing attitudes, beliefs and behaviors to be re-evaluated and changed.

Trainees seemed to particularly enjoy the experiential and interactive nature of the GEAR program which facilitated their learning in a fun and enjoyable way. The simulation exercise was also recognized as another important aspect, in view of the fact that it helped them gain empathy about the specific situations and mode of thinking of their students. Lastly, other aspects also highly enjoyed included the structure of the exercises, the group work, the exchange of opinions, having the opportunity to deal with specific incidences of violence through role playing and the general positive and 'super-power' atmosphere that prevailed throughout the training.

Factors that were perceived to further facilitate the implementation of the workshops included:

- The fact that the two groups of teachers were relatively small enabled higher group bonding and experience sharing
- The simulation has been crucial in knowledge and hands-on experience of the GEAR IPV exercises. The majority of the teachers emphasized how beneficial it was to get in the "shoes" of the students for 2 days.
- The participants emphasized how empowering it was to have such motivated trainers with strong expertise in the field.
- MIGS' willingness to provide the necessary support both during the planning phase of the program and the implementation of the actual workshops with students.

- the well-structured material provided in the Booklets
- the statistics on gender based violence and gender inequalities which can be used to provoke the interest of the students to participate
- students' interest in experiential and interactive learning
- the support by the Ministry of Education and its clear guidelines in encouraging the implementation of the program in schools, despite delays
- the sensitization of the school management about the program (also through presenting success stories of other schools that have already implemented the program)
- early/proactive planning about the implementation from the beginning of the school year

Barriers and difficulties anticipated

- Trainees appeared to be troubled by the current pressure of the analytic curriculum and the lack of time-availability for the implementation of the GEAR program. They emphasized the difficulty to find adequate amount of teaching time in their curriculum as the key barrier to the implementation of the program.
- Some teachers appeared worried about their own capabilities in implementing the program and insecure about effectively handling their students' questions/ reactions or any issues that may arise
- Other teachers were skeptical with regards to parents' possible resistance to the implementation of a program of this nature, considering that issues with regards to adolescents' intimate relationships are still considered taboo.
- Other concerns included the teachers' own lack of experience in implementing similar workshops, possible negative reactions/resistance from students (especially from boys) and also possible (negative) reactions from the school's management.

Suggestions for improvement

- Teachers suggested that it would be more beneficial to hold the trainings in the first trimester of the school year in order to implement the project in the beginning of the school year rather than at the end.
- Some trainees (N=7) expressed the need for the training workshop targeting teachers to have been longer in duration. They also expressed the need for more time to have been provided for reflection after each exercise. They also recognized the need for additional provision of information on current statistics and research data, especially in comparison to other countries
- The Ministry of Education must commit in holding the schools accountable in handling and reporting incidents of abuse and referring young people to appropriate services.
- The Ministry of Education must allow educational programs and approaches like the Gear Approach in the educational curriculum on a systematic basis.

Some of the teachers' quotes:

- *"Thank you for the opportunity you gave us in participating in such an interactive, fascinating and constructive seminar. For me it was the best seminar I have ever attended in the last few years."*
- *"The material is extremely useful to our work and easy to use."*
- *"It was enlightening to be able to get in the shoes of my students! The simulation was truly amazing and the messages coming out of it on gender stereotypes, intimate partner violence, gender equality and healthy relationships will be guiding us in our work. Thank you for this seminar!"*
- *"An interesting and productive seminar delivered by strong and enthusiastic personalities! The seminar gave us the space to exchange opinions, experiences and challenges with our colleagues – we even came across and discussed our own stereotypical attitudes as teachers!"*
- *"I am grateful for the skills I gained through this seminar in delivering gender-sensitive experiential training to students, as well as in identifying and dealing with cases of gender-based-violence in the school environment!"*
- *"Variety of exercises. Knowledge gaining. Easy to use material. Playful!"*
- *'I was really impressed by how deeply embedded are stereotypical perceptions in our everyday lives'*
- *'The GEAR program is very conducive to allowing important messages to emerge and we will definitely have great results when we implement it in the classroom'*

Conclusion

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

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

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

Two training seminars were conducted with teachers, school counsellors and psychologists: the first in January 2016 and the second in June 2016. In total, 28 participants attended in the trainings, 17 in January and 11 in June. Teachers' motivations in attending the training seminar concentrated primarily on (i) gaining further knowledge on the topics of gender equality and building healthy relationships (ii) enhancing their skills and confidence in handling incidences of gender discrimination and abuse in the school environment and (iii) ensuring more gender equality in their workplace. The current report reveals that, the most important thematic area for teachers is the gaining of knowledge and skills in effective intervention: preventing, combating and handling violence in teenage relationships. Taking into consideration that most of the teachers had received no prior training on intimate partner violence, the specific topic of IPV in teenage relationships was also deemed as quite important. The willingness of trainees to implement the GEAR program in their school either in its entirety or at least partly was also high and unanimous, suggesting that the GEAR program does appeal to teachers' specific needs and directly addresses all relevant educational objectives in relation to adolescents' healthy romantic relationships.

Another factor that supports the relevance of the GEAR program in the schools' everyday realities is the fact that violence in adolescent relationships is indeed a tangible reality. The majority of teachers (52%) claim to be (directly or indirectly) aware of students experiencing violence in their intimate relationships. Moreover, taking into account that these teachers admit to facing various difficulties (personal barriers, lack of confidence, structural difficulties, barriers at school level etc) in addressing and handling incidences of teenage IPV, the implementation of the GEAR program becomes a necessity as it comes to fill a considerable gap in building and enhancing skills both in intervention and prevention.

Overall, the GEAR Against IPV program was considered to be a great success in its entirety, with teachers expressing ultimate levels of satisfaction with the overall program, the material and Booklets provided, the topics addressed, the theoretical part and empirical data presented but most importantly with the knowledge and the skills gained. In addition, the GEAR against IPV program was perceived to be constructively useful both in relation to the implementation of the educational program in the classroom and their everyday work as well.

Clearly, the GEAR program appeared to have significantly enhanced both teachers' knowledge and skills in preventing, identifying, combating and handling abuse in adolescent romantic relationships and in providing the necessary support to their students. Trainees' pre- & post- measures suggest that after the training seminar there was a great leap in teachers' self-assessed knowledge on all topics relating to adolescents' romantic relationships (including gender equality and gender stereotypes) and intimate partner violence (see Table 26 and Charts 5a/5b) . Most importantly, after the training seminar on the GEAR Approach, all teachers self-assessed their knowledge as 'complete' or 'absolute' in terms of identifying gender stereotypes and gender inequalities, recognizing healthy and unhealthy relationships, identifying physical/psychological and sexual abuse and especially understanding their own obligations in the event that a student discloses that she/he is being abused. To cross check these measurements, teachers' actual knowledge of identifying abusive behaviors in teenage relationships was also evaluated over a series of statements regarding manifestations of IPV; quite importantly, after the training seminar, the teachers were in a better position to identify the common myths in these statements and their replies were more highly skewed towards the correct answer.

Another important impact of the GEAR program was also in relation to teachers' self-assessed comfortableness in implementing activities targeting all types of abuse in adolescent relationships (physical, psychological and sexual). While in their pre-questionnaires teachers mentioned to have felt less comfortable to conduct activities that pertained to recognizing the early signs of abuse, the manifestations of physical/psychological/sexual violence and ways of intervention, following the training seminar, teachers' comfort level increased considerably, with the majority of them stating that they felt equally comfortable to teach all the aforementioned topics.

Furthermore, going hand in hand with enhanced knowledge and comfortableness, there was remarkable enhancement of teachers' self-assessed skills in terms of correctly approaching and supporting a student who is currently been abused either by a partner or a family member (Table 26). All teachers unequivocally stated in their post questionnaires that, they now felt absolutely confident that they could help a student who is being abused, irrespective of whether this abuse is physical, psychological, sexual or domestic.

And finally in terms of the actual implementation of the training Seminar and the various logistics of the training seminar:

- Satisfaction ranked very high on all parameters tested with mean scores ranging from 9.07 to 9.77. There was a comparative marginally higher satisfaction with the overall organization of the seminar, the adequacy of the facilitators, the topics addressed and the theory covered.

- The trainees were also extremely pleased with the facilitators and instructors. Overall, facilitators were considered to be 'experts in their field', well prepared, motivating the group's active participation, and able to identify and respond to the group's needs
- With regards to the GEAR IPV Booklets, all in all, trainees found both Booklets to be very useful, user-friendly, adhering to their professional needs and providing adequate information and material that directly related to their profession and which they could use in their classroom, either through implementing the GEAR program or otherwise. Moreover, both manuals were also considered to provide important information and tools in helping teachers identify signs of abuse in their students' relationships, increased their confidence/comfort in approaching students who may have been abused and enhanced their skills in providing adequate support to these students.

Annexes

1st Seminar

Agenda

Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα



15, 16 και 23 Ιανουαρίου 2016

*Πανεπιστήμιο Λευκωσίας
Αίθουσα 206 - Κτήριο Ευροφα
Λεωφόρος Μακεδονίτισσας 46,
Λευκωσία 1703*

Τηλ: 22841500 (Παν.), 22842036 (MIGS)

Πρόγραμμα

Παρασκευή, 15 Ιανουαρίου 2016

08:00	Προσέλευση
08:00-08:15	Χαιρετισμοί - Έναρξη
08:15- 10:00	Εισαγωγική Ενότητα
10:00-16:00	ΜΕΡΟΣ Ι. Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών)
10:00- 10:30	Ενότητα 1. Εισαγωγή και Στόχοι Σεμιναρίου
10:30-11:00	Διάλειμμα
11:00-12:40	Ενότητα 2. Στερεότυπα του Φύλου και Ανισότητα των Φύλων
12:40-13:40	Διάλειμμα - Γεύμα
13:40- 15:30	Ενότητα 2 (συνέχεια)
15:30-16:00	Κλείσιμο 1ης ημέρας

Πρόγραμμα

Σάββατο, 16 Ιανουαρίου 2016

09:00-17:00	ΜΕΡΟΣ Ι (συνέχεια). Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών)
09:00-10:50	Ενότητα 3. Υγιείς και Μη Υγιείς Σχέσεις
10:50-11:20	Διάλειμμα
11:20-13:00	Ενότητα 4. Βία μεταξύ Ερωτικών Συντρόφων
13:00-14:00	Διάλειμμα - Γεύμα
14:00-15:35	Ενότητα 4 (συνέχεια)
15:35-15:50	Διάλειμμα
	Κλείσιμο προσομοιωμένου προγράμματος
15:50-16:40	Ανατροφοδότηση, προτάσεις και συζήτηση για το Πρόγραμμα “GEAR against IPV” και την υλοποίησή του
16:40-17:00	Κλείσιμο 2 ^{ης} ημέρας

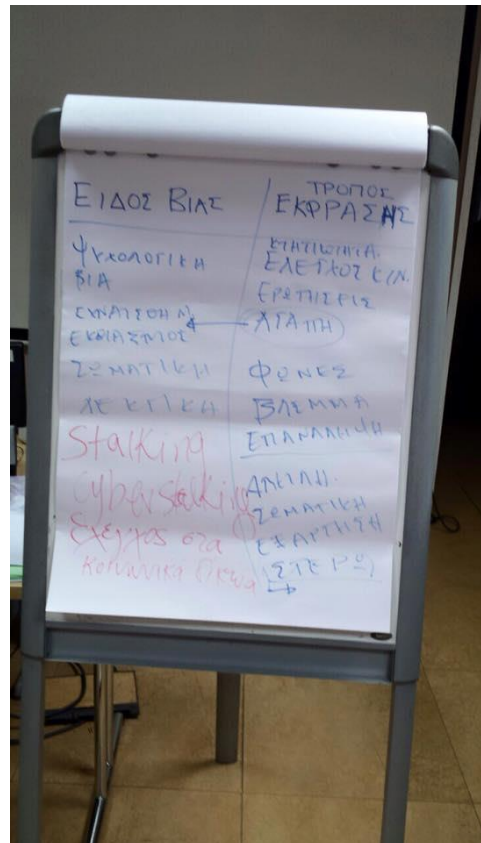
Πρόγραμμα

Σάββατο, 23 Ιανουαρίου 2016

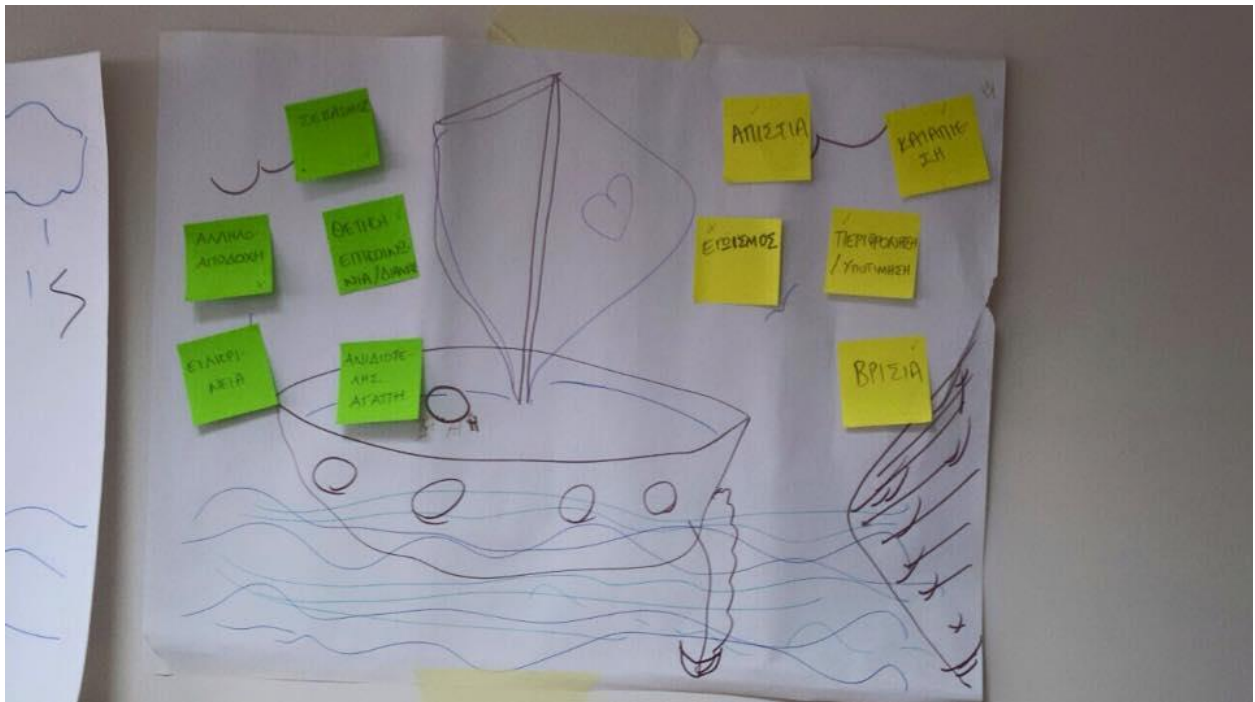
09:00-10:00	ΜΕΡΟΣ II. Τεύχος III: Το “GEAR against IPV” Εγχειρίδιο Εκπαιδευτικού και Πώς να το Χρησιμοποιήσετε <i>Χριστίνα Καϊλή, Μεσογειακό Ινστιτούτο Μελετών Κοινωνικού Φύλου (MIGS)</i>
10:00-10:30	ΜΕΡΟΣ III. Θεωρητική Κατάρτιση Ευαισθητοποίηση σε θέματα <ul style="list-style-type: none">- στερεοτύπων του φύλου & βίας μεταξύ ερωτικών συντρόφων (ΒΕΣ)- κακοποίησης-παράμελξης παιδιών <i>Μαρία Αγγελή, Εκπαιδεύτρια MIGS</i> <i>Στάλω Λέστα, Εκπαιδεύτρια MIGS</i>
10:30-11:00	Διάλειμμα
11:00- 12:30	Διαχείριση περιστατικών κακοποίησης <i>Πατρίτσια Φαίδωνος, Ψυχοθεραπεύτρια, Καθηγήτρια Συμβουλευτικής και Επαγγελματικής Αγωγής</i>
12:30-13:00	Κλείσιμο Σεμιναρίου & Αξιολόγηση
13:00-14:00	Γεύμα
14:00-15:00	Κλειστή Συνάντηση: για τις/τους εκπαιδευτικούς Γυμνασίου (κατά προτίμηση) που ενδιαφέρονται να υλοποιήσουν το Πρόγραμμα GEAR against IPV κατά το σχ. έτος 2015-16

1st Seminar

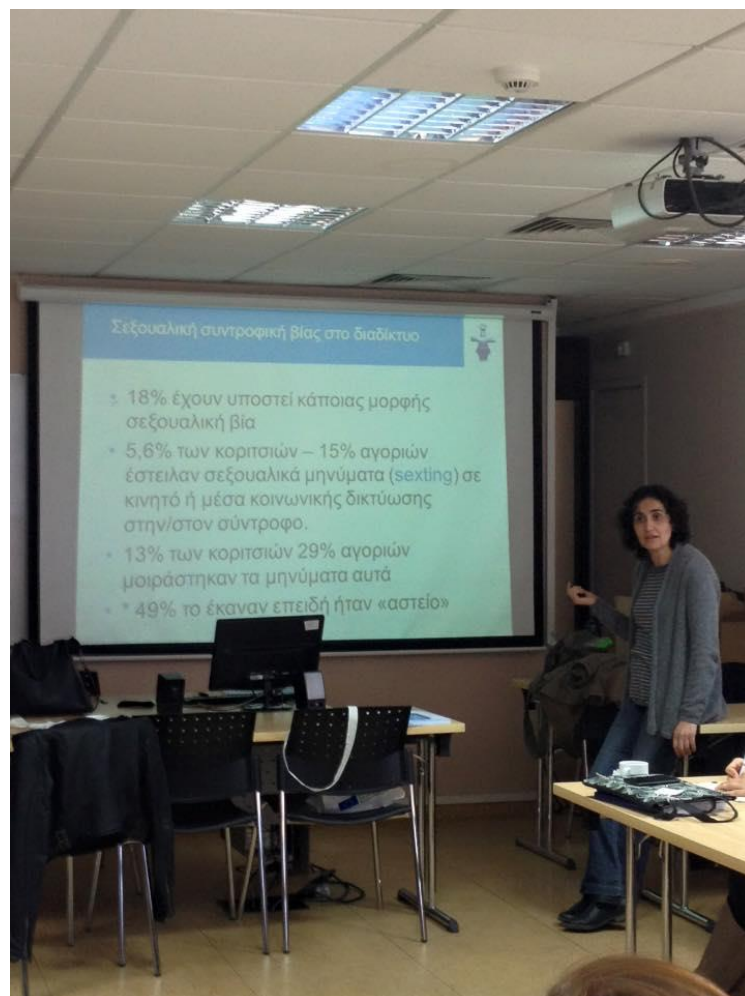
Photos











2nd Seminar

Agenda



Σεμινάριο Επιμόρφωσης Εκπαιδευτικών Δευτεροβάθμιας Εκπαίδευσης **GEAR against IPV**

Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα



2, 3 και 4 Ιουνίου 2016

*Πανεπιστήμιο Λευκωσίας
M203 Millennium Building
Λεωφόρος Μακεδονίτισσας 46,
Λευκωσία 1703
Τηλ: 22841500 (Παν.), 22842036 (MIGS)*



Μεσογειακό Ινστιτούτο Μελετών
Κοινωνικού Φύλου (MIGS)
Website: medinstgenderstudies.org

Το σεμινάριο διεξάγεται στο πλαίσιο του προγράμματος
Gender Equality Awareness Raising against Intimate Partner Violence II
(GEAR against IPV II) Κωδικός Προγράμματος: JUST/2013/DAP/AG/5408
Με τη συγχρηματοδότηση του Προγράμματος Daphne III της Ευρωπαϊκής



Πρόγραμμα

Πέμπτη, 2 Ιουνίου 2016

08:00	Προσέλευση
08:00-08:15	Χαιρετισμοί - Έναρξη
08:15- 10:00	Εισαγωγική Ενότητα
10:00-16:00	ΜΕΡΟΣ Ι. Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών)
10:00- 10:30	Ενότητα 1. Εισαγωγή και Στόχοι Σεμιναρίου
10:30-11:00	Διάλειμμα
11:00-12:40	Ενότητα 2. Στερεότυπα του Φύλου και Ανισότητα των Φύλων
12:40-13:40	Διάλειμμα - Γεύμα
13:40- 15:30	Ενότητα 2 (συνέχεια)
15:30-16:00	Κλείσιμο 1ης ημέρας

Πρόγραμμα

Παρασκευή, 3 Ιουνίου 2016

09:00-17:00	ΜΕΡΟΣ Ι (συνέχεια). Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών)
09:00-10:50	Ενότητα 3. Υγιείς και Μη Υγιείς Σχέσεις
10:50-11:20	Διάλειμμα
11:20-13:00	Ενότητα 4. Βία μεταξύ Ερωτικών Συντρόφων
13:00-14:00	Διάλειμμα - Γεύμα
14:00-15:35	Ενότητα 4 (συνέχεια)
15:35-15:50	Διάλειμμα
	Κλείσιμο προσομοιωμένου προγράμματος
15:50-16:40	Ανατροφοδότηση, προτάσεις και συζήτηση για το Πρόγραμμα “GEAR against IPV” και την υλοποίησή του
16:40-17:00	Κλείσιμο 2 ^{ης} ημέρας

Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα



Σεμινάριο Επιμόρφωσης
Εκπαιδευτικών Δευτεροβάθμιας Εκπαίδευσης

Πρόγραμμα

Σάββατο, 4 Ιουνίου 2016

09:00-10:30	Διαχείριση περιστατικών κακοποίησης <i>Χριστίνα Ιωάννου, Εκπαιδευτικός Ψυχολόγος Α', Υπουργείο Παιδείας και Πολιτισμού</i>
10:30-11:00	ΜΕΡΟΣ II. Τεύχος III: Το "GEAR against IPV" Εγχειρίδιο Εκπαιδευτικού και Πώς να το Χρησιμοποιήσετε <i>Μαρία Αγγελή, Μεσογειακό Ινστιτούτο Μελετών Κοινωνικού Φύλου (MIGS)</i>
11:00- 11:30	Διάλειμμα
11:30- 12:30	ΜΕΡΟΣ III. Θεωρητική Κατάρτιση Ευαισθητοποίηση σε θέματα <ul style="list-style-type: none">- στερεοτύπων του φύλου & βίας μεταξύ ερωτικών συντρόφων (ΒΕΣ)- κακοποίησης-παράμελξης παιδιών <i>Μαρία Αγγελή, Εκπαιδύτρια MIGS</i> <i>Στάλω Λέστα, Εκπαιδύτρια MIGS</i>
12:30-13:00	Κλείσιμο Σεμιναρίου & Αξιολόγηση
13:00-14:00	Γεύμα



2nd Seminar

Photos





