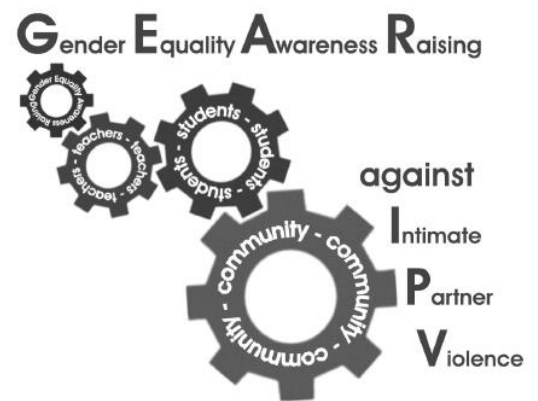


# Gender Equality Awareness Raising against Intimate Partner Violence II

GEAR against IPV II

## Report

### ***Teachers' Training Seminars in Croatia: Implementation and Evaluation Report***



***CESI- Center for Education, Counselling and Research***

*April, 2016*

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





# Credits

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# Project Identity

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**Title:** Gender Equality Awareness Raising *against* Intimate Partner Violence – II (GEAR *against* IPV - II)

**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

**Coordinator:** European Anti-Violence Network (EAVN), Greece

**External Evaluator:** Prof. Carol Hagemann-White

**Website:** [www.gear-ipv.eu](http://www.gear-ipv.eu)

**Funding:** With financial support from the DAPHNE III Programme of the European Union



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## Preface

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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 and school’s psychologists and pedagogues in Croatia in the context of the “GEAR against IPV II” Project.

## Background

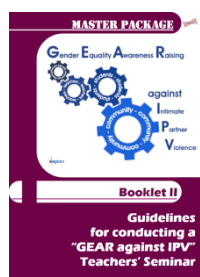
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### Objectives of training seminars

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 1<sup>st</sup> "GEAR against IPV" Project<sup>1</sup> and revised in the context of the "GEAR against IPV II" Project<sup>2</sup>- 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.

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

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<sup>1</sup> 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](http://www.1st.gear-ipv.eu/sites/default/files/1/Master_GEAR%20against%20IPV%20Booklet%20II_English.pdf)

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

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, CESI translated Booklet II into Croatian language and completed and culturally adapted (wherever necessary) specific sections by following the instructions that were included in Master Booklet II (appearing in orange font). Therefore, the culturally adapted Croatian<sup>3</sup> national edition of Booklet II was developed and used for the organization, implementation and evaluation of the Teachers’ Seminars.

CESI implemented two training seminars for high-school teachers in Croatia. First seminar was held from 12th -15th of November and a second one from 26th -29th of November 2015 in Donja Stubica, in the hotel Terme Jezercica. We have received 122 applications for the seminars but the total of 53 trainees attended the seminars. The goal of the seminars was to raise awareness on issues related to gender stereotypes, gender-based violence and gender equality and build teachers' capacities to implement the “GEAR against IPV” workshops with students at schools. Seminar included both theoretical and a practical part conducted via simulated workshop, with teachers adopting the role of students.

Teachers were very motivated to start implementing workshops with students based on the GEAR against IPV national package. National package was evaluated as extremely helpful in raising awareness among youth and implementing workshops at schools. Fourteen teachers signed-on for the implementation of awareness raising workshops for approx. 370 students.

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<sup>3</sup> Available at: [www.gear-ipv.eu/educational-material/national-packages](http://www.gear-ipv.eu/educational-material/national-packages)

## **A. First Teachers' Seminar in Croatia**

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### **A.1. Trainees**

#### ***Target group***

Secondary school teachers were invited to participate in the Seminars. Total of 26 trainees attended the first seminar (25 female and 1 male). They were high-school teachers, school's psychologists and pedagogues coming from different schools and regions of Croatia (i.e. 26 high schools from 20 towns).

#### ***Trainees' recruitment***

Trainees' recruitment was conducted through several methods: open-call for the training sent to high-schools and distribution of the call via Teacher Training Agency and CESI's network of trained teachers and associates. The process of "certification" is obligatory if the programme is going to be implemented in schools. "Certification" means that the Ministry of Education and Teacher Training Agency validated the "GEAR against IPV" teaching materials as a quality educational material and seminars as a course for teachers' qualification. After completion of the seminar, teachers obtained certificates issued by the Teacher Training Agency.

Criteria for the selection of trainees included: motivation of the teacher to work on GBV with young people, previous experience of work on GBV issues, type of school and regional representation.

### **A.2. Trainers**

The first Teachers' Seminar was conducted by the trainers:

Nataša Bijelić – sociologist (with MSc in Gender studies), CESI.

Branimira Mrak- teacher

### **A.3. Implementation Description**

First seminar was held from 12th -15th of November in Donja Stubica, in the hotel Terme Jezercica. It was attended by 26 participants (25 female, 1 male) from 26 high-schools from different regions of Croatia. Seminar included both theoretical and a practical part conducted via simulated workshop, with teachers adopting the role of students. Theoretical part

covered the issue of gender stereotypes, gender-based violence and gender equality aiming to build teachers' capacities to implement the "GEAR against IPV" workshops with students at schools.

Total duration of the seminar is 21 hrs and net duration is 18hrs '30. Here is the Agenda of the first "GEAR against IPV" Teachers' seminar:

### First seminar „GEAR against IPV“

**12th-15th November 2015**

#### **1st day**

##### **17:30-19:30**

Opening

Welcome of participants and introduction of trainers and participants

Pre-questionnaire completion

Participants' expectations from the Seminar

Presentation of the EU Daphne III Project "GEAR against IPV"

Presentation of the seminar's agenda

Short discussion on GBV in schools

#### **2nd day**

##### **9:00-13:00**

##### **Simulation**

Introduction

Teachers adopting the role of students

Activity 1.2..Expectations and Objectives

Rules

Activity 2.1.5. Self-discovery

Activity 2.1.11. Gender Box

*Coffee break*

Activity 2.2.4 Continuum of Harmful Behaviours to Girls and Boys

##### **15:00-18:30**

Activity 3.3. Healthy and Unhealthy Relationships – Recognizing the Warning Signs

Activity 3.4. Persons and Things

Activity 4.1.7. Myth or Reality?

*Coffee break*

Activity 4.1.4. Cases of Violence

Evaluation round

### 3rd day

#### **9:00-13:00**

Activity 4.2.4. Look, Listen and Learn-the Path to Enhance Good Communication

Activity 4.2.1. What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies

*Information about the campaign*

Closing round of the simulation

Distribution of Booklets

*Coffee Break*

Simulation overview and debriefing

#### **14:30-18:00**

Presentation of teaching materials and implementation of the „GEAR against IPV“ workshops for students (pilotong of the programme; campaign)

*Coffee break*

Theoretical part on gender inequality, IPV, GBV.

### 4th day

#### **9:00-13:00**

Adolescents' relationships and GBV in schools, guest speaker Biserka Šavora from School for Contemporary Dance „Ana Maletic“

*Coffee break*

Sexual violence, guest speaker Paula Zore from Women's Room- Center for Sexual Rights

Post-questionnaire completion

Closing of the seminar

#### ***Seminar's description – 1<sup>st</sup> day***

Upon arrival at the venue of the Seminar, each participant was handed materials (i.e. folder with pre-coded Teachers' Seminar Pre-Questionnaire, name badge, agenda, notebook, pen, etc). The 1st day started with an introduction of trainers and participants and pre-questionnaires' completion. Each participant was instructed to complete his/her pre-questionnaire and delivered completed pre-questionnaire to the trainers.

At the beginning trainees were asked to express their expectations using post-it papers regarding Seminar (what the issues were that they expected to be addressed and what they

expected to gain from their participation). Expressed expectations included gaining new skills, knowledge, and ideas on how to work with youth on GBV. We continued with the introduction of “GEAR against IPV” project and seminar's agenda. Short discussion on GBV in schools was envisaged as an introductory activity and was used to guide teachers to discuss among themselves and assess the scope of the problem of GBV in schools. This activity allowed participants to exchange relevant experiences and points of views among each other regarding the topic of GBV, one of the core parts of the training.

### ***Seminar's description – 2<sup>nd</sup> day***

On 2<sup>nd</sup> day we started with workshop simulation. Facilitators explained to the group the approach “***through students' eyes***”, namely that this part would consist of an exact simulation of the “GEAR against IPV” Workshop where teachers were asked to adopt the role of students (i.e. to decide whether to be a boy or a girl, to keep their real name or not, to be an obedient student or not, etc.). All participants used “stickers” (blank self-adhesive labels) where they wrote their “student name. Immediately afterwards, the facilitators started the simulation part by conducting a “GEAR against IPV” workshop with a class of high-school students (teachers “transformed” into students). During the simulation part, facilitators also modelled situations that a teacher was likely to face during the “GEAR against IPV” Workshop's implementation in order to get teachers acquainted with potential unexpected situations. Simulated activities were derived from all four Modules of Booklet III and at least one activity from each Module. On the 2nd day of the seminar simulated activities included:

Activity 1.2..Expectations and Objectives;

Activity 2.1.5. Self-discovery

Activity 2.1.11. Gender Box

Activity 2.2.4 Continuum of Harmful Behaviours to Girls and Boys

Activity 3.3. Healthy and Unhealthy Relationships – Recognizing the Warning Signs

Activity 3.4. Persons and Things

Activity 4.1.7. Myth or Reality?

Activity 4.1.4. Cases of Violence

In general, trainees were willing to adopt the role of students but there were difficulties in staying in the role. Most of the trainees had the need to discuss topics from the role of teachers because they think it would be more useful.

### ***Seminar's description – 3<sup>rd</sup> day***

Simulation continued through the morning session of the 3<sup>rd</sup> day of the seminar. Simulated activities included:

Activity 4.2.4. Look, Listen and Learn-the Path to Enhance Good Communication

Activity 4.2.1. What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies

After the activities we continued with the simulation overview and debriefing. Simulation was assessed by the trainees as hard because it was difficult to stay in the character or to adjust their thinking to the one of a young men or women.

Afternoon session of the 3<sup>rd</sup> day of the seminar consisted of presentation of teaching materials (Booklets III and IV) and implementation of the „GEAR against IPV“ workshops for students. Teachers were handed copies of Booklets III and IV, and the structure and contents of Booklet III were presented and discussed. Teachers were also informed briefly about the piloting of the programme and campaign for young people because the separate meeting with the implementers was held that evening.

Afterwards we continued with the theoretical part of the seminar. This part focused on trainees' theoretical training, aimed to build their capacity to work with youth and implement “GEAR against IPV” Workshop, by providing them with theoretical input on gender inequality, GBV and IPV. More specifically, information was provided:

**1. Gender Inequality Issues:** for example, what is the relationship between gender stereotypes, gender roles, power relations gender inequality and IPV, what we can do in order to change this situation.

**2. Gender Based violence and Intimate Partner Violence:** for example, what GBV and IPV is, forms of violence, consequences of violence for the victim, the vicious cycle of violence, the magnitude of IPV globally, at EU, and at national level, consequences of IPV for youth, statistics, and sources for support.

### ***Closed Meeting with Implementers***

After the closure of the 3<sup>rd</sup> day of the Training Seminar, a closed meeting was held only with teachers that had expressed interest and committed themselves to implementing the pilot programme during the school year 2015-16. The topics discussed during that meeting were mainly practical issues, such as:

a) starting date of workshops,



- b) anticipated number of students in the intervention group,
- c) potential of conducting the workshops within the school curriculum,
- d) anticipated workshops' duration,
- f) CESI's assistance and support to teachers during the workshops' preparation and implementation

### **Seminar's description- 4<sup>st</sup> day**

The last day of the seminar included topics of adolescents' relationships and GBV and also sexual violence with guest speakers.

Biserka Savora presented the topic of adolescents' relationships and teen-dating violence in schools. As a school pedagogues and long-time educator she also talked about her experiences and concrete cases from school practice. This offered to the participants an example of how to approach and deal with the issue in a school setting.

Paula Zore, coming from Women's Room- Center for Sexual Rights, presented the issue of sexual violence, i.e. definition, facts, forms of sexual violence, consequences, prevalence and statistics, and the problem of non-reporting of sexual violence. She also introduced the Protocol of Conduct in cases of sexual violence, its goals and implementation and also regulation of sexual violence through Criminal code.

After both presentations a lively discussions developed. Seminar was closed by an oral evaluation round and post -seminar Questionnaire (pre-coded) was handed out and completed at the end of the seminar.

## **B. Second Teachers' Seminar in Croatia**

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Second seminar „GEAR against IPV“ was held from 26th-29th of November 2015.

### **B.1. Trainees**

#### ***Target group***

Similarly to the first seminar, secondary school teachers were invited to participate in the Seminars. Total of 27 trainees attended the second seminar (26 female and 1 male). They were high-school teachers, school's psychologists and pedagogues coming from different schools and regions of Croatia (i.e. 27 highs schools from 17 towns).

Regarding Trainees' recruitment, we followed the same process of recruitment as in the first seminar.

### **B.2. Trainers**

The second Teachers' Seminar was conducted by the trainers:

Sanja Cesar – psychologist, CESI.

Branimira Mrak- teacher

### **B.3. Implementation Description**

First and second seminars were identical in regards to the content and the structure of the training days so please refer to the previous chapter. In the second seminar, the only difference is the guest speaker Maja Mamula coming from Women's Room.

## C. Seminars' Evaluation

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### 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 facilitator 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/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 Croatia 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 Croatia, 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 (12<sup>th</sup> and 26<sup>th</sup> of November)
- at the end of the last day of the training (15<sup>th</sup> and 29<sup>th</sup> of November), 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, we prepared in advance code for each participant and the questionnaires were handed out personally to each participant before the completion of the questionnaires.

### C.2. Results

All trainees (N=53) completed the pre- and post- Seminar questionnaires.

### C.2.1. Trainees' characteristics

The total of 53 trainees attended the seminars. Majority or 96% were female participants and 4% were male. Their mean age was 39.8 years old (min=25, max=64) and the mean years that they had been teaching in schools was 13.6 years (min=1, max=39). The trainees' teaching subjects are presented in Table 1.

**Table 1.** Trainees' specialty

Trainees specialty	Sex		Total
	Female	Male	
Psychology	15	1	16
Pedagogy and social pedagogy	18		18
Natural sciences (Chemistry)	1		1
Literature and languages (German, English, Croatian)	6		6
Social sciences (Sociology, Ethnology, Philosophy, Economics)	8		8
Art and Art history	3		3
Machinery		1	1
<b>Total</b>	<b>51</b>	<b>2</b>	<b>53</b>

The trainees' related experience regarding the topics addressed by the "GEAR against IPV" Project is presented in Table 2.

**Table 2.** Percentage of trainees' having related experience with similar trainings and projects

Trainees Related Experience		Topic/ Project			
		Gender Equality	Dating Violence	IPV	Child Abuse & Neglect
<b>Have you ever received any training related to:</b>	No	50.9%	56.6%	60.4%	54.7%
	Yes	41.5%	39.6%	30.2%	37.7%
<b>Do you have any experience in implementing projects related to:</b>	Not at all	37.7%	26.4%	39.6%	37.7%
	Very little	20.8%	17%	17%	30.2%
	Moderate	13.2%	17%	17%	22.6%
	Adequate	17%	26.4%	13.2%	5.7%
	Great	5.7%	9.4%	3.8%	1.9%

The findings show that between 30-40% trainees had participated before in a training related to gender equality, dating violence, IPV and child abuse and neglect. Between 26 % and 40% percent of trainees, reported having no experience in implementing projects related to the aforementioned topics.

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

According to trainees' responses to an open-ended question included in the T-S(pre) questionnaire, regarding their **motivation to attend this Seminar**, they mentioned the following:

- Personal training and acquiring knowledge and skills on handling dating violence/ intimate partner violence (27 persons)
- Learning new methods and approaches in working with students (20 persons)
- Learning new things and help my students (6 persons)

Trainees also recorded their expectations in regards to the **subject(s) they considered to be of vital importance to be trained on** in this Seminar in order to be able to implement such a prevention program in schools. The trainees' responses can be categorized as follows:

- Issue of sex/gender/gender stereotypes/gender equality (18 persons)
- Violence in romantic relationships/GBV, healthy and unhealthy relationships (26 persons)
- Dealing with various forms of violence (helping students, teachers, parents) (9 persons)

Participants' expectations from the Seminar coincided with the objectives and topics of the Seminar.

After the seminar, trainees' fulfillment of expectations was measured . The following table provides assesment of expectations' fulfilment.

**Table 3.** Mean ratings (0=not at all, 10=absolutely) of trainees' fulfillment of expectations

In what extent this particular Seminar	Mean ratings
1) provided answers to the questions you had?	8.89
2) provided you new knowledge?	8.70
3) supplemented know ledge you already had?	9.08
4) provided you with the opportunity to obtain new skills?	8.83
5) provided you with the opportunity to enhance skills you already had?	9.06
6) adequately trained you on the subjects you considered vital to be trained on?	9.10
7) fulfilled your initial expectations?	9.29

Trainees, on average, rated with 9.10 that the Seminar *adequately trained them on the subjects they considered vital to be trained on* and with 9.29 that it *fulfilled their initial expectations*. Based on these high ratings it can be concluded that seminar fulfilled trainees' expectations.

### 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 4. 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 5)
- c. **Booklets III and IV** (Q9) in regards to the 12 dimensions that are presented in Table 6.
- 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 7.

**a. Personal Satisfaction with the Seminar.** Participants' mean satisfaction ratings with the Seminar, as illustrated in Table 4., are very high (8.70 - 9.79) for all of the assessed aspects. The highest satisfaction rates (9.79) were given to *Booklets III and IV*. The lowest ratings were given to the *Simulated „GEAR against IPV“ Workshop (8.81)* and to *the skills teachers obtained/enhanced (8.70)* which, along with teachers' suggestions, led us to the recommendation that simulated part should be avoided in the envisaged form. Instead some of the activities can be implemented as simulation where teachers will adopt the role of students. Teachers opinion is that they would get more from the seminar if the seminar is tailored according to their needs as professionals who work with young people. Being in a role of students in a way disabled them to get the most of the seminar for themselves as professionals.

**Table 4.** Trainees' mean rate of satisfaction (0=not at all, 10=absolutely) with the Seminar in Croatia (Q.1-post, N=53)

How satisfied are you from:	Mean
i. the overall Seminar?	9.19
ii. the topics addressed?	9.32
iii. the simulated "GEAR against IPV" Workshop?	8.81
iv. the theoretical part of the Seminar?	9.02
v. the knowledge that you obtained during the Seminar?	9.0
vi. the skills that you obtained and/or enhanced during the Seminar?	8.70
vii. the Booklet III: <i>Teacher's Manual</i> , that you were given?	9.79
viii. the Booklet IV: <i>Students' Activities Book</i> , that you were given?	9.79
ix. the supplementary material that you were given?	9.49
x. the adequacy of the facilitator(s)/instructor(s)?	9.60
xi. the total duration of the Seminar	8.94
xii. the way the Seminar was organized?	9.51
xiii. the place the Seminar conducted?	9.60

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 equally high. More specifically, on average, trainees declared that there is a probability of:

- **95.8%** that they *would choose to participate in a similar Seminar in the future*
- **98.6%** that they *would recommend to a colleague of them to attend a Seminar like this*
- **97.2%** that they *would decide to implement a GEAR against IPV workshop in their classroom*"

**b. Self-perceived Usefulness of the Seminar.** Trainees' ratings were even higher (9.04-- 9.77) than their satisfaction ratings, with Booklets III and IV again occupying the first two positions. Teachers considered that all of the aspects presented in Table 5. would be useful for both their everyday work as well as for the implementation of the "GEAR against IPV" workshops in classrooms.

**Table 5.** Mean ratings (0=not at all, 10=absolutely) of trainees' self-perceived usefulness of various aspects of the Seminar (Q.3-post, N=53)

<b>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:</b>			
<b>a. for your everyday work the:</b>		<b>b. for the implementation of "GEAR against IPV" Workshops in classrooms the:</b>	
<b>Mean</b> 9.32	i. overall Seminar?	<b>Mean</b> 9.45	i. overall Seminar?
9.04	ii. simulated "GEAR against IPV" Workshop?	9.26	ii. simulated "GEAR against IPV" Workshop?
9.04	iii. theoretical part of the training	9.08	iii. theoretical part of the training
9.28	iv. knowledge you obtained	9.30	iv. knowledge you obtained
9.25	v. skills you obtained or enhanced	9.19	v. skills you obtained or enhanced
9.60	vi. Booklet III: Teachers Manual	9.77	vi. Booklet III: Teachers Manual
9.60	vii. Booklet IV: Student's Activities Book	9.77	vii. Booklet IV: Student's Activities Book
9.25	viii. supplementary material provided	9.43	viii. supplementary material provided

On the basis of the responses of 53 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 aspects that were assessed as the most useful were related to the material and the methodology of work on IPV (24) and the knowledge gained on GBV and issues such as how to recognise and react to abuse" (16), and exchange of experience and methods of work with colleagues (13).

**c. Evaluation of Booklets III and IV.** When trainees were asked to rate the two Booklets (III and IV) in regards to the aspects shown in Table 6. both booklets received very high ratings (9.12 – 9.92), showing that teachers considered them as comprehensive material for their professional needs and would be a useful tool for working with students, as well as for implementing the GEAR against IPV Workshops.

**Table 6.** Trainees' mean ratings (0=not at all, 10=absolutely) for Booklets III and IV (Q.9-post, N=53)

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
i. It is understandable	9.87	9.88
ii. It is user friendly	9.84	9.88
iii. It will be useful for me as a teacher	9.90	9.94
iv. It adequately covers the subjects	9.87	9.88
v. It includes information directly related to my profession	9.55	9.53
vi. It adheres to the professional needs of teachers	9.67	9.63
vii. It contains information that I intend to use in my teaching practice	9.83	9.79
viii. It contains material that I intend to use in my teaching practice	9.77	9.77
ix. It will facilitate the implementation of GEAR Workshops in classroom	9.92	9.92
x. It will help me to identify signs of abuse in my students	9.39	9.41
xi. It will help me to feel more comfortable to approach abused students	9.37	9.37
xii. It will help me to obtain skills on how to assist abused students	9.12	9.10

**d. Evaluation of Facilitator(s) of the Seminar by the Trainees.** As Table 7.illustrates, trainees were almost absolutely satisfied with their facilitator in the Simulated Workshop (ratings 9.28 - 9.57) as well as with the Theoretical Part (ratings 9.34 - 9.58). The percentages of trainees who rated their satisfaction from 9 to 10 ranged from 85% to 100%.

**Table 7.** Trainees' mean evaluation ratings (0=not at all, 10=absolutely) for Facilitator(s)/Instructor(s) of the Teachers' Seminar (Q.2-post, N=53)

Please rate the facilitator(s)/instructor(s) on the following aspects:	Simulated Workshop	Theoretical Part
i. was/were well prepared	9.49	9.57
ii. distributed the time well	9.57	9.58
iii. was/were able to hold the group's attention	9.45	9.34
iv. answered questions capably	9.34	9.49
v. was/were able to motivate active participation	9.51	9.49
vi. was/were able to appropriately identify the group's needs	9.28	9.47
vii. was/were appropriately responding to the group's needs	9.30	9.38

### ***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 53 teachers, 83% replied "yes" (44 teachers) and 15% "most probably yes" (8 teachers) and 2% "most probably not" and "no" (1 teacher). The reasoning of teacher who replied "no" was related to the difficulties with timetable and organization of teaching classes in schools. The number of classrooms teachers declared they would like to implement the workshops ranged from 1 to 12 (M=4.26, SD=2.22) while the hours they could devote per classroom for the workshop were 1-16 (M=6.13, SD=3.8).



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, 33 (62%) out of the 52 trainees responded negatively, namely that the topic is fine with them; moreover, some trainees provided positive feedback with a few comments related to helping students who are experiencing abuse.

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) most of the trainees (29 out of 49) considered that there is nothing that could trouble them concerning their role in the Workshop's implementation in their classroom. The concerns expressed by the remaining trainees concerned mainly lack of time to implement workshops, and lack of knowledge/skills to implement the workshops and reaction of the colleagues at school.

In the post-measurement after the Seminar minority of teachers (i.e.15%) expressed concerns about their role in the Workshop's implementation. Most of these concerns were related to their adequacy to implement the Workshop (e.g. *Will I be able to answer correctly to students' questions?; problems with parents because of the workshop content; time-frame for the implementation of the programme; how to help a student if I discover that she/he is the victim of violence?; problems with participants that obstruct the workshop; lack of skills and knowledge to change violent behaviour of students*).

Some of the anticipated **barriers** regarding the implementation of workshops that were mentioned by the trainees were related to practical issues. Before the implementation of the Workshop, almost half of the trainees (25) considered that obstacles could be practical issues such as time restrictions and problems with organization of workshops in schools, students overburdened with other school tasks; and negative reactions from teachers or parents.

After the Workshop's implementation, the implementers' replies from reporting forms, showed that majority of implementers did not experienced any problems. However, some of them listed the following:

*"At the beginning, some students had difficulties talking about their opinions, but with time they became more relaxed and even had the need to share personal experiences with others".*

*"Some students had very permissive attitudes on violence and it became clear that they are abusive and violent towards other students in the classroom. We spoke openly about it and discussed how this affects others and what the reasons for violent behaviour are".*

*"Duration of some activities was a rather long so some of them couldn't be implemented during a school hour (45). I had to organize activities in a way that one activity should be a 45 minutes long instead of prolonging some activities on two school hours".*

*"Pre and post- questionnaire for students are too long for a 15 or 16 year olds. Some of the questions are unclear and ambiguous. I've noticed that students did not respond to all the questions asked. They had negative comments on the size of the questionnaire. Also, students had negative comments regarding handouts that were given to them - they said that it is too*

*much information! Instead of (photocopied) paper handouts after each activity I suggest that students should be given a booklet with important information on the subject. It is more user – friendly and it is less likely that they will throw out the materials after the workshop.”*

**Facilitating factors** mentioned in the post-measurement (after the Seminar but before the Workshop's implementation) were booklets and other materials, support from CESI, exchange of experiences with other colleagues in school (psychologist and pedagogue) as well as colleagues from the training seminar.

After the Workshop's implementation, the implementers' replies from reporting forms as facilitating factors listed the following: motivated students prone to discussions; great cooperation with colleague from school that enabled me to implement workshops in her class; excellent and high-quality booklets and other teaching materials; experienced facilitator in the subject of IPV; positive school climate that supports work with students on GBV and IPV.

### ***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** on teachers (N=53) was well organized seminar (comprehensive, interesting working methods, materials, trainers' knowledge and competencies, examples from practice, exchange of experiences N=42), simulation (N=5), guest lectures (Women's Room and school pedagogue, N=6).

**What trainees** (N=53) **liked most of all** was atmosphere on the training (16), trainers (5), teaching materials (7), exchange of experiences with other colleagues (5), interactive methods of work (20).

**Something that I didn't like** was simulation (7), too long seminar and too intense (3), theoretical part (2), too-much time devoted to some activities (2), the most important topics were left for the end of the seminar when there were not enough time left (3) while all the other did not have any objections.

**A false impression that I had and corrected was that I believed...**, commented on the following topics: some myths about IPV and violence in general (7), misconceptions about gender stereotypes and gender equality (6). Some of the participants had personal worries about the implementation of the workshops and their competencies (4) while others did not list any of the false impressions that were corrected.

Trainees' had several suggestions for improving the Seminar that were mostly related to its duration and timetable e.g shorter training (1 day less) but more concise, longer training (more days but shorter working hours) and one general comment that more of such seminars are needed.

### C.2.4. Extent of gender inequality in Croatia

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

Table 8. shows the great imbalance of society's expectations from men and women. The "woman's hierarchy" includes motherhood and marriage, followed by economic and professional success. On the other hand, the "man's hierarchy" is totally reversed: at the top of the list is economic success, followed by professional success, then fatherhood and marriage.

**Table 8.** Mean ratings of 4 goals' importance for women and men (N=53, unless indicated differently)

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.	Mean	
	for a woman	for a man
getting married	9.0	7.40
becoming a mother/father	9.28	7.70
succeeding professionally	6.15	9.25
succeeding economically	6.32	9.45

On the basis of teachers' answers (see Table 9.) the gender imbalance of power within family and in the household chores is still prevailing. Mother has the responsibility to take care of the children, often even by quitting her job, and this explains the reason that she is the one making decisions related to the children. On the other hand, the father makes the financial decisions, as he is the provider for the family.

Additionally, teachers' opinion is that boys and girls are treated differently while growing up. Boys are having more freedom than the girls and the girls are compelled to do more household tasks than boys.

In educational setting, there is also gender inequality visible (see Table 10). According to teachers' opinions, kindergarten teachers and Literature teachers are predominantly female, while Maths teachers, school's principals and University professors predominantly male.

**Table 9.** Percentage of answers in regards to the (un)equal distribution of power in the family (Q. 23-pre, N=53, unless indicated differently)

For each of the following statements, please check the box that describes better the situation in OUR COUNTRY	Answer (%)		
In most families:	Mother	Father	Equally
the person who makes the financial decisions in most families is the:	5.7	71.7	22.6
the person who makes the decisions related to children in most families is the:	64.2	13.2	22.6
the task of taking care of the children is mainly a responsibility of the:	94.3	0	5.7
the person who more often quits working in order to take care of the child/ren is the:	96.2	3.8	0
if only one person is the provider in the family, this person is more often the:	18.9	75.5	5.7

**Table 10.** Percentage of answers in regards to the (un)equal distribution of power in the family and the educational setting (Q. 24-pre, N=53, unless indicated differently)

For each of the following statements, please check the box that describes better the situation in <u>OUR COUNTRY</u>		Answer (%)		
		Women	Men	Equally
In most couples/families,	the person who earns more money than the other is the:	1.9	79.2	18.9
	the person who supposedly must earn more money than the other is the:	1.9	88.7	9.4
	the task of undertaking the domestic chores is mainly a responsibility of the:	94.3	0	5.7
	Most University full-time professors are:	9.4	77.4	13.2
	Most Principals in schools are:	9.4	69.8	20.8
	Most teachers teaching Maths are:	18.9	47.2	34
	Most teachers teaching Literature are:	90.6	0	9.4
	Almost all Kindergarten teachers are:	100	0	0

**Table11.** Percentage of answers in regards to the (un)equal treatment of girls/women and boys/men in the family (Q. 25-pre, N=53, unless indicated differently)

For each of the following statements, please assess if it is “True” or “False” in <u>OUR COUNTRY</u>		Answer (%)	
		True	False
	In most families, boys have more freedom than girls of the same age	81.1	18.9
	In most families, girls have more freedom than boys of the same age	7.5	92.5
	In most families, boys are compelled to do more household tasks than girls of the same age	1.9	98.1
	In most families, girls are compelled to do more household tasks than boys of the same age	88.7	11.3
	There are women who do not work because their husband does not allow them to	94.3	5.7
	There are men who do not work because their wife does not allow them to	7.5	90.6

When teachers were asked to assess to what percentage gender equality has been achieved in Croatia (see Table 12), they provided a mean rating of 41% (ranging from 10 to 90%) which can be considered relatively high, compared to their own description of our society.

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 a little bit lower, 38% with the pre- (ranging from 10 to 80%).

**Table 12.** Subjective estimation of gender equality achievement in Croatia, as a percentage from 0 to 100% (Q. 19-pre, 19-post, N=52, unless indicated differently)

To what percentage would you say that gender equality has been achieved in our country?	Pre (N=52)	Post (N=52)
Mean	41	38
Std. deviation	18	18
Median	35	40
Min-max	10-90	10-80

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.

**Table 13.** Knowledge about regulations/laws related to gender equality (Q. 20 & 21-pre) \*

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
(N=53)	22.6	0	3.8	62.3	11.3

Statement	Answers (%)		
	True	False	Don't know
(N=53) Women are obliged to take the last name of their husband after marriage (F)	17	81.1	1.9
(N=53) A married couple has to file a joint tax return under the name of the husband (F)	1.9	71.7	26.4

Around 1/5 of teachers believe that a child has to take the last name of her/his father, while ¼ is not familiar with the process of filing a tax return where the current regulation is that each member of the couple is entitled to her/his own refund.

### C.2.5. Extent of gender inequality in school

Trainees were asked, by replying to an open question (Q14-pre), to indicate what, according to their opinion, is the main difference between their male and female students. On the basis of teachers' answers **young men** seems to be more aggressive, irresponsible, physically stronger, louder, acting tough, immature, open, more relaxed, more conservative, reserved, more mature. On the other hand, **young women** are perceived emotional, open, out-spoken, industrious, insecure, more responsible, vulnerable, indecisive, manipulative, and delicate. In addition, some of the teachers consider that there are no differences between male and female students.

In general, the profiles that emerged from teachers' replies depict the opposed (and stereotypical) characteristics that students of different genders are attributed to.

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 (see Table 14). According to the teachers' answers, it seems that in the school setting mostly only the **boys** are punished more strictly, when causing trouble; are suspected more if something has been broken; and are assigned the task to carry something. **Girls**, on the other hand, are expected to have higher academic performance and to be quieter in the classroom; and they are usually assigned the task to clean something or tasks requiring responsibility.

**Table 14.** 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=53, unless indicated differently)

<b>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</b>		<b>Boys</b>	<b>Girls</b>	<b>Neither Boys = Girls</b>
are expected to have higher academic performance?	Pre	0	17	81.1
	Post	1.9	30.2	67.9
are punished more strictly, when causing trouble?	Pre	58.5	0	41.5
	Post	66	0	34
are assigned the most boring tasks?	Pre	0	1.9	96.2
	Post	5.7	13.2	81.1
are assigned the easiest tasks?	Pre	5.7	11.3	81.1
	Post	5.7	26.4	64.2
are suspected more if something has been broken?	Pre	77.4	0	22.6
	Post	86.8	0	13.2
are assigned the task to clean something, if needed?	Pre	7.5	20.8	71.7
	Post	0	62.3	37.7
are assigned the tasks requiring responsibility?	Pre	3.8	20.8	71.7
	Post	3.8	35.8	60.4
are suspected more if something has been stolen?	Pre	28.3	7.5	64.2
	Post	39.6	5.7	54.7
are assigned the task to carry something, if needed?	Pre	90.6	3.8	5.7
	Post	94.3	0	5.7
need to study harder in order to get the same grade as the opposite sex?	Pre	11.3	1.9	84.9
	Post	7.5	5.7	86.8
are praised more when demonstrating good academic performance?	Pre	20.8	7.5	71.7
	Post	24.5	5.7	69.8
are praised more when they are quiet in the classroom?	Pre	24.5	13.2	62.3
	Post	34	17	49.1
receive higher grades for equal performance?	Pre	1.9	7.5	90.6
	Post	7.5	9.4	83
are expected to be quieter in the classroom?	Pre	0	32.1	66
	Post	3.8	49.1	45.3

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 15): the 1<sup>st</sup> statement of each pair intended to assess whether or not the same expectations are imposed on male and female teachers, while the 2<sup>nd</sup> one intended to assess whether women and men teachers are complying with these expectations (that are imposed on them). The imbalance between female and male teachers is revealed: more specifically, trainees report that male teachers are almost exclusively assigned to repair something, while female teachers are assigned the task to make coffee. Additionally, gender stereotypical division of roles is present because male teachers are assigned the task to carry something; are considered to be more capable to impose discipline in classroom while female teachers are expected to adopt a parental role towards their students; to be more patient with

their students; are considered to be more lenient when assigning grades; and work more hours at school and at home.

**Table 15.** 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=53)

<b>According to your opinion, please assess if, in general, male &amp; female teachers are treated differently in the school setting: Female or male teachers</b>		<b>Females</b>	<b>Males</b>	<b>Neither Females=Males</b>
are considered to be more capable to impose discipline in classroom?	Pre	5.7	34	60.4
	Post	3.8	39.6	54.7
are more capable to impose discipline in classroom?	Pre	5.7	7.5	86.8
	Post	3.8	3.8	90.6
are assigned the most boring tasks?	Pre	15.1	1.9	81.1
	Post	17	1.9	79.2
voluntarily undertake the most boring tasks?	Pre	32.1	3.8	62.3
	Post	37.7	60.4	98.1
are assigned the easiest tasks?	Pre	3.8	15.1	81.1
	Post	5.7	22.6	69.8
voluntarily undertake the easiest tasks?	Pre	7.5	20.8	69.8
	Post	17	15.1	66
are assigned the task to repair something, if needed?	Pre	1.9	69.8	28.3
	Post	3.8	73.6	20.8
voluntarily undertake the task to repair something, if needed?	Pre	9.4	52.8	37.7
	Post	5.7	60.4	30.2
are assigned the task to make coffee, if needed?	Pre	60.4	0	37.7
	Post	69.8	0	26.4
voluntarily undertake the task to make coffee, if needed?	Pre	62.3	1.9	34
	Post	73.6	24.5	98.1
are assigned the task to clean something, if needed?	Pre	49.1	0	50.9
	Post	62.3	35.8	98.1
voluntarily undertake the task to clean something, if needed?	Pre	54.7	0	45.3
	Post	64.2	34	98.1
are assigned the tasks requiring responsibility?	Pre	20.8	5.7	73.6
	Post	13.2	13.2	71.7
voluntarily undertake the tasks requiring responsibility?	Pre	20.8	1.9	77.4
	Post	24.5	5.7	67.9
are considered to be more lenient when assigning grades?	Pre	15.1	9.4	73.6
	Post	26.4	7.5	64.2
are assigned the task to carry something, if needed?	Pre	5.7	73.6	20.8
	Post	1.9	83	13.2
voluntarily undertake the task to carry something, if needed?	Pre	11.3	60.4	28.3
	Post	1.9	75.5	20.8
are expected to adopt a parental role towards their students?	Pre	34	1.9	64.2
	Post	47.2	1.9	47.2
adopt a parental role towards their students?	Pre	34	1.9	62.3
	Post	41.5	1.9	54.7
are expected to be approached by more students to discuss their problems?	Pre	58.5	39.6	98.1
	Post	60.4	37.7	98.1
are expected to be more patient with their students?	Pre	37.7	0	62.3
	Post	47.2	0	98.1
are more patient with their students?	Pre	22.6	1.9	73.6
	Post	32.1	3.8	62.3
work more hours at school?	Pre	32.1	3.8	64.2
	Post	39.6	1.9	56.6
work more hours at home?	Pre	54.7	1.9	41.5
	Post	50.9	3.8	41.5

Teachers were asked to rate discriminative behaviour in school by teachers and students, against or in favour 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. According to teachers' answers (Table 16), discriminatory behaviour and way of speaking from both teachers and students is occasional phenomenon in school (i.e. occurring rarely to sometimes).

Teachers' ratings indicate that teachers seem to be the target of both kinds of behaviors (against and in favor) less frequently than students. Students behave in a discriminatory way more often towards their classmates (especially female students) than towards teachers.

**Table 16.** 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 favour, of female and male students and teachers (Q17i & ii-pre, 16i & ii-post, N=51, unless indicated differently)

Have you ever seen (or been informed of)	a teacher (i)		a student (ii)	
	Pre	Post	Pre	Post
behaving or speaking in a way that discriminates:				
against female students?	1.71	1.58	2.43	2.06
against female teachers?	1.61	1.63	2.16	1.82
in favor of female students?	1.71	1.71	2.12	1.96
in favor of female teachers?	1.58	1.69	1.58	1.76
against male students?	1.65	1.54	2.16	1.86
against male teachers?	1.27	1.40	1.83	1.65
in favor of male students?	1.67	1.69	2.16	1.96
in favor of male teachers?	1.68	1.61	1.59	1.76

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). In general, teachers' assesment of their own behaviour towards students spans from rarely to sometimes. They assessed their own behavior towards their students (Table 17.) as a little bit less discriminative as they had assessed other teachers' behavior (Table 16.).

**Table 17.** 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 favour, of their female and male students (Q18i-pre & 17i-post, N=52, unless indicated differently)

Have you ever «caught» yourself behaving, speaking or thinking in a way that discriminates	Pre	Post
against your female students?	0.79	0.81
in favor of your female students?	1.62	1.62
against your male students?	1.04	0.96
in favor of your male students?	1.51	1.48



Last but not least, teachers were asked whether they have ever identified any educational material that is gender discriminatory. Their ratings (Table 18.) at two different times (pre- & post- questionnaire) show that teachers' identification of discriminatory educational material ranges from rarely to sometimes. A slight increase in the mean ratings can show that after the seminar they tend to recognize discriminatory material a little more often.

**Table 18.** 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=50, unless indicated differently)

Have you ever identified any educational material that discriminates	Pre	Post
against women and/or girls?	1.49	1.50
in favor of women and/or girls?	1	1.14
against men and/or boys?	0.88	0.90
in favor of men and/or boys?	1.32	1.52

### 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 19-23. 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 21) 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 22) 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 23). 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 19 is *true* or *false*; each item was assessed twice, one when the behavior described was conducted by a male towards his female partner (Table 19a) and one when the same behavior was conducted by a female towards her male partner (Table 19b). The Table presents only the percentage of teachers who correctly answered each question while the correct answer is indicated with (T) or (S).

Even on the pre-test, all teachers recognized majority of statements in Table 19 as types of violence, independently of whether they were perpetrated by a male or a female. A very high percentage also recognized emotional blackmail as well as control of one partner over the other as violence. Of interest it is the fact that physical violence and controlling behaviors were better recognized as violence when perpetrated by a male and female (percentages ranging from 98.1% – 100%). These increases from pre- to post measure can be considered as an indication of the contribution of seminar to the improvement of teachers' knowledge and sensitization. The percentage of correct answers increased for most of these questions on the

post-test. However, for some statements percentage of correct answers stayed at the same level or slightly decreased in the post-test.

**Table 19.** Percentage of correct answers on pre- & post- questionnaires, for violent behavior perpetrated by a male towards a female partner (Q26-pre & 20-post, N=53, unless indicated differently)

According to the best of your knowledge, please assess if each of the following statements is "True" or "False"	Correct* answers (%)	
	Pre	Post
<b>a. It is a type of violence when, in a relationship, he:</b>		
1. continually yells at her (T)	100	100
2. doesn't want to take her with him every time he goes out with his friends (F)	84.9	88.7
3. tells her that if she ever leaves him, he would die without her (T)	96.2	98.1
4. calls her names and puts her down (T)	100	100
5. gets angry when she is late for a date (F)	56.6	47.2
6. accompanies her everywhere and always, wherever she goes (T)	100	98.1
7. wants, when they go out, to share the cost fifty-fifty (F)	96.2	88.7
8. tells her which people she can and can't see (T)	100	100
9. tells her what she should and shouldn't wear (T)	96.2	98.1
10. threatens to physically hurt her (T)	100	100

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

b. It is a type of violence when, in a relationship, she:	Correct* answers (%)	
	Pre	Post
1. continually yells at him (T)	98.1	100
2. doesn't want to take him with her every time she goes out with her friends (F)	86.8	86.8
3. tells him that if he ever leaves her, she would die without him (T)	94.3	98.1
4. calls him names and puts him down (T)	98.1	100
5. gets angry when he is late for a date (F)	58.5	49.1
6. accompanies him everywhere and always, wherever he goes (T)	96.2	100
7. wants, when they go out, to share the cost fifty-fifty (F)	92.5	92.5
8. tells him which people he can and can't see (T)	98.1	100
9. tells him what he should and shouldn't wear (T)	94.3	94.3
10. threatens to physically hurt him (T)	100	100

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

Teachers also assessed whether each of the 17 statements included in Table 20 is *true* or *false*. The table presents the percentage of correct answers (which is indicated in parenthesis with red font).

Teachers are familiar with the commonly held myths. They knew from the beginning that violence is not related to people of certain economic or educational background, or persons' appearance or conduct, i.e. provoking the abuser (100%). However, the most widely held myth seemed to be resistant: about 3/4 of teachers believed that violence is happening because the abuser cannot control his anger.

**Table 20.** Percentage of correct answers in pre- & postquestionnaires, for issues related to violence and abuse (Q27-pre, 21-post, N=53, unless indicated differently)

According to the best of your knowledge, please assess if each of the following statements is "True" or "False"	Correct* answers (%)	
	Pre	Post
1. Violence in a relationship exists only among people who are poor (F)	100	100
2. Violence in a relationship exists only among uneducated people (F)	100	100
3. Victims of violent relationships are mostly women (T)	67.9	79.2
4. A person is abused only when physical violence exists (F)	98.1	100
5. Destroying personal possessions and property is not a form of violence (F)	96.2	92.5
6. Violent people are people who can't control their anger (F)	24.5	37.7
7. If she didn't provoke him, he wouldn't abuse her (F)	100	100
8. You can understand if a person is violent or not, just by his/her appearance (F)	100	100
9. Jealousy is a sign of love (F)	96.2	100
10. Girls are never physically violent with their partners (F)	100	100
11. When a boy caresses a girl and she says "no", often it means "yes" (F)	98.1	100
12. When a person is being abused in his/her intimate relationship, it is easy just to leave (F)	94.3	100
13. A person's violent behaviour can change if his/her partner loves him/her enough (F)	96.2	98.1
14. Men are violent by nature (F)	96.2	98.1
15. Women are violent by nature (F)	98.1	98.1
16. Most girls believe that they must "play hard to get" before consenting to have sex (F)	75.5	75.5
17. Most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get" (F)	54.7	62.3

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

**Topics - Self-assessed comfortableness to work with the activities.** As Table 21. illustrate, before the Seminar teachers seem to feel adequately comfortable to implement activities related to gender equality and stereotypes, healthy and unhealthy relationships, adolescents' romantic relationships (ratings 8.88 – 9.08). On the other hand, they appear to feel less comfortable working with topics related to all types of abuse, warning signs and ways of intervening, which received much lower ratings (7.79-8.54). The results of post-test revealed that the level of comfort seems to increase immediately after the Seminar for all topics.

**Table 21.** 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=53, unless indicated differently)

Independently of the knowledge you have on these issues, how comfortable would you feel to implement in your classroom activities targeting each of the following topics?	Pre N=52	Post N=53
i. gender equality	8.88	9.42
ii. gender stereotypes	9.04	9.43
iii. romantic (dating) relationships of adolescents	8.98	9.60
iv. healthy and unhealthy relationships	9.08	9.70
v. how to recognize signs of abuse	8.44	9.26
vi. physical abuse in dating relationships	8.54	9.42
vii. psychological abuse in dating relationships	8.60	9.40
viii. sexual abuse in dating relationships	7.79	8.89
ix. ways of intervening in dating violence and/or intimate partner violence	8	9

**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 22. The 14 self-assessments in the pre-test ranged from 6.21 to 7.40, indicating medium level of knowledge. On the post questionnaire, all self-assessments had increased (ranging from 8.26 to 9.09).

**Table 22.** 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=53, unless indicated differently)

<b>What rate</b> would you give for the knowledge <u>you currently have</u> on:	<b>Pre</b> (N=52)	<b>Post</b> (N=53)
i. gender equality	6.69	8.75
ii. gender stereotypes	6.77	8.85
iii. romantic relationships of adolescents	7.08	8.98
iv. healthy and unhealthy romantic (intimate partner) relationships	7.21	9.09
v. physical abuse in dating relationships	6.90	9.02
vi. psychological abuse in dating relationships	6.98	9.06
vii. sexual abuse in dating relationships	6.21	8.85
viii. what <b>you can do</b> to help one of your students who is being abused	6.40	8.66
ix. <b>the obligations</b> you have if one of your students discloses that s/he is being abused	7.40	9.10

<b>(b) what you should say to one of your students who discloses to you that:</b>	<b>Pre</b> (N=XX)	<b>Post</b> (N=XX)
x. her/his partner is physically abusing him/her?	6.98	8.75
xi. her/his partner is psychologically abusing him/her?	6.92	8.79
xii. her/his partner is sexually abusing him/her?	6.67	8.64
xiii. a member of his/her family or another person is abusing her/him?	6.67	8.47
xiv. her/his mother is being abused	6.31	8.26

**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 22), teachers were also asked to rate the same questions in regards to their confidence (Table 23) 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 2 to 10 in the pre- and from 4 to 10 in the post- measurement.

**Table 23.** 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=53, unless indicated differently)

<b>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:</b>	<b>Pre</b> (N=52)	<b>Post</b> (N=53)
i. her/his partner is physically abusing him/her?	6.77	8.64
ii. her/his partner is psychologically abusing him/her?	6.85	8.60
iii. her/his partner is sexually abusing him/her?	6.21	8.40
iv. a member of his/her family or another person is abusing her/him?	6.62	8.36
v. her/his mother is being abused?	6.33	8.09

From Table 23.it seems that Seminar affected teachers' confidence in regards to help an abused student. In the pre- measurement results ranged from 6.21-6.85 which can indicate medium level of confidence but in the post-measurment it had increased (ranging from 8.09 to 8.64).

### 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 24., almost ½ of teachers report that they have been informed of a female student that is being physically abused. Almost 1/3 of them report for a female student that is being psychologically abused and almost 1/5 were sexually abused. The respective percentages for abused boys were lower.

**Table24.** Percentage of teachers declaring that they have been informed that a student is being abused in her/his intimate relationship (Q12-pre, N=50, unless indicated differently)

<b>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:</b>						
<b>Student's gender</b>	<b>physically</b>		<b>psychologically</b>		<b>sexually</b>	
	N	%	N	%	N	%
Female (N = 50)	22	41.5	44	83	9	17
Male (N = 50)	6	11.3	20	37.7	0	0

Almost 2/3 of teachers (N=31, 58.5%) reported that they have been asked for help by a student; from these 31 teachers, 34% (N=18) reported that they faced difficulties. The type of difficulties teachers mentioned were problems with students, colleagues, headmaster, parents, police and social services.

Replies from 31 teachers who answered the question, *how did you feel?* are listed below:

- responsibility (17)
- helplessness,fear,sadness (8)
- anger (1)
- disappointment (2)
- concerned (2)
- satisfied (1)

14 teachers (26.4%) replied positively to the question *were you able to help?*, while 12 (22.6%) replied "other", which wasn't further specified.

## D. Success Factors, Barriers & Suggestions for Improvements

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Based on CESI's experience from the implementation of the teacher training seminars **success factors** were related to the selected group of teachers that were very motivated and interested in the subject.

Teachers also appreciated educational material (*Booklet III and IV*) provided and evaluated it as a well structured and high quality material that included step-by-step instructions on how to conduct the workshops and material ready to be used.

Simulation part presented a **barrier** for some teachers. In general, trainees were willing to adopt the role of students but most of them had difficulty in staying in the role and had the need to discuss topics from the role of teachers because they think it would be more useful. Teachers opinion is that they would get more from the seminar if the seminar is tailored according to their needs as professionals who work with young people. Being in a role of students in a way disabled them to get the most of the seminar for themselves as professionals.

### Suggestions for improvements:

- simulated part should be avoided in the envisaged form. Instead, some of the activities can be implemented as simulation activities where teachers will adopt the role of students.
- Training had to be tailored according to teachers needs as professionals working with youth and had to include interactive part and discussions aimed at teachers.
- Instead of a firm division between theoretical and interactive part of the training, theoretical part should be more intertwined with the interactive part, i.e. theoretical part should follow the activities implemented in order to create a complete insight and perspective on the problem.

## Conclusion

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Participants demonstrated a very high satisfaction ratings with all aspects of the Seminar. Theoretical and experiential training of teachers on issues related to gender stereotypical attitudes, gender equality and gender-based violence in adolescents' relationships build their capacities and skills for the implementation of the adolescents' awareness raising workshops in school or other settings.

Trained teachers and high quality material provided will contribute to the implementation of workshops in school. Furthermore, it will enable long-term sustainability of work with young people on GBV and IPV in the future.

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# Annexes

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## 1<sup>st</sup> Seminar

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### Agenda

**PROGRAM RADA**  
**Seminar „Prevencija nasilja u vezama mladih“**  
**12.-15. studeni 2015.**

**Četvrtak, 12.11.2015.**

*17.30 -19.30h*

- Predstavljanje i upoznavanje
- Predstavljanje programa i načina rada na seminaru

**Petak, 13.11.2015.**

*Prijepodne, 9-13h*

- rod/spol
- rodni stereotipi
- rodni identiteti/uloge

*Poslijepodne, 15-18.30h*

- moć, dominacija/kontrola
- rodno-uvjetovano nasilje; nasilje u vezama mladih

**Subota, 14.11.2015.**

*Prijepodne, 9-13h*

- komunikacija
- prevencija

*Poslijepodne, 14.30 -18.30h*

- prezentacija edukativnih materijala i aktivnosti projekta koje uključuju rad s mladima
- teorijski dio i objašnjenje osnovnih pojmova

**Nedjelja, 15.11.2015.**

*Prijepodne, 9-13h*

- adolescencija i partnerske veze (prof. Biserka Šavora)
- seksualno nasilje i uloga nastavnika/ica (*Ženska soba- Centar za seksualna prava*)
- evaluacija

Odlazak sudionica/sudionika nakon ručka!

## 1<sup>st</sup> Seminar

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### Photos





## 2<sup>nd</sup> Seminar

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### Agenda

**PROGRAM RADA**  
**Seminar „Prevenција nasilja u vezama mladih“**  
**26.-29. studeni 2015.**

#### **Četvrtak, 26.11.2015.**

*17.30 -19.30h*

- Predstavljanje i upoznavanje
- Predstavljanje programa i načina rada na seminaru

#### **Petak, 27.11.2015.**

*Prijepodne, 9-13h*

- rod/spol
- rodni stereotipi
- rodni identiteti/uloge

*Poslijepodne, 15-18.30h*

- moć, dominacija/kontrola
- rodno-uvjetovano nasilje; nasilje u vezama mladih

#### **Subota, 28.11.2015.**

*Prijepodne, 9-13h*

- komunikacija
- prevencija

*Poslijepodne, 15 -18.30h*

- prezentacija edukativnih materijala i aktivnosti projekta koje uključuju rad s mladima
- teorijski dio i objašnjenje osnovnih pojmova
- adolescencija i partnerske veze (prof. Biserka Šavora)

#### **Nedjelja, 29.11.2015.**

*Prijepodne, 9-13h*

- *teorijski* teorijski dio i objašnjenje osnovnih pojmova (*nastavak*)
- seksualno nasilje i uloga nastavnika/ica (*dr.sc. Maja Mamula, Ženska soba-Centar za seksualna prava*)
- evaluacija

Odlazak sudionica/sudionika nakon ručka!



## 2<sup>nd</sup> Seminar

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### Photos



