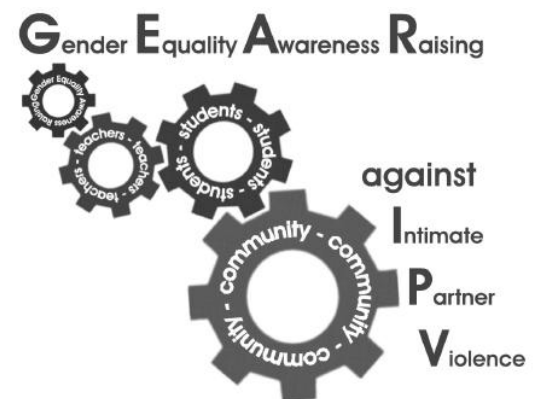


# Gender Equality Awareness Raising against Intimate Partner Violence II

## GEAR against IPV II

### Report

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



*Plataforma unitària contra les violències de gènere*

*November, 2016*

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





# Credits

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## Authors

Neus Pociello Cayuela, Local Coordinator

Núria Pociello Cayuela, Pedagogist and Researcher

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**For more information regarding this country report please contact**



**Plataforma Unitària contra les Violències de Gènere**

Rambla de Santa Mònica, 10, 1<sup>a</sup> planta, 08002, Barcelona

Tel.: +34 654.012.469

E-mail: [prouviolencia@pangea.org](mailto:prouviolencia@pangea.org)

Website: [www.violenciadegenere.org](http://www.violenciadegenere.org)

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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



## More information

⇒ regarding the project's activities in partner countries, please contact with:

**Croatia:** Center for Education, Counselling and Research

E-mail: [cesi@cesi.hr](mailto:cesi@cesi.hr)

**Cyprus:** Mediterranean Institute of Gender Studies

E-mail: [info@medinstgenderstudies.org](mailto:info@medinstgenderstudies.org)

**Romania:** Association for Gender Equality and Liberty

E-mail: [contact@aleg-romania.eu](mailto:contact@aleg-romania.eu)

**Spain:** Plataforma Unitària contra les Violències de Gènere

E-mail: [prouviolencia@pangea.org](mailto:prouviolencia@pangea.org)

⇒ regarding the project and its activities in Greece or for any other issue, you can visit the project's website ([www.gear-ipv.eu](http://www.gear-ipv.eu)) or contact with European Anti-Violence Network



**European Anti-Violence Network (EAVN)**

12, Zacharitsa str., 11742, Athens, Greece

Tel.: +30 210 92 25 491

E-mail: [info@antiviolence-net.eu](mailto:info@antiviolence-net.eu)

Website: [www.antiviolence-net.eu](http://www.antiviolence-net.eu)

Project's website: [www.gear-ipv.eu](http://www.gear-ipv.eu)

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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 societally 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 societally 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 the evaluation of the “GEAR against IPV” Training Seminars that were conducted with teachers and professionals working with high-risk groups (1 pedagogist, 2 psychologists and 1 social educator) in Spain in the context of the “GEAR against IPV II” Project.

## Background

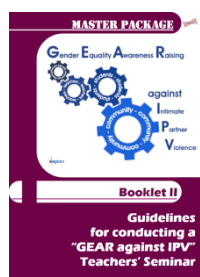
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### Objectives of training seminars

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

<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, Plataforma unitària contra les violències de gènere translated Booklet II into catalan 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 Spain<sup>3</sup> national edition of Booklet II was developed and used for the organization, implementation and evaluation of the Teachers’ Seminars.

Two training seminars were conducted at a different stage and with a different session format in order to adapt and approach as much as possible to teacher’s availability in Spain.

From 7th October to 25th of November 2015 an 8 sessions’ training seminar was conducted in Rosa Sensat Teacher’s Association premises (Barcelona) with the initial attendance of 16 teachers and 4 professionals from Hèlia Association and Aroa Foundation that will implement the activities with high-risk adolescents groups. The final trainees that completed the seminar were 15 teachers and 4 high-risk groups’ professionals, as one professional couldn’t continue from the 3<sup>rd</sup> day due to work overload and time restrictions of his school.

The 2<sup>nd</sup> teacher’s training seminar was conducted in Barcelona (Spain) from 23rd January to 27th of February 2016. After assesment of the first seminar it was decided to redistribute the sessions into two sessions (6 hours each) on Saturdays-non working days for teachers- and 4 sessions (3hours each) on working days.

The 2<sup>nd</sup> Teachers’ Training Seminar received the official validation from the Education Department of the Government of Catalonia which was a great achievement that allowed teachers to receive an oficial certification and credits to upgrade their professional situation. Even though the process was done trough with a Government’s official application and that there were 52 applications (33 teachers were accepted to be trained) only 15 teachers were able to attend and 14 completed the whole training seminar (one teacher couldn’t continue from the 3<sup>rd</sup> session due to school time and organization restrictions that emerged). This group was completely integrated by teachers of secondary education.

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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 Spain

### A.1. Trainees

#### Target group

The “GEAR against IPV” Teachers’ Seminar in Spain was designed in order to approach two target groups, namely:

- **Teachers** working in high-schools with students aged 12-17 years old
- **Professionals working with High Risk Groups**

The identity of professionals working with high risk groups was:

- Professionals from Aroa Foundation. The high risk groups’ workshops implementations in the framework of the “GEAR against IPV II” project were being held in this organization as it gives support to children and teenagers that are or have been suffering GBV in their family.
- Professionals from Helia Association, organization linked to the Plataforma unitària contra les violències de gènere (PUVG), that gives support to women suffering GBV and works in schools with prevention activities.

The reason that they were invited to be trained was in order

- a) to build their capacity that will enable them to implement workshops with high risk groups , not only in the framework of this project, but also afterwards, and
- b) to motivate them to contribute to increasing the project’s sustainability and viability, as they are in a position that allows them to promote further implementation of “GEAR against IPV” workshops in the upcoming years.

#### Trainees’ recruitment

The trainees’ recruitment was undertaken in collaboration with the Association of Teachers Rosa Sensat. The reason that this organization was invited to collaborate with the organization of the GEAR against IPV teachers’ seminar was because it is an organization with fifty years of experience in teachers’ training with the aim to improve education. Therefore it has a large teachers associated, an official training program and rooms suitable for this type of training that were an improving contribution for the organization of the Teachers Training Seminars in our context that there is a wider offer of trainings on these topics.

The Association of Teachers Rosa Sensat contributed with an online application form allocated in their website, and did an announcement to the organizations’ member list (3,000 teachers). At the same time the PUVG did an announcement to a 500 secondary schools principals linked to the Break the Silence prevention project of the organization.

Teachers were invited to the training on the basis of the following criteria:

- a) participants had to be secondary school teachers.
- b) the teaching grade (2<sup>nd</sup> and 3<sup>rd</sup> grade)

- c) the geographic area where teachers were working to provide the inclusion of teachers from areas with less training opportunities (outside Barcelona) and a wider regional distribution for the future students workshop implementation.
- d) the willingness of conducting a GEAR against IPV workshop afterwards.
- e) the interest of the Direction of the high school where they worked for a future students workshop implementation.
- f) the registration order.

A total of 39 applications for the 1<sup>st</sup> training seminar were received, the selection of the applications was made on the basis of priority criteria set, and therefore 18 applications had to be rejected because the applicants were adolescents' social work professionals or teachers of kindergarten, primary schools and professional education.

The selection of the high risk group professionals working was done through personal contact, and internal selection within the professional team of each organization and a personal interview with the selected professionals to assess their motivation and capacity to conduct workshops in the future.

### Trainees' characteristics

Out of the 25 teachers and professionals that had enrolled, 5 teachers did not show up and 1 attended for 2 days as explained above. Therefore, 19 trainees attended and completed the 1<sup>st</sup> Teachers Training Seminar (15 teachers and 4 high-risk professionals).

The trainees' group was comprised of 80% females and 20% males and their (N = 20) mean age was 34.35 years (ranging from 24 to 51 years old). The group had, on average, 6.05 years of teaching experience (ranging from 1 to 22 years of teaching).

Teachers' specialities were Social Science, Art, History and Geography, Catalan and English Language and Maths. High risk groups professionals specialities were Psychology, Pedagogy and Social Education.

About teachers (N=16) previous training the data were: previous training on gender equality (56.25%), dating violence (62.50%), intimate partner violence (56.25%) and child abuse (62.50%). Even the level of teachers previous training was high professionals had significantly more training: on gender equality (100%), DV (100%), IPV (75%) and child abuse (75%).

## **A.2. Trainers**

The Teachers Training Seminar in Spain was conducted by:

- Ms. Núria Pociello Cayuela, Pedagogist specialized in gender and psychosocial disorders in childhood and adolescence and with years of experience supporting children suffering GBV and as a researcher on innovative methods of education and social intervention with a gender perspective (Researcher and responsible for the follow-up of workshop implementation at schools of the GEAR against IPV II project)

- Mr. Francisco Garcia Lapresta, Philosopher, secondary school teacher with more than 25 years of experience and students/families school counselor.

Both trainers had years of experience in gender equality awareness raising, IPV prevention, youth awareness raising activities and training for teachers (from kindergarten to university) and other professionals working with children and adolescence at risk.

They also received, before and during the training, the advice of the EAVN team, coordinator of the GEAR against IPV II project, especially on the details of the simulation of the “GEAR against IPV” Workshop. The EAVN transferred tips and good practices from their experience gained on the previous years on this specific material and methodology which they were authors.

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

The 1<sup>st</sup> Teachers Training Seminar was distributed in 8 sessions of 3 hours each, with a weekly periodicity, and had a total duration of 24 hours.

The training had three parts as indicated in GEAR against IPV Booklet II and detailed below:

**PART I.** Simulation of the “GEAR against IPV” Workshop implementation

**PART II.** How to use “GEAR against IPV” Teachers’ Manual (Booklet III): training of teachers on how:

- **to organize** the implementation of a “GEAR against IPV” Workshop
- **to conduct** it
- **to report** its implementation and
- **to evaluate** the effectiveness of their intervention

**PART III. Theoretical training** of teachers on:

- issues of gender equality, IPV and Child Abuse and Neglect (CAN)
- how to handle cases of revealed/suspected abuse and other legal and ethical issues

PART I and II aimed to build teachers’ capacity on implementing “GEAR against IPV” Workshops in their classrooms and contribute to a based evidence evaluation while the aim of PART III was to build their capacity on handling cases of revealed and/or suspected abuse. In addition to these parts, there was also an Introductory and a Closing section and the completion of the Pre- and Post-Seminar evaluation questionnaires.

The criteria for the selection and inclusion of the activities in the workshop simulation (Part I) were:

- Equal inclusion of activities of each learning module of the Workshop.
- Possible grade of teachers’ confidence in their future workshop conduction.
- Possible future motivation of students of 2<sup>nd</sup> to 4<sup>th</sup> grade of secondary education.
- May have a positive revealing effect (IPV and DV risk situations) on students of that age.

Backup activities for the workshop simulation were also selected in order to adapt to the teachers needs detected in each specific training group.

The complete Agenda of the 1<sup>st</sup> “GEAR against IPV” Teachers’ Training Seminar can be found at the Table 1 of the Annexes of this report.

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

The first session was structured and conducted as detailed in the following table:

GEAR against IPV “II” Teachers’ training Seminar		1st Day (7th October 2015)
6 to 7 p.m	<ul style="list-style-type: none"> <li>Pre-questionnaire completion</li> <li>Presentation of the project</li> <li>Introduction of the Seminar and Facilitators’ Presentation</li> <li>Trainees’ presentation and brief Seminar expectations</li> </ul>	
7 to 9 p.m	<p><b>PART I. Simulation of the “GEAR against IPV” workshop implementation</b></p> <ul style="list-style-type: none"> <li>Introductory explanation and completion of name budget with the student role (6’)</li> <li> <u>Module 1: Introduction &amp; Setting Goals</u>            Activity 1.2: <i>Expectations and Objectives</i> (15’)            Activity 1.3: <i>Ground Rules</i> (10’)         </li> <li> <u>Module 2: Gender Stereotypes and Gender Equality</u>  <u>Unity 1: Gender stereotypes and masculinities vs. femininities</u>            Introductory activity: video projection (<i>Majorité Opprimé</i>) &amp; discussion (7’)            Activity 2.1.1: How it is Being a Girl...how it is Being a Boy...(50’)            Activity 2.1.4: Men, Women, and Society (I) (25’)            Closing activity: video projection (<i>Always like a girl</i>) &amp; discussion (7’)         </li> </ul> <p><b>Backup activities (not conducted):</b>  <i>Activitiy 2.1.2: Social Gender Roles</i>  <i>Activity 2.1.3: What I Like- What I don’t Like</i></p>	

Table1: Activities conducted (with duration) and planned (not conducted) in the 1<sup>st</sup> day of the 1<sup>st</sup> Teachers Training Seminar

Upon arrival at the venue of the Seminar, a blank name badge along with a folder was provided. This folder included:

- the Training Seminar Agenda
- GEAR against IPV II leaflet
- blank sheets and a pen
- her/his pre-coded Teachers’ Seminar Pre-Questionnaire [T-S(pre)]
- Personal Image Rights consent form.

Each participant was instructed to complete his/her pre-questionnaire upon arrival and before the onset of the seminar. Upon delivering their completed pre-questionnaire, they were placed



and closed in a confidential envelope. Each participant was instructed to take note of his/her code for the future distribution of post-questionnaire at the end of the Seminar.

Ms Neus Pociello Cayuela opened the Seminar on behalf of the Plataforma unitària contra les violències de gènere (PUVG). She welcomed the participants and briefly presented the aims of the project, the identity of the organization conducting the training (PUVG), and the objectives and the outline of the Seminar; she also explained the purpose of the questionnaires, and how is going to be developed the evaluation of the Seminar.

After this opening the facilitators introduced themselves by mentioning their particular role during the Seminar and trainees introduced themselves by mentioning their name, their specialty, teaching experience and educational grades, what was their motivation for participating in this Seminar and their expectations with the contents and what they would expect to gain. The facilitators compared participants' expectations with the real aims of the Seminar in order to clarify any misconceptions or expectations that were not going to be fulfilled during this Seminar. Most of the trainees' expectations were being able to work with their students topics related to gender (in)equality, as well as learning experiential methodology and activities to conduct in their classroom. They also express concerns about their capability to talk and work these contents with their students.

Then they were requested to decide the student role they would adopt for the workshop simulation. The process of choosing a new identity seemed to be quite difficult for some trainees, even though they were instructed on the details (decide to be a boy or a girls, real name or not,...). It was observed that many female trainees wanted to adopt a male student role, and on the contrary male trainees wanted to stay in a male student role. Some of the trainees wanted to adopt roles of students that their behavior don't facilitates the classroom work (not obedient student), others tried to regain their own adolescence,... Finally each trainee wrote their new student name on a blank self-adhesive labels and stucked their name label on their badge.

The simulation of the "GEAR against IPV" workshop started with a brief presentation of each student and the trainers introduced the Activity 1.2 (Expectations and Objectives) requesting which topics students believed they will work in a workshop entitled "Building Healthy Intimate Relationships" and what they would like to work in a workshop like this. Some of their contributions were: equality between women and men, feminism, how positive and healthy intimate relationships should be, GBV, what is love, perpetrators that abuses of their partners and what can we do if somebody abuses of ourselves.

The conduction of this activity was very difficult as the majority of students (80% of the teachers in their student role) started acting very conflictive: throwing things, breaking the papers and shouting. As the trainers could observed it was a kind of tension explosion and as it was discussed with the trainees (after the workshop simulation sessions) it might had been due to a previous high level of stress in the trainees (actually teachers are working in a high level of stress conditions) and a connection with very difficult experiences they were having with their students so it was difficult for them to perform an adolescent role in a more positive and collaborative way.



Regarding to Activity 1.3 the rules that were proposed were very similar that the ones introduced in Booklet III (respect, equality, allow people to speak, listen carefully without interrupting the speakers, personal information is confidential...) and some that were added like turning off mobile phones. They were asked to write the rules on a flipchart sheet meanwhile they are proposing the rules and afterwards it was placed in the classroom so they can be visible during the sessions. This activity helped the group to recover its balance after the “tension explosion” that was commented above.

Both Activity 1.2 and 1.3 were conducted with the whole group facilitating an open brainstorming and discussion.

Afterwards a very short video was screened (“Majorité Opprimé”) and commented by the students in order to introduce the next activity (Activity 2.1.1) after a 5 minutes break.

After the break, Activity 2.1.1 “*How it is Being a Girl... how it is Being a Boy...*” was introduced and worksheets were distributed to be completed individually. Initially it was a bit difficult for the trainees (female) that chose a male role as it was hard for them to imagine the situation. After the completion of the worksheet, trainees discussed what they wrote in order to work the activity’ objectives.

To simulate the Activity 2.1.4 “Men, Women and Society” the participants were distributed in four groups of five trainees each. The distribution was done following the criteria of maximum equal representation of both sexes in each group in order to facilitate a more diverse discussion and points of views on benefits and disadvantages of being a woman or a man among the group. To close the activity there was a video screening (“Always like a girl” tv spot), some briefs presentation of each group discussion and a final conclusion of the discussion with the whole group.

At the end of the session (after the simulation) and because the Teachers Training Seminar had a weekly format, the trainers decided to briefly remind the aim of simulation as the session has been difficult due to the high performance of conflictive roles (80% of the classroom) that had a negative effect for the simulation. They commented that it is positive to have some conflictive students roles in order to observe afterwards how to facilitate and conduct the workshops in their classrooms in such situations but it is not positive for a smoothly development of the Seminar if the whole group has this behavior. Trainees reflect on that and express their high stress levels as well as some difficult situations with their students as it was pointed above.

Finally, the total duration of the 1<sup>st</sup> day of the Seminar was 3 hours and 10 minutes.

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

GEAR against IPV “II” Teachers’ training Seminar		2nd Day (14th October 2015)
6 to 7:45p.m	<ul style="list-style-type: none"> <li>Brief reminder of the previous day (10')</li> </ul> <p><i>Reminder of the previous session and aims of workshop simulation (10')</i></p> <p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <p><u>Module 2: Gender Stereotypes and Gender Equality</u></p> <p>Unity 1: Gender stereotypes and masculinities vs. femininities</p> <p>Activity 2.1.11. Gender Box (60')</p> <p>Activity 2.1.13. Step Forward (35')</p>	
7:55 to 9 p.m	<p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li><u>Module 2: Gender Stereotypes and Gender Equality</u></li> </ul> <p>Unity 1: Gender stereotypes and masculinities vs. femininities</p> <p>Activity 2.1.16. Proverbs and Sayings (30')</p> <p>Activity: 2.1.6. Sex and Gender (35')</p> <p><i>Backup and planned activities (not conducted):</i></p> <p>Activity 2.1.15. Life Path</p> <p>Support Activity: Video “<i>Ban Bossy</i>” &amp; discussion</p> <p>Support Activity: Video “<i>Abogada.Como dos gotas de agua.</i>” &amp; discussion</p>	

Table 2: Activities conducted (with duration) and planned (not conducted) in the 2<sup>nd</sup> day of the 1<sup>st</sup> Teachers Training Seminar

Before starting the session with the simulation, trainers reminded the 1<sup>st</sup> day of the Seminar the previous week: what was worked, the aim of the workshop simulation with student’ role and that it was absolutely important not breaking that role as well as a reminder of the rules that they set.

In this session there was some modifications on the activities planned: it was decided not to screen the video “*Abogada*” and devote time to this reminder of the previous session and how to develop the workshop simulation in order to achieve the objectives of the Seminar. Activity 2.1.6 “*Sex and Gender*” was a back up activity that finally was included and conducted.

The activities were selected following the criteria mentioned above and the group needs observed by the trainers during the conduction of the simulation.

Then Activity 2.1.11 “*Gender Box*” was conducted and it worked very well. It was followed by Activity 2.1.13 “*Step forward*”. In this activity some trainees had a low participation; after the workshop simulation (on the *Reflection on the “GEAR against IPV” Workshop through teachers eyes* part) it was discussed and these teachers expressed that they didn’t participate much because their thinking was that adolescents would not open up in front of their peers.

After a 10 minutes break Activity 2.1.16 “*Proverbs and Sayings*” was conducted followed by Activity 2.1.6 “*Sex and Gender*” that was initially not planned. The observation during this activity was that some teachers had difficulties to stay in the role and they try to answer from their “teachers” knowledge. It was also surprising that in the after completion discussion only

some trainees respond in front of the group and the others agreed with the opinions, it seemed that everybody had these concepts very clear as it was a knowledge already achieved for them, but actually when the worksheets with the questionnaire were collected by the trainers it could be observed that many answers were crossed out so they might have modified the answers during the final discussion and therefore trainees didn't have these concepts that clear.

The 2nd day of the Seminar had a total duration of 3 hours.

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

GEAR against IPV “II” Teachers’ training Seminar		3rd Day (21th October 2015)
6 to 7:50p.m	<ul style="list-style-type: none"> <li>Brief reminder of the previous day (5')</li> </ul> <p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li><u>Module 2: Gender Stereotypes and Gender Equality</u>  Unity 1: Gender stereotypes and masculinities vs. femininities  Activity 2.1.18. Advertising Industry (55')  Additional Material: Video screening (TV spots “<i>Seguros Santa Lucía</i>” and <i>Giulietta</i>), some sexist press advertisements images and discussion (10')  Activity 2.1.21. Role Play (40')</li> </ul>	
8 to 9 p.m	<p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li><u>Module 2: Gender Stereotypes and Gender Equality</u>  Unity 2: Patriarchal Societies  Activity 2.2.4. Continuum of Harmful Behaviours to Girls and Boys (60')</li> </ul> <p><i>Backup activities (not conducted):</i>  Activity 2.2.1. The Benefits of Being Male  Activity 2.2.2. Power Chart  Activity 2.1.22. Imagine that...  Activity 2.1.20 Gender Performance</p>	

Table 3: Activities conducted (with duration) and planned (not conducted) in the 3rd day of the 1<sup>st</sup> Teachers Training Seminar

The session began with a brief reminder of the previous day, these reminders were finally included each day, as the format weekly format of the seminar needed to include a short time to get again into the simulation and refresh the contents in order to give continuity to each day.

During that day all the planned activities were conducted and there was not any back up activity included.

Activity 2.1.18 “Advertising Industry” helped trainees to be sensitized on how gender inequalities are a recurring resource in advertising. A detailed analysis of advertisements has been very useful to be aware of how normalized are gender inequalities in our culture that most of the time we are not identifying them when we saw the advertisements. Also that media uses it in a very extreme way and that there is a total societal tolerance of it. Trainees were very participative in

this activity and contributed with interesting comments. After its conduction some additional materials were included to show sexism and GBV in the media. During this activity trainees worked in pairs (8 pairs and a group of 3 trainees), some were mixed but others couldn't be mixed as there were more girls than boys in the group.

To conduct Activity 2.1.21 the group was divided in 4 groups of 4 trainees and 2 group of 3 trainees. Starting with the examples they taught a situation with their role exchanged and performed it for all their peers. Afterwards there was an open debate and discussion all the trainees together. As it is indicated in Booklet III, Activity 2.2.4 was conducted in 2 groups, one group of girls and another one of boys, these groups couldn't be balanced as there were much more girls than boys in the classroom. The activity worked very well as it is very visual and easy to understand. In the reflection on the workshop (6<sup>th</sup> day of the Seminar, after simulation part) trainees commented that they had to be really aware to keep in the role during the performance with exchanged roles as it flew naturally in them to react and behave in another way. On behalf of the "audience" (trainees not performing) one of the ideas that they shared was that it was strange watching the roles exchanged and that the personal opinions and judgements that these situations generate are very different from the ones they would generate if represented under the gender roles societally accepted and established.

The trainees questioned in a very satisfactory way the topics. This attitude helped to the activity development especially in the theatrical performance that had a high acceptance and satisfaction from trainees.

The total duration of the 3<sup>rd</sup> day of the Seminar was 3 hours and 10 minutes.

### ***Seminar's description – 4<sup>th</sup> day***

GEAR against IPV "II" Teachers' training Seminar		4th Day (28th October 2015)
6 to 7:25p.m	<ul style="list-style-type: none"> <li>▪ Brief reminder of the previous day (5')</li> </ul> <p>PART I. Simulation of the "GEAR against IPV" workshop implementation</p> <ul style="list-style-type: none"> <li>▪ <u>Module 2: Gender Stereotypes and Gender Equality</u>  Unity 2: Patriarchal Societies  Activity 2.2.5. Dominant Behaviour (60')</li> <li>▪ <u>Module 3: Healthy &amp; Unhealthy Relationship</u>  Activity 3.1. What is Love? (20')</li> </ul>	
7:35 to 8:55 p.m	<p>PART I. Simulation of the "GEAR against IPV" workshop implementation</p> <ul style="list-style-type: none"> <li>▪ <u>Module 3: Healthy &amp; Unhealthy Relationship</u>  Activity 3.3. Healthy and Unhealthy Relationships-Recognizing the Warning Signs (50')  Activity 3.4. Persons and Things (30')</li> </ul> <p><i>Backup activities (not conducted):</i>  Activity 3.2. Adolescent Relationships  Activity 3.5. To Address a Problem Matter-of-factly  Activity 3.6. Body Awareness</p>	

Table 4: Activities conducted (with duration) and planned (not conducted) in the 4<sup>th</sup> day of the 1<sup>st</sup> Teachers Training Seminar

During that day all planned activities were conducted and there was not any back up activity included, neither additional material nor informal evaluation.

The group was divided to conduct each activity as follows:

- 8 pairs and a group of 3 trainees for Activity 2.2.5
- 4 groups of 4 trainees and 1 group of 3 trainees for Activity 3.1 and Activity 3.3
- 2 groups of 6 trainees and 1 group of 7 trainees for Activity 3.4

Due to internal reasons the premises where the Seminar was held had to close before than usually, and the session had to finish ten minutes before. The total duration in that case was 2 hours 50 minutes.

Activity 3.1 helped them to realize of some attitudes that they use to express love towards their partners. During the activity they broke and built all the elements related on how we act when we love someone (inside or outside the partner bond) and how we show that love. It was a very interesting analysis because they could observe that attitudes to show love or to feel loved many times had nothing to do with love but with other feelings or attitudes as fear, distrust or control.

Activity 3.3 brought also a very positive learning regarding healthy and unhealthy attitudes in relationships. They loved working with the self-adhesive labels, and enjoyed distributing the different attitudes. During the activity they didn't have many doubts, they were very secure on what was healthy and what was unhealthy, but a reflection was done around the fact that although now it seemed very clear before it was not easy to identify it in their relationships.

In Activity 3.4 it was worked in a very experiential way the feelings and emotions linked to control relationships. In that case the reflections and comments were more touching and emotional as each student talked from their own personal experience.

### ***Seminar description – 5<sup>th</sup> day***

GEAR against IPV “II” Teachers’ training Seminar		5th Day (4th November 2015)
6 to 7:45p.m	<ul style="list-style-type: none"> <li>▪ Brief reminder of the previous day (5')</li> </ul> <p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li>▪ <u>Module 4: Intimate Partner Violence</u></li> </ul> <p><u>Unity 1:Raising awareness</u></p> <p>Activity 4.1.2 Anna and Dimitris (50')</p> <p>Activity 4.1.6. Raise Young Peoples’ Awareness on Recognizing Warning Signs Indicating IPV and on Ways to Offer Help (50')</p>	
7:55 to 9 p.m	<p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li>▪ <u>Module 4: Intimate Partner Violence</u></li> </ul> <p><u>Unity 1:Raising awareness</u></p> <p>Activity 4.1.7. Myth or Reality and 4.1.8 Myths about violence (25')</p> <p>Activity 4.2.1. What we can Do to Stop IPV: a Toolbox of Intervention Strategies (40')</p> <p><i>Backup activities (not conducted):</i></p> <p>Activity 4.1.3: Relationship Violence Stories</p> <p>Activity 4.1.4: Cases of Violence</p> <p>Activity 4.1.5: The Power and Control Wheel &amp; Equality Wheel</p>	

Table 5: Activities conducted (with duration) and planned (not conducted) in the 5<sup>th</sup> day of the 1<sup>st</sup> Teachers Training Seminar

The structure on that session was the same as the previous days; starting with a brief reminder and followed by the simulation of the “GEAR against IPV” workshop implementation. All planned activities were conducted and there was not any back up activity or additional material included.

Activity 4.1.2 helped identifying different types of violence beyond physical violence and knowing how to react to abuse. Students observed that there are many types of violence that are normalized in our society and 1 student shared at the end of the day to one of the trainers that she realized, after participating in this activity, that she has suffered abuse in her relationship but that she didn't know before that was abuse.

For the Activity 4.1.6 the group was distributed in 3 groups of 5 trainees and 1 group of 4 trainees. Some groups had only female trainees as the group didn't had an equal representation of both sexes. From this activity one of the reflections that the group did was: “Being aware of how to realize if somebody is suffering IPV or DV or how to realize if somebody is a perpetrator is a prevention action to identify risk situations and react before it can go worse”.

On this particular day the time was very restrictive and it was decided to conduct a combination of both Activity 4.1.7 and 4.1.8 that was conducted with the whole group of trainees. From the examples in these activities it was observed that there are myths that are very clear to the students but others produce a lively discussion. It was also observed that the responses differ depending if they are in a girl's or a boy's role.

During the Activity 4.2.1 a very interesting discussion came up about the reasons for intervening or not intervening in front of DV and IPV. For example, they expressed that fear could be an element that will lead them to not intervene or that in case of intervening they will do it with violence against the perpetrator.

The total duration of the session was of 3 hours and 5 minutes.

### **Seminar's description – 6<sup>th</sup> day**

GEAR against IPV “II” Teachers' training Seminar		6th Day(11th November 2015)
6 to 7:55p.m	<ul style="list-style-type: none"> <li>Brief reminder of the previous day (5')</li> </ul> <p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li><u>Module 4: Intimate Partner Violence</u> <ul style="list-style-type: none"> <li>Unity 2: What we can Do to Stop Dating/ Intimate Partner Violence</li> <li>- Ways of Intervening in Intimate Partner Violence</li> <li>- Activity 4.2.3. <i>From Violence to Respect in an Intimate Relationship</i> (55')</li> <li>- Support activity: video projection (“<i>Våld i hissen</i>” <i>Abused in the elevator Social experiment</i>) &amp; discussion (2')</li> <li>Closing exercise: writing on each others back personal qualities (10')</li> </ul> </li> <li>Reflection on the “GEAR against IPV” Workshop (45') <ul style="list-style-type: none"> <li>Feedback and suggestions for improvement of the: <ul style="list-style-type: none"> <li>- Simulated Workshop</li> <li>- Students' Workshop</li> </ul> </li> </ul> </li> </ul>	



8to 9:05 p.m	<p><b>PART II. How to use Booklet III: “GEAR against IPV” Teachers’ Manual (65’)</b></p> <ul style="list-style-type: none"> <li>- How to organize a “GEAR against IPV” Workshop</li> <li>- How to select the most appropriate activities (for your classroom, for yourself)</li> <li>- How to conduct the “GEAR against IPV” activities in the classroom, outside the classroom</li> </ul> <p><i>Backup activities (not conducted):</i></p> <p>Activity 4.2.4 Look,Listen and Learn the Path to Enhance Good Communication</p>
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Table 6: Activities conducted (with duration) and planned (not conducted) in the 6<sup>th</sup> day of the 1<sup>st</sup> Teachers Training Seminar

After the brief reminder the last activity of the workshop simulation was conducted (Activity 4.2.3 *From Violence to Respect in an Intimate Relationship*) followed by a closing activity with an additional material (video projection and open discussion) and an exercise of writing on each others backs their personal qualities. On that day the back up activities were not included.

When the simulation of the “GEAR against IPV” Workshop was finalized, trainees were instructed to break the students’ role and invited to start a reflection on the workshop simulation. Some of the comments and contributions were:

- Many teachers (15 out of 19) were impressed by the non directive way of conducting the activities. They agreed in a very positive evaluation of this methodology and expressed that observing this way of teaching had made them react and reflect on how they are actually relating with their own students as well as their motivation to put it in practice by themselves.
- About the contents and the approach of the activities/material some of them (5 out of 19) found that were too focused on heterosexual relationships and socially accepted gender, namely that they didn’t include other sexual orientations and gender identities.
- The majority of the teachers commented that some of the activities should be adapt for the conduction in their classroom and others activities may not be suitable for the particular characteristics of their students. One teacher (female) commented that for example, in her opinion, Activity 2.1.13 has to be conducted in a very cohesive group where there is a high confidence and climate of respect.
- They unanimously agreed that there are high quality activities and that it is a very good material to work with their students.

After the reflection was finished each participant was handed electronic (that also included additional material included in the simulation part as video spots) and hardcopies of Booklets III and IV and the PART II of the Seminar is introduced starting for the practical issues on *How to use “GEAR against IPV” Booklet III – Teachers’ Manual* and building teachers’ capacities: general recommendations, how to select the activities, how to inform and report on the implementation, how to evaluate the effectiveness of their intervention,...

Many teachers commented on their concern about their possibilities to implement the workshop in their schools as they found difficult to include such a complete workshop of 10 to 13 hours without the support of their School Principals that by the moment seemed not very interested.

### *Seminar's description – 7<sup>th</sup> day*

GEAR against IPV “II” Teachers’ training Seminar		7th Day(18th November 2015)
6 to 7:p.m	<ul style="list-style-type: none"> <li>▪ Brief reminder of the previous day (5')</li> </ul> <p>PART II. How to use Booklet III: “GEAR against IPV” Teachers’ Manual (45')</p> <p>-How to evaluate the Workshop’s impact and effectiveness: students’ questionnaires</p> <p>- How to report your implemented activities</p> <ul style="list-style-type: none"> <li>▪ Motivation of teachers for the future implementation (10')</li> </ul>	
7:10 to 9 p.m	<p>PART III. THEORETICAL TRAINING (65')</p> <p>Awareness raising on gender equality, dating violence, IPV and CAN issues</p> <p>How to handle cases of abuse</p> <ul style="list-style-type: none"> <li>▪ National laws: on IPV and/or dating violence / on child abuse and neglect</li> <li>▪ Teachers’ obligations and boundaries, including reporting of child abuse and neglect.</li> <li>▪ Discussion about the theoretical training</li> </ul>	

Table 7: Activities conducted (with duration) and planned (not conducted) in the 7<sup>th</sup> day of the 1<sup>st</sup> Teachers Training Seminar

The 7<sup>th</sup> day of the Seminar continues with PART II of the Seminar introducing all the details of impact and effectiveness evaluation of the workshop, the students’ questionnaires (pre-/post-measurement) and the different reporting forms (workshop planning, per session, final evaluation,...).

After the break, the theoretical part of the Seminar (PART III) was introduced and trainees could deepen in the concepts of gender equality, gender stereotypes, DV, IPV, CAN, Regional and National Laws, Prevention and protection protocols in the Educational Centers, teachers obligations,...

For the theoretical part as well as for the previous PART II the presentation was done with the support of a powerpoint presentation with all the contents of the session. The 7<sup>th</sup> day of the Seminar had a total duration of 3 hours.



## Seminar's description – 8<sup>th</sup> day

GEAR against IPV “II” Teachers’ training Seminar		8th Day(25th November 2015)
6 to 7:55p.m	<ul style="list-style-type: none"> <li>▪ Brief reminder of the previous day (5')</li> </ul> <p><b>PART III. THEORETICAL TRAINING</b></p> <ul style="list-style-type: none"> <li>▪ Sources for further assistance/support ( 45')               <ul style="list-style-type: none"> <li>□ for IPV and/or dating violence victims</li> <li>□ for children, victims of abuse and neglect</li> </ul> </li> <li>▪ Building teachers’ related skills (40')</li> <li>▪ Other ethical issues( 20')</li> </ul>	
7:55 to 9 p.m	<ul style="list-style-type: none"> <li>▪ Post-Seminar questionnaire completion [T-S(post)]</li> <li>▪ Information regarding follow-up questionnaires</li> <li>▪ Closing of the Seminar</li> </ul>	

Table 8: Activities conducted (with duration) and planned (not conducted) in the 8<sup>th</sup> day of the 1<sup>st</sup> Teachers Training Seminar

After the lasts contents of the theoretical part the completion of the post-questionnaire was done. The questionnaires were pre-coded and distributed as each participant knew his own code from the 1<sup>st</sup> day of the Seminar. Teachers were also informed and instructed about the process for the follow-up measurement through an online questionnaire 3 and 6 moths after the Seminar.

During the closing discussion teacher’s assessed very positively the Seminar and the GEAR against IPV materials as a very important tool for teachers and adolescents education. But again it was also commented that it would be important to include more the diversity in gender identities and sexual orientation.

There was also a discussion on the implementations. Many of the teachers expressed they are interested to implement but they don’t see it would be feasible for them due to time and curricula program restrictions or because they school principals are not aware or interested on it and without their support it would be not possible. Finally, it was decided to organize two closed meetings (the reason for having two meetings was facilitating teachers participation as they had different availabilities, namely the two meetings had the identical content but with different participants) with the teachers that expressed strong interest (4 out of 19 teachers) to implement the “GEAR against IPV” in the framework of the present project (during school year 2015-16) to explain in more detail the implementation process and the support they will receive from the responsible organization.

Before the Seminar closure the post-questionnaires\* were distributed and completed by trainees. Afterwards Certificates of Attendance were distributed to the teachers and a light dinner was offered.

*\*One trainee disclosed during that day as she had a violent episode with her partner a few hours before the Seminar. She was emotionally damaged but decided to come and finish the Seminar. She inform the trainers and received their support. However at the time of post-questionnaire completion she was not able to complete it. It was intended to complete it electronically but she didn’t respond.*

## B. Second Teachers' Seminar in Spain

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### B.1. Trainees

#### Target group

The 2nd GEAR against IPV Teachers' Seminar in Spain was addressed to teachers working in high-schools with students 12 to 17 years old. In that case high-risk groups' professionals were not included as it was needed to have a higher probability to have future implementers in the school setting during the year 2015-16.

#### Trainees' recruitment

During the 1st Training Seminar the Department of Education (Government of Catalonia) assessed the GEAR against IPV training and the 2nd Teachers Training Seminar obtained an official recognition that allowed teachers to obtain an official certificate for the Seminar attendance. In the Catalan legislation this official certificate gives teachers the possibility for an improvement on labor conditions.

The 2nd Teachers Training Seminari was then included in the official Training Program of the Department of Education and the online application for registration was set in the Educational Telematic Network of Catalonia - ETNC (<http://xtec.gencat.cat/ca/>). That was an improvement also in disseminating the Seminar to a wider range of teachers population (N=43.322) to the 4 regions and 948 municipalities of Catalonia. And within an official frame that facilitated, even it was not mandatory, the participation of teachers and especially the willingness of the High school principals to implement the workshop in the future as it was reviewed by the Department of Education.

The applications were completed inside the ETNC but the Association of Teachers Rosa Sensat and PUCVG contributed again with an announcement to their organizations' member list.

The selection criteria for the 2<sup>nd</sup> Teachers Training Seminar were the same than for the 1<sup>st</sup> Training Seminar but in that case it was especially relevant the willingness and capacity, namely that their High school principal was aware of their participation in the Seminar and had a willingness to include the workshop implementation in their school program for the school year 2015-16.

A total of 52 applications for the 2<sup>nd</sup> training seminar were received and 33 applications were accepted. The selection of the applications was made on the basis of priority criteria set. The suitability of applications was 10% higher than for the 1<sup>st</sup> Training Seminar.

#### Trainees' characteristics

Out of the 33 teachers that had enrolled, 18 teachers did not show up and 1 attended for 2 days and couldn't continue due to personal reasons. As the rate of absence in the 1<sup>st</sup> day of the Seminar was very high and attempt to confirm their participation by phone was done before the 2<sup>nd</sup> day of the Seminar. Some confirmed their participation (N=6) but never showed up and the rest confirmed that finally they couldn't participate for different reasons from mobility reasons to

health or family reasons. Therefore, 14 trainees attended and completed the 1<sup>st</sup> Teachers Training Seminar.

The trainees' group was comprised of 93.33% females and 6.67% males and their (N = 15) mean age was 42.73 years (ranging from 30 to 56 years old). The group had, on average, 13 years of teaching experience (ranging from 1 to 30 years of teaching).

Teachers' specialities were Social Science, Educative Orientation, Religion, Technology, Gymnastics, Community Services, Greek, Catalan and English Language and Maths.

About teachers (N=16) previous training the data were: previous training on gender equality (46.67%), dating violence (33.33%), intimate partner violence (20.00%) and child abuse (46.67%).

Comparing to 1<sup>st</sup> Seminar trainees characteristics in this 2<sup>nd</sup> Seminar there was:

- A higher percentage of women (13.33% more)
- A higher mean age (8.38 more years than in the 1<sup>st</sup> Seminar) and a slightly lower age range.
- More than the double of the teaching experience (6.95 more years of experience).
- Less previous training: 9.58% less on gender equality, 29.17% less on DV, 36.25% less on IPV and 15.83% less on child abuse.

## **B.2. Trainers**

The 2<sup>nd</sup> Teachers Training Seminar in Spain was conducted by Ms. Núria Pociello Cayuela and Mr. Francisco Garcia Lapresta, that they also conducted the 1<sup>st</sup> Teacher Training Seminar.

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

From the previous experience with the 1st Teachers Training Seminar it was decided to modify the format of the training. It was assessed that even though it was not feasible for teachers in Spain to attend to a Seminar with an intensive format during the weekend, namely 3 days and 8 hours per day, it was also not positive to extend the seminar up to 8 days, especially for the simulation part, as it was highly difficult to maintain the students role and rhythm of the learning.

Finally the Seminar was developed in 6 sessions and with a total duration of 24 hours:

- 1st and 6th day on Saturday and 6 hours of duration each day.
- 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> day on Wednesday and 3 hours of duration each day.

This structure has proven to be more convenient for the Seminar format as it was not extended that far in time (the previous Seminar was done in a period of 1.5 months and the 2nd Seminar's period was 1 month) and learning could be more focused.

The criteria for the selection of the activities and the planned activities were the same than for the 1st Seminar, but during the sessions there were some modification as it is detailed below on each seminar day description.

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

GEAR against IPV “II” Teachers’ training Seminar		1st Day (23rd January 2016)
9 to 10 a.m	<ul style="list-style-type: none"> <li>Pre-questionnaire completion</li> <li>Presentation of the project</li> <li>Introduction of the Seminar and Facilitators’ Presentation</li> <li>Trainees’ presentation and brief Seminar expectations</li> </ul>	
10 to 10:36 a.m	<p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li>Introductory explanation and completion of name budget with the student role (6’)</li> <li><u>Module 1: Introduction &amp; Setting Goals</u> Activity 1.2: <i>Expectations and Objectives</i> (15’) Activity 1.3: <i>Ground Rules</i> (15’)</li> </ul>	
10:41 to 12:36p.m	<p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li><u>Module 2: Gender Stereotypes and Gender Equality</u> <u>Unity 1: Gender stereotypes and masculinities vs. femininities</u> Introductory activity: video (<i>Majorité Opprimé</i>) &amp; discussion (10’) Activity 2.1.1: How it is Being a Girl...how it is Being a Boy...(60’) Activity 2.1.4: Men, Women,and Society (I) (45’) Activity 2.1.6. Sex and Gender (30’) Activity 2.1.11. Gender Box (60’) Activity 2.1.13. Step Forward (30’) Closing activity: video projection (<i>Always like a girl</i>) &amp; discussion (15’)</li> </ul>	
12:46 to 15 p.m	<p><i>Backup activities (not conducted):</i> Activity 2.1.8. Quiz: Professions, Roles &amp; Activities of Men and Women Activity 2.1.15. Life Path.</p>	

Table 9: Activities conducted (with duration) and planned (not conducted) in the 1st day of the 2nd Teachers Training Seminar

The opening of the 2<sup>nd</sup> Seminar was done exactly as the 1<sup>st</sup> Seminar: upon arrival at the venue of the Seminar, a blank name badge along with a folder was provided. Then each participant was instructed to complete his/her pre-questionnaire before the onset of the seminar and each participant was instructed to take note of his/her code for the future distribution of post-questionnaire at the end of the Seminar.

Ms Neus Pociello Cayuela opened the Seminar with a brief presentation of the project and the Seminar, the purpose of the questionnaires and the evaluation of the Seminar. Then facilitators and trainees introduced themselves and shared motivations and expectations with the Seminar. They emphasized also about the implementation process and motivated trainees to inform their high school principals and teams, if they hadn’t done it yet, to facilitate it.

The characteristics of the group were very diverse, the educational centers where they worked had very different realities and because of this diversity this initial presentation was very enriching for all of them as they could approach other realities and comment on their expectations/motivation for the Seminar from different approaches. From that there was a spontaneous reflection that led to conclude that gender inequalities are present beyond the socioeconomic situation.

The 2nd Seminar trainees had a lower previous training on gender, IPV, DV and child abuse issues, but they were very motivated and interested to include these topics in their daily work as teachers. Many of them were concerned about the situation as they were aware of some cases of DV and IPV in their classroom, pregnancy on girls aged 13-14,... and they unanimously agreed that many relationships of adolescents were not equal neither healthy.

Afterwards they were instructed to adopt a student role and the workshop simulation started. Comparing to the 1<sup>st</sup> Seminar the adoption of an adolescents' role was easier that time as they adopted a more diverse roles, not only conflictive as in the previous Seminar. That had also a positive impact on the conduction of the first activities of the simulation.

The brainstorming of objectives in Activity 1.2 was very dynamic and the discussion to set the rules (Activity 1.3) was also very enriching and they deeply reflected on the need to set rules and which kind of rules will ensure a good learning climate or which rules will be restrictive for an inclusive environment of personal diversities. For example, at first they proposed to set the rule "*Everybody have to talk*" in order to facilitate participation but then they decided not to include this rule because they reflected on that and concluded that this rule could be restrictive and impositive, namely "*it is mandatory that everybody talks*" and that maybe somebody doesn't want to talk about some experiences and the group has to respect this person.

After the rules were set Activity 2.1.1 was conducted. It was quite difficult at the beginning as they commented that they never had thought about these kind of questions. It was observed that "girls" had more difficulties to respond on what they like of "being a girl" and less difficulties to respond for "what they would like to be a boy". On the contrary boys had less difficulties to respond on what they like of "being a boy" and more difficulties to respond for "what they would like to be a girl". These were indeed the expected results as they respond to gender stereotypes and social values on gender roles. For example "girls" respond that they would like to be a boy for: not having the period, not having to give birth (negative perception on femininity),...on the contrary "boys" respond that there is no reason for what they would like to be a "girl" or that they would like to be a "girl" to know what they think.

To conduct Activity 2.1.4 the group was divided in 3 groups of 4 trainees and 1 group of 3 trainees. The groups reflected on gender roles and stereotypes and could conclude that they are a social construct and that have a great influence on our thinking and attitudes.

During Activities 2.1.6 and 2.1.11 the group was very participative. Many topics came from the discussions as for example gender identities and sexual orientation, the influence of gender roles and their influence. Many of the "students" shared that everyone has in a way or another experienced the inequalities, the social rejection when somebody acts outside these patterns and its influence on people rights and freedom.

One of the most interesting results of Activity 2.1.13 was that it had an effect on being aware about the fact that sometimes there are situations we believe they only happens to ourselves but then we realize we are not the only ones.

During the 1st day of the Seminar there were two breaks of 10 minutes each and the total duration of the training day was 6 hours and 20 minutes.

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

GEAR against IPV “II” Teachers’ training Seminar		2nd Day (27th January 2016)
6 to 7:30p.m	<ul style="list-style-type: none"> <li>Brief reminder of the previous day (10')</li> </ul> <p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li><u>Module 2: Gender Stereotypes and Gender Equality</u> <p>Unity 1: Gender stereotypes and masculinities vs. femininities</p> <p>Activity 2.1.18. Advertising Industry (60')</p> <p>Support Activity: Video projection&amp; discussion [TV spots -Seguros Santa Lucía and Giulietta- and some sexist press advertisements images and discussion Powerpoint:Sexism in the media] (10').</p> </li> </ul>	
7:40 to 9 p.m	<p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li><u>Module 2: Gender Stereotypes and Gender Equality</u> <p>Unity 1: Gender stereotypes and masculinities vs. femininities</p> <p>Activity 2.1.20. Gender Performance ( 20')</p> <p>Unity 2:Patriarchal Societies</p> <p>Activity: 2.2.4. Continuum of Harmful Behaviours to Girls and Boys(60')</p> </li> </ul> <p><i>Backup activities (not conducted):</i></p> <p>Activity 2.2.1. The Benefits of Being Male</p> <p>Activity 2.2.2. Power Chart</p> <p>Activity 2.1.22. Imagine that...</p>	

Table 10: Activities conducted (with duration) and planned (not conducted) in the 2<sup>nd</sup> day of the 2<sup>nd</sup> Teachers Training Seminar

In the same way that was done in the 1st Seminar it was consider positively to begin each day with a brief reminder of the previous day (within the simulation, namely the teachers in their students role) to refresh the previous work and linked it with the present day as the sessions had a weekly periodicity.

The activities were conducted as planned except for Activity 2.1.21 Role Play that became difficult to conduct with only 1 teacher (male in a male students’ role) and 4 teachers (female in a male students’ role) and it was described later on after the simulation part (5<sup>th</sup> day). Instead of this that Activity 2.2.20 that initially was a back up activity was conducted with the group divided in 3 groups of 5 trainees.

Activity 2.1.18 helped the group to be aware on how the advertising industry uses myths and stereotypes based on gender as a marketing estrategy. And with Activity 2.1.20 they realized

that identifying gender in people is a fact that it is very relevant in our society and that usually we misunderstand that gender is linked to sex.

Activity 2.2.4 was conducted afterwards in 2 groups, one group with 10 “girls” and another with 5 “boys”. The identification of the situations was easy for the trainees but placing each situation in the continuum created a rich discussion as everyone decided where to place them (classifying the situations according to their level of importance) from their own patterns, values and experiences. The activity was also useful to be aware on how our own attitudes and comments can harm the person with whom we have a relationship.

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

GEAR against IPV “II” Teachers’ training Seminar		3rd Day (3rd February 2016)
6 to 7:50p.m	<ul style="list-style-type: none"> <li>Brief reminder of the previous day (10’)</li> </ul> <p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li><u>Module 2: Gender Stereotypes and Gender Equality</u>  Unity 2: Patriarchal Societies  Activity 2.2.5. Dominant Behaviour (60’)</li> <li><u>Module 3: Healthy &amp; Unhealthy Relationship</u>  Activity 3.1. What is Love? (40’)</li> </ul>	
8 to 9 p.m	<ul style="list-style-type: none"> <li><u>Module 3: Healthy &amp; Unhealthy Relationship</u>  Activity 3.3. Healthy and Unhealthy Relationships-Recognizing the Warning Signs (60’)</li> </ul> <p><i>Backup activities (not conducted):</i></p> <ul style="list-style-type: none"> <li>Activity 3.2. Adolescent Relationships</li> <li>Activity 3.4. Persons and Things</li> <li>Activity 3.5. To Address a Problem Matter-of-factly</li> <li>Activity 3.6. Body Awareness.</li> </ul>	

Table 11: Activities conducted (with duration) and planned (not conducted) in the 3<sup>rd</sup> day of the 2<sup>nd</sup> Teachers Training Seminar

On the 3<sup>rd</sup> day of the Seminar all the planned activities were conducted except from Activity 3.5 that was not conducted for time restrictions and was described after the simulation part on the 5th day of the Seminar. Also there wasn’t included any back up activities or additional material on that day.

During Activity 3.1 there was an interesting discussion on jealousy and other control attitudes. Most “students” believed that it is needed to be jealous to show your love to someone and they expressed that they like it when their partner has a jealous attitude as it is a proof of love. Only one trainee (female) that said it is a good sign when there is jealousy but not too much. Other control attitudes were also commented by students as “signs of love” as: being all the time with the person you love, if your partner goes to another city to study you have to leave everything and follow her/him wherever she/he goes,...



But in Activity 3.3 the major part of the healthy/unhealthy situations were classified correctly. The most frequent situations that trainees wrote in self-adhesive labels were:

- For Healthy Relationships: having things in common, being supportive to each other or not being angry if I go out with my friends.
- Unhealthy Relationships: control my whatsapp messenger, not allow me to wear what I want, force me to have sexual relationships, when he/she is with his/her friends he/she ignores me,...

Handout 1 “Is your relationship equal and healthy or not?” was distributed to “students” to keep it for themselves (it was not completed in the conduction) as “evaluation tool of their relationship”

The total duration of the training on the 3<sup>rd</sup> day of the Seminar was 3 hours.

### *Seminar’s description – 4<sup>th</sup> day (if applicable)*

GEAR against IPV “II” Teachers’ training Seminar		4th Day (10th February 2016)
6 to 7:10p.m	<ul style="list-style-type: none"> <li>▪ Brief reminder of the previous day (5’)</li> </ul> <p>PART I. Simulation of the “GEAR against IPV” workshop implementation</p> <ul style="list-style-type: none"> <li>▪ <u>Module 4: Intimate Partner Violence</u>  Unity 1:Raising awareness  Activity 4.1.2. Anna and Dimitris (60’)</li> </ul>	
7:20 to 9:10 p.m	<ul style="list-style-type: none"> <li>▪ <u>Module 4: Intimate Partner Violence</u>  Unity 1:Raising awareness  Activity 4.1.6. Raise Young Peoples’ Awareness on Recognizing Warning Signs Indicating IPV and on Ways to Offer Help (60’)  Activity 4.1.7 Myths or Reality and 4.1.8 Myths about Violence (40’)  Support Activity: video projection (“Våld i hissen” <i>Abused in the elevator. Social experiment</i>) and discussion (10’)</li> </ul> <p><i>Backup activities (not conducted):</i>  Activity 4.1.3. Relationship Violence Stories  Activity 4.1.4. Cases of Violence  Activity 4.1.5. The Power and Control Wheel &amp; Equality Wheel</p>	

Table 12: Activities conducted (with duration) and planned (not conducted) in the 4<sup>th</sup> day of the 2<sup>nd</sup> Teachers Training Seminar

During the 4th day of the 2nd Seminar all the planned activities were conducted, also a brief activity with additional material (short video) that was already planned like in the 1st Seminar but there was not any back up activity included.

Activity 4.1.2 proposes different abuse situations that can occur in daily life to reflect on the importance to be aware of the signs that can warn us of control or abusive attitudes. The trainees reflected on the fears that the victim and the perpetrator may have. They commented that both need help and that this support can be asked to family, psychologist or the police in



their opinion. **Handout 3** ("Signs of violence in a relationship") was provided to students as a support material for this activity.

With Activity 4.1.6 the trainees worked more deeply on the warning signs. One of the group's reflection was that we don't have to be afraid of do a step forward and act but that the way you approach it is very important to do it safely and really help the person that needs it.

A combination of Activity 4.1.7 and 4.1.8 was conducted like it was done in the 1<sup>st</sup> Seminar.

The total duration of the 4th day of the 2nd Seminar was 3 hours as it was planned.

### ***Seminar's description – 5<sup>th</sup> day***

GEAR against IPV "II" Teachers' training Seminar		5th Day (17 February 2016)
6 to 7:25p.m	<ul style="list-style-type: none"> <li>Brief reminder of the previous day (5')</li> </ul> <p>PART I. Simulation of the "GEAR against IPV" workshop implementation</p> <ul style="list-style-type: none"> <li><u>Module 4: Intimate Partner Violence</u> <p>Unity 2: What we can Do to Stop Dating/ Intimate Partner Violence - Ways of Intervening in Intimate Partner Violence</p> <p>Activity 4.2.1. What we can Do to Stop Intimate Partner Violence: a Toolbox of Intervention Strategies (60')</p> <p>Closing exercise: Writing each others our personal qualities( 20')</p> </li> </ul>	
7:30 to 9 p.m	<ul style="list-style-type: none"> <li><b>Reflection on the "GEAR against IPV" Workshop</b> <p>Feedback and suggestions for improvement of the: (60')</p> <ul style="list-style-type: none"> <li>- Simulated Workshop</li> <li>- Students' Workshop</li> </ul> </li> </ul> <p>PART II. How to use Booklet III: "GEAR against IPV" Teachers' Manual (40')</p> <ul style="list-style-type: none"> <li>- How to organize a "GEAR against IPV" Workshop</li> <li>- How to select the most appropriate activities (for your classroom, for yourself)</li> </ul> <p><i>Backup activities (not conducted):</i></p> <p>Activity 4.2.3. From Violence to Respect in an Intimate Relationship</p> <p>Activity 4.2.4. Look, Listen and Learn the Path to Enhance Good Communication</p>	

Table 13: Activities conducted (with duration) and planned (not conducted) in the 5<sup>th</sup> day of the 2<sup>nd</sup> Teachers Training Seminar

The last activity of the Workshop simulation part of the Seminar was Activity 4.2.1. For the conduction if this activity the group was divided in 2 groups of 3 trainees and 2 groups of 4 trainees. This was a very interesting activity to work the intervention strategies and clarify that violent reaction to violence (that many "girls" and "boys" use to solve IPV or DV situations) is not an option. It was also distributed to the "students" Handout 11 "Getting into the mix" that was worked in the conduction of the activity.

It was planned to conduct (like in the 1st Seminar) Activity 4.2.4 but due to time restrictions it was not conducted in the simulation and it was described after the simulation when activities on Booklet III were presented.

To close the simulation part an exercise was conducted that consisted on writing to each others back their personal qualities. The exercise was also conducted in the 1st Seminar and the result is very positive for bonding and group cohesion.

Afterwards it was devoted some time to receive feedback and reflections of the workshop simulation from teachers. They could express their perceptions and some of the comments were:

- They enjoyed participating in all simulated activities and commented on the importance to experience the activities from a different perspective that they had tried to “get into the skin” of their students.
- Some of the teachers that adopted a conflictive role commented on an internal feeling of contradiction when they had to act in a way totally different of the way they were feeling.
- They assessed as very positive the structure and the materials for activity conduction that will help them to their future implementation in their classroom.
- They assessed very positively the opportunity to attend to the training as in their opinion is very useful and complete as it includes this simulated part that had allowed them to realize about personal and professional issues that will help them in their personal and professional life.

Trainees also commented on the activities that were planned but finally were not conducted and the reasons for not conducting them. This was also useful to see a practical example on how to adapt the planned activities to the characteristics of each classroom and the conduction issues that come up.

The 5<sup>th</sup> day of the 2<sup>nd</sup> Seminar had a total duration of 3 hours and 10 minutes.

## Seminar's description – 6<sup>th</sup> day

GEAR against IPV “II” Teachers’ training Seminar		6th Day (27 February 2016)
9 to 10a.m	<ul style="list-style-type: none"> <li>▪ Brief reminder of the previous day (5’)</li> </ul> <p>PART II. How to use Booklet III: “GEAR against IPV” Teachers’ Manual (45’)</p> <ul style="list-style-type: none"> <li>- How to conduct the “GEAR against IPV” activities in the classroom, outside the classroom</li> <li>- How to evaluate the Workshop's impact and effectiveness: students’ Questionnaires</li> <li>- How to report your implemented activities</li> </ul> <ul style="list-style-type: none"> <li>▪ Motivation of teachers for the implementation ( 10’)</li> </ul>	
10:10 to 13:30 p.m	<p>III. THEORETICAL TRAINING (3 hours 20’)</p> <p>Awareness raising on gender equality, dating violence, IPV and CAN issues</p> <p>How to handle cases of abuse</p> <ul style="list-style-type: none"> <li>▪ National laws: on IPV and/or dating violence / on child abuse and neglect</li> <li>▪ Teachers’ obligations and boundaries, including reporting of child abuse and neglect.</li> <li>▪ Discussion about the theoretical training</li> <li>▪ Sources for further assistance/support               <ul style="list-style-type: none"> <li>□ for IPV and/or dating violence victims</li> <li>□ for children, victims of abuse and neglect</li> </ul> </li> <li>▪ Building teachers’ related skills</li> <li>▪ Other ethical issues</li> </ul>	
13:40p.m at 15p.m	<ul style="list-style-type: none"> <li>▪ Post-Seminar questionnaire completion [T-S(post)]</li> <li>▪ Information regarding follow-up questionnaires</li> <li>▪ Closing of the Seminar</li> </ul>	

Table 14: Activities conducted (with duration) and planned (not conducted) in the 6<sup>th</sup> day of the 2<sup>nd</sup> Teachers Training Seminar

After the brief reminder of the previous day, the last day of the 2nd Seminar continued with the practical use of Booklet III and different situations at their high schools were commented in order to assess how workshop implementation can be feasible.

Although everyone was willing to implement the workshop, some teachers were concerned about the short period of time (3 months) between the ending of the Seminar and the National Conference were they would like to present their experience.

In the 2nd Seminari it was devoted time to a complete presentation on the implementation process and it was not needed to organize a close meeting with implementers outside the Seminar frame.

The theoretical part was conducted with the support of a powerpoint presentation and in that case it was done in one unique session as the time distribution was different from the 1st Seminar. All the topics of the theoretical part were explained and discussed with the trainees.

After the theoretical part, post-questionnaires were distributed and completed by trainees. And during the closure of the Seminar Certificates of Attendance were distributed and a light lunch was offered.

## 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 behaviour** 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 and support service 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 Spain 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 Spain, 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 (on 7<sup>th</sup> October for the 1<sup>st</sup> Seminar and on 23<sup>rd</sup> January for the 2<sup>nd</sup> Seminar)

- at the end of the 8<sup>th</sup> day of the training (25<sup>th</sup> November 201 ) for the 1<sup>st</sup> Seminar and at the end of the 6<sup>th</sup> day of the training (27<sup>th</sup> February 2016) for the 2<sup>nd</sup> Seminar, trainees were asked to complete hardcopies of the **Post-Seminar questionnaire** [T-S(post)]

It was intended to test the long term retention of the observed gains, with two follow-up measurements 3 months after the end of the Seminar and another one 6 months after the Seminar. Therefore:

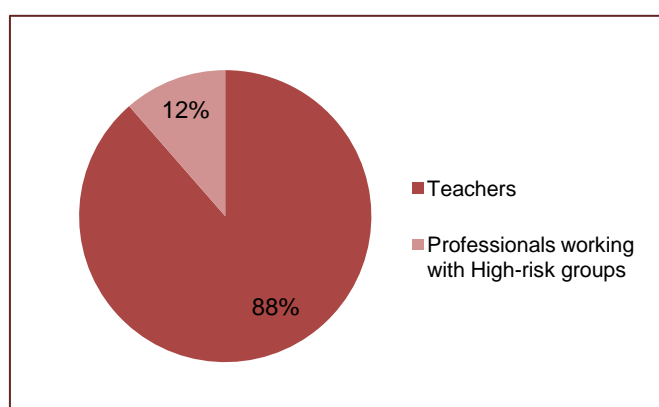
- at the end of the Seminar a **Consent Form** was also distributed asking them to provide their consent to participate in the follow-up evaluations, to indicate the most convenient way they wished to receive the follow-up questionnaire (online form, electronic or paper version) and to provide the corresponding contact details, was also distributed to all trainees

**Matching Codes.** In order to match the two questionnaires that were completed by the same trainee (and the 4 questionnaires in case that follow up measurement was undertaken), the pre- and post- questionnaires were precoded with an identifying code that was assigned to each trainee.

## C.2. Results

### C.2.1. *Trainees' characteristics*

The Seminar addressed two different target groups and therefore the trainees' group (N=33) was comprised of teachers (N=29) and professionals working with high risk groups (N=4) in the percentage shown in the graphic below:



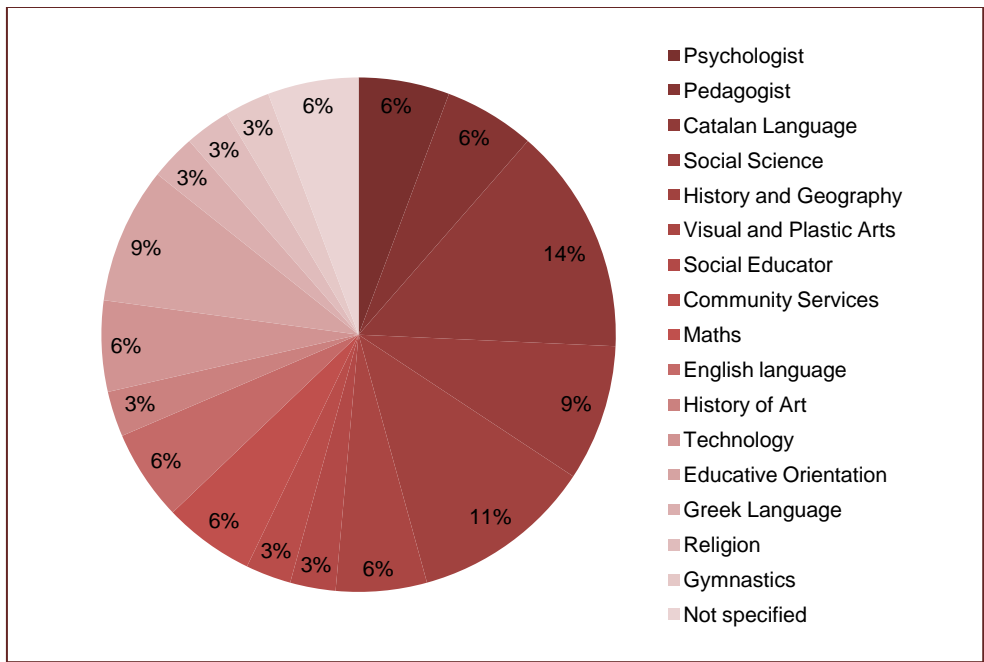
Graphic 1: Percentage of trainees by target group (N=33)

About the demographic characteristics of the trained teachers/professionals they are detailed in Table 15:

TOTAL NUMBER OF TRAINEES	33
SEX	Female= 29                      Male= 4
AGE	24 to 56 years old (Mean=37,94)
GEOGRAPHIC ORIGIN	Barcelona, Lleida,Tarragona and Girona Counties (Catalonia, Spain)
YEARS OF TEACHING EXPERIENCE	1 to 30 years (Mean= 9,03 years)

Table 15: Demographic data of trained teachers/professionals (N=33)

Their specialities were very diverse being the most common was Catalan Language followed by History and Geography and Social Science and the less common were Gymnastics, religion and Greek Language as it can be observed in Graphic 2.



Graphic 2: Percentage of teachers/professionals specialities (N=33)

Regarding to trainees previous training the data revealed that more than a half of the trainees reported to have previous training on gender equality (57.14%), dating violence (54.29%) and child abuse (57.14%). And regarding to previous training on intimate partner violence issues the rate was almost that high with a percentage of 42.86%. Even though the high level of training reported it was observed in the evaluation and during the workshop simulation part of the Seminars that many of the gender stereotypes and unhealthy/discriminative attitudes were

still very present. From this observation it could hypothetically thought that one of the reasons for this low integration of the attitudes may be due to a theoretical previous training focused on concepts but without experiential learning. Also the previous experience on implementing projects related to these topics was very low as a percentage from 65.71 to 85.71% reported not having any experience at all and 0% to 2.87% reported having a great (0%) or an adequate experience with similar projects as it is highlighted in Table 16.

Trainees Related Experience		Topic/ Project			
		Gender Equality	Dating Violence	IPV	Child Abuse & Neglect
<i>Have you ever received any training related to:</i>	No	42,86	45,71	57,14	42,86
	Yes	57,14	54,29	42,86	57,14
<i>Do you have any experience in implementing projects related to:</i>	Not at all	65,71	71,43	68,57	85,71
	Very little	11,43	14,28	14,28	2,86
	Moderate	20	11,43	14,28	11,43
	Adequate	2,86	2,86	2,87	0
	Great	0	0	0	0

Table 16: Percentage of trainees' having related experience with similar trainings and projects (Q. 5 & 6-pre, N=33)

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

According to trainees' responses to an open-ended question (Q7) included in the T-S(pre) questionnaire, regarding their **motivation to attend this Seminar**, they mentioned:

- Personal interest in the subject, find the subject really interesting and useful ( 4 persons)
- Personal interest in knowledge on gender equality (2 persons)
- Personal training and acquiring knowledge on handling dating violence/ intimate partner violence and GBV incidences (10 persons)
- Information about the project in order to implement a "GEAR against IPV workshop" (1 persons)
- Learning new methods and approaches (9 persons)
- Learning new things and help my students (5 persons)
- Promotion of such kind of projects in my school/ region ( 3 persons)
- Awareness on issues like violence in relationships ( 4 persons)

Four teachers reported more than one motivation and the most common motivation was "personal training and acquiring knowledge on handling DV, IPV and GBV incidences. On the contrary the less common was "information about the project in order to implement a workshop"

Trainees also recorded their expectations in regards to the subject(s) they considered to be of vital importance to be trained on within this Seminar in order to be able to implement an GBV prevention program in their classroom (Q8). The trainees' responses can be categorized as follows:

- Dealing with various forms of violence (how to help students, approach students who are victims, what to do, what to say in parents and teachers) (7 persons)
- How to approach students who are victims and have different cultural backgrounds (2person)
- Healthy and unhealthy relationships in adolescence ( 8 persons)
- Violence and CAN (1 person)
- Feminist perspective in Education (1 person)
- Scope of violence in our society (2 person)
- Recognizing warning signs of GBV in relationships (5 persons)
- Gender equality ( 10 persons)
- Experiential education (5 persons)
- Theoretical background of violence ( 6 persons)
- Myths of violence (1 person)
- Gender Stereotypes' roles (10 persons)
- Structure of programme and ways of implementation ( 2persons)
- Familiarizing with GBV Prevention tools ( 2persons)
- Students awareness and activation methods and activities (1 persons)
- Literature and support materials for teachers (1 person)
- Self-confidence and self-esteem ( 3person)
- Sexual and Emotional Education of adolescents (4person)
- Respect between peers and coexistence in the classroom (7 persons)
- Sexist Language (2 person)
- Sexual Orientation and Gender Identities (2person)
- Media/Social Networks and GBV (3 person)

Most of participants' expectations from the Seminar coincided with the objectives and topics of the Seminar and only a few of them did not coincide with the Seminars' aims. This is also illustrated in their expectations' fulfilment assessment (Q10-post) in Table 17, where trainees, on average, rated with 7.88 that the Seminar *adequately trained them on the subjects they considered vital to be trained on* and with 7.97 that it *fulfilled their initial expectations*.

And taking into account the high level of previous training reported the rates on knowledge acquisition that supplement the on they already had (8.03) and the opportunity to obtain (7.1) and enhance skills (7.91) is also indicative of their expectations' fulfilment assessment.



On a scale of 0 to 10, in what extent this particular Seminar:	Mean
i. provided answers to the questions you had?	7.59
ii. provided you new knowledge?	7.53
iii. supplemented knowledge you already had?	8.03
iv. provided you with the opportunity to obtain new skills?	7,81
v. provided you with the opportunity to enhance skills you already had?	7,91
vi. adequately trained you on the subjects that you considered vital to be trained on?	7.88
vii. fulfilled your initial expectations?	7.97

Table 17: Percentage of trainees' having related experience with similar trainings and projects (Q. 5 & 6-pre, N=33)

### 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):

- their **personal satisfaction** (Q1) in regards to the 13 dimensions that are presented in Table 18. 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
- 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 19)
- Booklets III and IV** (Q9) in regards to the 12 dimensions that are presented in Table 20
- their **facilitator(s)** in the Simulated Workshop and the **instructors** of the theoretical part (Q2) in regards to the 7 dimensions illustrated in Table 21.

#### a. Personal Satisfaction with the Seminar.

Participants' mean satisfaction ratings with the Seminars in Spain, as illustrated on Table 18, are high (7.41 – 8.09) for all of the assessed aspects. Individual ratings ranged from 5 to 10 but it is worth mentioning that 57.29 % of the trainees rated their satisfaction from 8 to 10 ranged for the different questions.

How satisfied are you from:	Mean
viii. the overall Seminar?	7.91
ix. the topics addressed?	8.09
x. the simulated "GEAR against IPV" Workshop?	7.41
xi. the theoretical part of the Seminar?	7,75
xii. the knowledge that you obtained during the Seminar?	7,72
xiii. the skills that you obtained and/or enhanced during the Seminar?	7.63
xiv. the Booklet III: <i>Teacher's Manual</i> , that you were given?	8,75

xv. the Booklet IV: <i>Students' Activities Book</i> , that you were given?	8.75
xvi. the supplementary material that you were given?	8.38
xvii. the adequacy of the facilitator(s)/instructor(s)?	8.44
xviii. the total duration of the Seminar	7.81
xix. the way the Seminar was organized?	7.53
xx. the place the Seminar conducted?	8.59

Table 18: Trainees' mean rate of satisfaction (0=not at all, 10=absolutely) with the *Seminar in Spain* (Q.1-post, N=32)

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

- **78.44 %** that they *would choose to participate in a similar Seminar in the future*
- **85.81%** that they *would recommend to a colleague of them to attend a Seminar like this*
- **88 %** that they *would decide to implement a GEAR against IPV workshop in their classroom”*

## b. Self-perceived Usefulness of the Seminar.

Trainees' ratings were slightly higher (7.81 – 8.94) than their satisfaction ratings, with Booklets III and IV again occupying the first two positions. Teachers considered that all of the aspects presented in Figure B3 would be almost “absolutely” useful for both their everyday work as well as for the implementation of the “GEAR against IPV” workshops in classrooms.

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:TOTAL			
a. for your everyday work the:		b. for the implementation of “GEAR against IPV” Workshops in classrooms the:	
8.28	i. overall Seminar?	8.22	i. overall Seminar?
7.81	ii. simulated “GEAR against IPV” Workshop?	8.13	ii. simulated “GEAR against IPV” Workshop?
7.88	iii. theoretical part of the training	7.97	iii. theoretical part of the training
8.16	iv. knowledge you obtained	8.25	iv. knowledge you obtained
7.81	v. skills you obtained or enhanced	8	v. skills you obtained or enhanced
8.84	vi. Booklet III: Teachers Manual	8.94	vi. Booklet III: Teachers Manual
8.77	vii. Booklet IV: Student's Activities Book	8.94	vii. Booklet IV: Student's Activities Book
8.52	viii. supplementary material provided	8.61	viii. supplementary material provided

Table 19. Mean ratings (0=not at all, 10=absolutely) of trainees' self-perceived usefulness of various aspects of the Seminar (Q.3-postN=32)

On the basis of the responses of 27 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 learning methodology used during the Seminar and

the knowledge they gained on issues such as recognising warning signs and (in)equalities that are societally accepted,...

- The trainees' responses can be categorized as follows:
- The quality of the GEAR against IPV material ( 7 persons)
- Having another perspective on gender roles and stereotypes ( 2 persons)
- Being aware of the warning signs of violence ( 2 persons)
- The simulated activities ( 8 persons )
- The learning method ( 5 persons )
- The discussions during the Seminar ( 1 person)
- Practical application to the classroom ( 2 persons)
- Theoretical part ( 1 person)
- Sharing experiences with other teachers ( 3 persons)
- The activation of my motivation as teacher ( 1 person )

#### **b. Evaluation of Booklets III and IV.**

When trainees were asked to rate the two Booklets (III and IV) in regards to 12 general aspects illustrated in Table 20, both of them received high ratings (7.53 – 9), showing that teachers and professionals were very satisfied with them, considered that they were related to their professional needs and would consist of a useful tool for them to approach GBV issues and handling appropriately the situations in case of being asked for helped by their students.

<b>Please rate each Booklet (Booklet III: <i>Teacher's Manual</i> and Booklet IV: <i>Students' Activities Book</i>), on the following aspects:</b>	<b>Booklet III</b>	<b>Booklet IV</b>
i. It is understandable	9	9
ii. It is user friendly	8.81	8.81
iii. It will be useful for me as a teacher	8.78	8.75
iv. It adequately covers the subjects	8.72	8.56
v. It includes information directly related to my profession	8.31	8.31
vi. It adheres to the professional needs of teachers	8.34	8.19
vii. It contains information that I intend to use in my teaching practice	8.66	8.53
viii. It contains material that I intend to use in my teaching practice	8.69	8.47
ix. It will facilitate the implementation of GEAR Workshops in classroom	8.94	8.75
x. It will help me to identify signs of abuse in my students	8	7.69
xi. It will help me to feel more comfortable to approach abused students	7.94	7.50
xii. It will help me to obtain skills on how to assist abused students	7.84	7.53

Table 20. Trainees' mean ratings (0=not at all, 10=absolutely) for Booklets III and IV (Q.9-post, N=32)

### c. Evaluation of Facilitator(s) of the Seminar by the Trainees.

Trainees were very satisfied with their facilitators in the Simulated Workshop (ratings 8.03 - 8.63) as well as in the Theoretical Part (ratings 7.94 – 8.50). Their mean ratings were above 8.24 for all of the dimensions measured, ranging from 4 to 10, but it is important to mention that only one trainee rated 4 in two dimensions (vi. and vii.) and 72% rated for all dimensions from 8 to 10.

Please rate the facilitators on the following aspects:	Simulated Workshop	Theoretical Part
i. was/were well prepared	8.63	8.50
ii. distributed the time well	8.16	7.94
iii. was/were able to hold the group's attention	8.34	8.47
iv. answered questions capably	8.25	8.38
v. was/were able to motivate active participation	8.38	8.25
vi. was/were able to appropriately identify the group's needs	8.06	8.06
vii. was/were appropriately responding to the group's needs	8.03	8.10

**Table 21.** Trainees' mean evaluation ratings (0=not at all, 10=absolutely) for Facilitator(s)/Instructor(s) of the Teachers' Seminar (Q.2-post, N=32)

### 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. 28 out of 32 teachers, 65.62% replied "yes" (21 teachers) and 21.88% "most probably yes" (7 teachers) and 4 (12.50%) "most probably not" and "no". The reasoning of teachers who replied "most probably not" and "no" was that...

*"I don't have the possibility because the school program is closed"*

*"The school curricula is too extens and at this time of the school year it is not possible to introduce alternative activity proposals"*

*"It is not that I don't want but I am actually not working as a teacher for health problems"*

The number of classrooms (Q.7-post) teachers declared they would like to implement the workshops ranged from 1 to 15 while the hours (Q.8-post) they could devote per classroom for the workshop were

1 to 35 hours.

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), 14,29% (5) out of the 35 trainees responded positively/ 85.71% (30) negatively. Their comments on were:

- *“ To truly understand what it is being a woman and what it is being a man, and if this distinction is important or not”*
- *“ I am worried for the extension of gender (in)equalities that we are also transferring to our students”*
- *“ The increase of GBV among adolescents”*
- *“Being really able to implement the program with effectiveness and maintaining the non-directive teaching”*

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)

- *“ I am worried of not being able to create a proper climate in the classroom to approach these topics*
- *“ Being able to break with my own gender stereotypes”*
- *“ Being able to respond to my students concerns on these topics”*
- *“ Being able to help and , approach students who are victims”*

In the post-measurement (after the Seminar, Q.24-post)

- *“Reporting abuse within the family”*
- *“That students will show motivation for it specially the boys” ( 3 persons)*
- *“Being able to transmit to my students that gender inequalities are everywhere”*
- *“I am worried for not being capable to conduct the activities efficiently” (2 persons)*
- *“I am worried on how to approach the diversity of cultural backgrounds” (2 persons)*
- *“I am worried for not being able to implement for the lack of the school principal 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),

- *“Time restrictions” (6 persons)*
- *“School curricula restrictions” ( 4persons)*
- *“A low participation of the students” (2 persons)*
- *“If some case of abuse is revealed during the conduction of the activities” (2 persons)*
- *“ Having the school principal's approval and support” (3 persons)*
- *“ I am shy and I do not know if I will be able to conduct some of the activities”*

After the Workshop's implementation, the implementers' replies only two reported barriers during implementation as they observed that in their opinion their students were not always answering truthfully or that some students needed support to understand some of the question in the evaluation questionnaires. Then their previous perception of the barriers they would encounter was not matched with the reality.

**Facilitating factors** mentioned in the post-measurement (after the Seminar but before the Workshop's implementation, Q.26-post) were

- *"The students motivation"* (3 persons)
- *"The material"* (5 persons)
- *"The support of the professionals responsible of the workshops implementation monitoring"* (5 persons)
- *"The support of my school team"* (3 persons)
- *"Being a European Commission and the Daphne Program financed project"* (2 persons)
- *"Being motivated to implement this workshop"* (1 person)
- *"Having the opportunity to include it in the school curricula"* (2 persons)

After the Workshop's implementation,

- *"The students motivation"* (2 persons)
- *"The material"* (6 persons)
- *"The support of the professionals responsible of the workshops implementation monitoring"* (3 persons)
- *"Working in an small group of 12 students"* (1 person)

### ***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=27) was

- The simulated part and the results (5 persons)
- The different perceptions of "girls" and "boys" (2 persons)

- How deep these topics can be approach and worked
- The great amount of inequalities that we don't realize or we think they are not important (5 persons)
- Being aware that GBV is not an isolate situation
- The theoretical information and the additional materials:video spots, images,...(2 persons)
- The statistical data and reports presented on GBV scope and impact ( 3 persons)
- That there is not a political will to include this important issue into school curricula (2 persons)
- The knowledge, experience and abilities of the trainers (3 persons)
- That there is a lot of work pending to achieve gender equality
- Sharing experiences with other teachers ( 2 persons)
- Having had the opportunity to participate
- Everything: the activities, discussions, teaching tips,... (2 persons)

**What trainees (N=31) liked most of all (Q.22c-post) ...**

- *The simulated part (4)*
- *Being with a group of people that believe there are many things to change in our society (2)*
- *Having the opportunity to be "in the skin" of and adolescent student (3)*
- *The whole training and the way to approach the contents in the classroom (4)*
- *The trainers and the group of trainees, having the opportunity to learn and exchange experiences (7)*
- *The activities (2)*
- *The Continuum Activity*
- *The Gender Box Activity*
- *The Role Play Activity*
- *The great amount of activities and tools to prevent IPV and DV (2)*
- *The experiential method (2)*
- *The classroom climate and motivation*

**Something that I didn't like (Q.22d-post, N=28) was ...**

- *Not having the opportunity to break the students' role while simulating the workshop to discuss as adults (4)*
- *Time restrictions some of the days of the Seminar (6)*
- *The short period from the ending of the Seminar and the ending of the school year (4 months) that will make more difficult to implement in the present school year.(3)*
- *Nothing (9)*



- *Being conscious that gender inequalities are everywhere (4)*
- *A higher representation of teachers (male) would have been good for a more equal distribution (2)*

**A false impression that I had and corrected was that I believed that** (Q.22e-post, N=8)...

- *The GBV was only physical violence (4)*
- *Realizing that there is a long way to achieve gender equality (2)*
- *That there was nobody committed to change this situation (2)*

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

**a. its duration (N=11):**

- It is correct (3)
- It shall be of more hours almost 30 hours to simulate more activities (6)
- A more intensive format should be better (1)
- The simulated part is too long (1)

**b. simulated workshop (N=14):**

- Maybe it should be good to include a short reflection outside the role at the end of the each day (5)
- I would have liked to simulate more activities (6)
- I understand the idea and the educational aim but I didn't liked having to adopt a students role.
- It is too long the simulated part (3)

**c. the theoretical part of the seminar (N=8):**

- It is too short for as the information is useful and interesting (4)
- Maybe more time for discussion (2)
- It is correct (2)

**d. the material provided (N=3):**

- It should also include the video spots that were included in the Seminar however when we asked for the links they were provided.(1)
- Having it before to discuss with a higher knowledge on the material (2)

e. **topics that should have been included** (N=9):

- Homophobia (3)
- It was included but I would have liked to talk more about sexist language(1)
- More information on emotional issues that can facilitate abuse (1)
- Stereotypes on other sexual orientation and gender identities: trans, intersex and Clueer (4)

f. **topics that should have been elaborated on more** (N=9):

- I would have liked to work more on the Booklets (1)
- Sexual Education (1)
- The emotions issues that facilitates abuse and societal vulnerability (1)
- Homosexuality and Transsexuality (3)
- Giving more space to other topics that can come up. (1)
- As all the topics were very interesting it could have been good if we had worked them even more (2)

g. **topics that were emphasized more than necessary** (N=4):

- The gender stereotypes (1)
- The healthy/unhealthy relationships (1)
- The simulated part (1)
- On victim/perpetrators difficulties (1)

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

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.

On a scale of 0 to 10 ( <b>0 = not at all ... 10 = absolutely</b> ), 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	7.49	5.89
becoming a mother/father	8.43	5.97
succeeding professionally	6.71	9.11
succeeding economically	6.66	9.07

**Table 22.** Mean ratings of 4 goals' importance for women and men (Q.22-pre, N=35)

From the results of the evaluation it can be clearly observed how gender roles are still very present and how gender inequalities when it comes to family responsibilities, economical independence or professional development and success. As it is illustrated in Table 22 according to our society becoming a mother/father is 2.46% more important for women than men while succeeding professionally or economically is 2.40% more important for men than for women.

Regarding the distribution of power in the family there is clear difference between women and men. For example 100% of the teachers thought that the mother is the person who more often quits working in order to take care of the children. On the other hand it can be observed an improvement regarding financial decisions as 51.43% of the teachers assessed that the financial decisions in most families are taken equally. The detailed percentages per item can be observed below on Table 23.

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:	5.71	42.86	51.43
	the person who makes the decisions related to children in most families is the:	85.71	0.00	14.29
	the task of taking care of the children is mainly a responsibility of the:	82.86	0.00	17.14
	the person who more often quits working in order to take care of the child/ren is the:	100	0.00	0.00
	if only one person is the provider in the family, this person is more often the:	17.14	77.14	5.71

**Table 23.** Percentage of answers in regards to the (un)equal distribution of power in the family (Q. 23-pre, N=35)

In some cases ratings are really extreme as it is illustrated in Table 24 where it can be observed that 100% of the teachers believe that the task of undertaking the domestic chores is mainly a responsibility of the mother or the 94.29% believe that the father is the person that earns more money. Also in:

👉 Education there is a clear inequality as there is only a high presence of women on the Kindergarten level (97.14%) while the higher ratings responses on men correspond to “University full-time professors” (82.86%) or principals in school (60%)

For each of the following statements, please check the box that describes better the situation in OUR COUNTRY		Answer (%)		
		Women	Men	Equally
In most couples/families,	the person who earns more money than the other is the:	0.00	94.29	5.71
	the person who supposedly must earn more money than the other is the:	0.00	91.43	8.57
	the task of undertaking the domestic chores is mainly a responsibility of the:	100	0.00	0.00
	Most University full-time professors are:	0.00	82.86	17.14
	Most Principals in schools are:	8.57	60.00	31.43
	Most teachers teaching Maths are:	5.71	71.43	22.86
	Most teachers teaching Literature are:	65.71	2.86	31.43
	Almost all Kindergarten teachers are:	97.14	0.00	2.86

**Table 24.** Percentage of answers in regards to the (un)equal distribution of power in the family and the educational setting (Q. 24-pre, N=35)

☞ In the family it is assessed that 85.71% of the teachers believe that is true that girls are compelled to do more household tasks than boys of the same age or the 60% that agreed that there are women who do not work because their husband does not allow them.

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	77.14	22.86
In most families, girls have more freedom than boys of the same age	2.86	97.14
In most families, boys are compelled to do more household tasks than girls of the same age	0.00	100
In most families, girls are compelled to do more household tasks than boys of the same age	85.71	14.29
There are women who do not work because their husband does not allow them to	60.00	40.00
There are men who do not work because their wife does not allow them to	0.00	100

**Table 25.** Percentage of answers in regards to the (un)equal treatment of girls/women and boys/men in the family (Q. 25-pre, N=35)

But then when teachers were asked to assess to what percentage gender equality has been achieved in Spain (see Table 26), they provided a mean rating of 47.97% (ranging from 10 to 90%)!

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 different with the pre- with a mean rating of 33.59 (ranging from 10 to 70%).

To what percentage would you say that gender equality has been achieved in our country?	Pre (N=32)	Post (N=32)
Mean	47.97	33.59
Std. deviation	18.44	17.42
Median	47.50	30.00
Min-max	10-90	10-70

**Table 26.** Subjective estimation of gender equality achievement in Spain, as a percentage from 0 to 100% (Q. 19-pre, 19-post, N=32)

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. The results are present below on Table 27 and we can conclude that their knowledge was very high about these regulations although there was some teachers (8.57%) that were not sure about the tax return regulation or the obligation for children's last name, when the obligation in the Spanish regulations is to include both father and mother last names and in the order that the parents choose.

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
	0	0	42.86	48.57	8.57

Statement	Answers (%)		
	True	False	Don't know
Women are obliged to take the last name of their husband after marriage (N=35)	0	100	0
A married couple has to file a joint tax return under the name of the husband (N=34)	0	91.18	8.82

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

### 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 gender stereotypes and roles are again very present in school education and teachers that are without being aware reinforcing these stereotypes in their students.

However an improvement was observed when comparing pre- and post- questionnaires data, as there was a lower inclusion of gender stereotypes and roles in the answers of the post-questionnaire and a higher inclusion of responses based on equality, for example that both girls and boys are victims of patriarchal society, that they are diverse and can't be generalized and that the differences are biological.

	Pre-	Post-
<b>Boys are...</b>	<ul style="list-style-type: none"> <li>More active and impositive (5)</li> <li>More impulsive (6)</li> <li>More rude (2)</li> <li>More shy and less consciouss (3)</li> <li>More direct and aggressive (7)</li> <li>I don't want to do a general assessment</li> <li>They solve problems easily</li> <li>Less focused (2)</li> <li>Less mature and they don't like studying (4)</li> </ul> <p>(N=31)</p>	<ul style="list-style-type: none"> <li>They have privileges (4)</li> <li>Diverse (2)</li> <li>More impulsive (3)</li> <li>Victims of Patriarchal society (3)</li> <li>Only biological differences (4)</li> <li>More sensitive than expected</li> <li>More aggressive (2)</li> <li>I don't want to do a general assessment (2)</li> <li>Less able to realize about gender inequalities (2)</li> <li>More immature and less motivated on studying (2)</li> </ul> <p>(N=25)</p>
<b>Girls are...</b>	<ul style="list-style-type: none"> <li>More passive (3)</li> </ul>	<ul style="list-style-type: none"> <li>Not empowered (2)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ More thoughtful (3)</li> <li>▪ More sensitive (4)</li> <li>▪ More participative</li> <li>▪ More smart (2)</li> <li>▪ More difficult</li> <li>▪ More open to express their emotions (3)</li> <li>▪ More mature (5)</li> <li>▪ More vulnerable to abuse (3)</li> <li>▪ They are more psychological abusers</li> <li>▪ More calm (2)</li> <li>▪ More insecure (3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Diverse (2)</li> <li>▪ More friendly (2)</li> <li>▪ Victims of Patriarchal society (4)</li> <li>▪ Only biological differences (4)</li> <li>▪ More thoughtful (3)</li> <li>▪ I don't want to do a general assessment (3)</li> <li>▪ More open minded</li> <li>▪ More responsible (2)</li> <li>▪ More communicative</li> </ul>
	(N=30)	(N=24)

Table 28. Perception of differences between boys and girls (Q. 14-pre and Q14-post)

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, it seems that the majority of the statements have quite equal assignment to both boys and girl, except for some statements for example in the case of boys "are suspected more if something is broken" (Pre-65.63%/Post-90%) /"are assigned the task to carry something, if needed?" (Pre-71.88%/Post-83.87%) or in the case of girls "are expected to be quieter in the classroom" (Pre-78.13%/Post-74.19%) or "are expected to have higher academic performance?" (Pre-46.88%/Post-50%).

However it can be observed in Table 29 that the higher rating on equal assignment is linked to lower value of one of both sexes in each statement and still determining a different treatment based on gender stereotypes. An improvement can be observed comparing pre- and post-measurements for most of the statements and also higher percentages in some cases could determine a higher awareness of the inequality as the question is entitled "Please assess if in general..."

<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	3.13	46.88	50.00
	Post	6.25	50.00	43.75
are punished more strictly, when causing trouble?	Pre	50.00	6.25	43.75
	Post	46.88	6.25	46.88
are assigned the most boring tasks?	Pre	0.00	15.63	84.38
	Post	0.00	37.50	62.50

are assigned the easiest tasks?	Pre	18.75	6.25	75.00
	Post	12.50	15.63	71.88
are suspected more if something has been broken?	Pre	65.63	3.13	31.25
	Post	90.63	0.00	9.38
are assigned the task to clean something, if needed?	Pre	3.13	25.00	71.88
	Post	0.00	34.38	65.63
are assigned the tasks requiring responsibility?	Pre	3.13	46.88	50.00
	Post	6.25	46.88	46.88
are suspected more if something has been stolen?	Pre	40.63	0.00	59.38
	Post	40.63	0.00	59.38
are assigned the task to carry something, if needed?	Pre	71.88	0.00	28.13
	Post	83.87	0.00	16.13
need to study harder in order to get the same grade as the opposite sex?	Pre	19.35	12.90	67.74
	Post	9.38	28.13	62.50
are praised more when demonstrating good academic performance?	Pre	21.88	9.38	68.75
	Post	50.00	3.13	46.88
are praised more when they are quiet in the classroom?	Pre	50.00	0.00	50.00
	Post	58.06	3.23	38.71
receive higher grades for equal performance?	Pre	12.50	9.38	78.13
	Post	10.00	23.33	66.67
are expected to be quieter in the classroom?	Pre	0.00	78.13	21.88
	Post	9.68	74.19	16.13

Table 29. 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=32)

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 30): 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).

In all the statements is confirmed that both women and men have expectations imposed differently based on gender stereotypes and that both are complying these expectations. It is also observed a higher awareness of these different expectations in the post-measurement as most of the rates increases.

There are some statements that show very clearly inequalities, for example that males are considered (Pre-65.63%/Post-81.25%) and are more capable (Pre-18.75%/Post 18.75%) to impose discipline in the classroom compared to 0% on females for both statements and

measurements. In the case of female teachers they assessed that work more hours in the school (Pre-12.50%/Post-28.13%) and at home (Pre-43.75%/Post-56.25%) while the reating for male teachers is for the 1<sup>st</sup> statement (Pre-0%/Post-3.13%) and for the 2<sup>nd</sup> statement (Pre-0%/Post-0%).

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
are considered to be more capable to impose discipline in classroom?	Pre	3.13	65.63	31.25
	Post	3.13	81.25	15.63
are more capable to impose discipline in classroom?	Pre	0.00	18.75	81.25
	Post	0.00	18.75	81.25
are assigned the most boring tasks?	Pre	9.38	0.00	90.63
	Post	28.13	0.00	71.88
voluntarily undertake the most boring tasks?	Pre	34.38	0.00	65.63
	Post	40.63	0.00	59.38
are assigned the easiest tasks?	Pre	3.13	12.50	84.38
	Post	9.38	15.63	75.00
voluntarily undertake the easiest tasks?	Pre	12.50	6.25	81.25
	Post	6.25	34.38	59.38
are assigned the task to repair something, if needed?	Pre	0.00	78.13	21.88
	Post	6.25	84.38	9.38
voluntarily undertake the task to repair something, if needed?	Pre	6.25	50.00	43.75
	Post	3.13	50.00	46.88
are assigned the task to make coffee, if needed?	Pre	12.50	0.00	87.50
	Post	34.38	0.00	65.63
voluntarily undertake the task to make coffee, if needed?	Pre	15.63	0.00	84.38
	Post	37.50	0.00	62.50
are assigned the task to clean something, if needed?	Pre	9.38	0.00	90.63
	Post	34.38	3.13	62.50
voluntarily undertake the task to clean something, if needed?	Pre	37.50	0.00	62.50
	Post	40.63	6.25	53.13
are assigned the tasks requiring responsibility?	Pre	9.38	21.88	68.75
	Post	12.50	21.88	65.63
voluntarily undertake the tasks requiring responsibility?	Pre	15.63	6.25	78.13
	Post	28.13	9.38	62.50
are considered to be more lenient when assigning grades?	Pre	15.63	15.63	68.75
	Post	18.75	12.50	68.75
are assigned the task to carry something, if needed?	Pre	0.00	71.88	28.13
	Post	0.00	90.63	9.38
voluntarily undertake the task to carry something, if needed?	Pre	3.13	59.38	37.50
	Post	0.00	68.75	31.25
are expected to adopt a parental role towards their students?	Pre	50.00	0.00	50.00
	Post	68.75	0.00	31.25
adopt a parental role towards their students?	Pre	40.63	3.13	56.25
	Post	43.75	0.00	56.25
are expected to be approached by more students to discuss their problems?	Pre	40.63	0.00	59.38
	Post	62.50	0.00	37.50
are expected to be more patient with their students?	Pre	64.52	0.00	35.48
	Post	65.63	0.00	34.38
are more patient with their students?	Pre	21.88	0.00	78.13
	Post	21.88	3.13	75.00
work more hours at school?	Pre	12.50	0.00	87.50
	Post	28.13	3.13	68.75
work more hours at home?	Pre	43.75	0.00	56.25
	Post	56.25	0.00	43.75

Table 30. 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=32)



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.

As it is illustrated in Table 31 sensitization had an impact on the post-questionnaires responses as they declare for all the statements, except one, a higher frequency.

Have you ever seen (or been informed of) behaving or speaking in a way that discriminates:	a teacher (i)		a student (ii)	
	Pre	Post	Pre	Post
against female students?	1.28	1.42	2.34	2.66
against female teachers?	1.06	1.31	1.84	2.34
in favor of female students?	1.22	1.31	1.28	1.06
in favor of female teachers?	0.84	0.91	1.03	0.88
against male students?	1.03	0.97	1.50	1.63
against male teachers?	0.69	0.63	1.53	1.59
in favor of male students?	0.91	1.34	1.59	1.78
in favor of male teachers?	0.78	1.53	1.16	1.34

Table 31. 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, N=32, 16i & ii-post, N=32)

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) and even though they reported low frequencies and increased of the frequency was again observed on the post-questionnaire results.

Have you ever «caught» yourself behaving, speaking or thinking in a way that discriminates	Pre	Post
against your female students?	0.56	0.69
in favor of your female students?	1.34	1.58
against your male students?	0.81	0.84
in favor of your male students?	0.97	1.44

Table 32. 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=32)

Last but not least, teachers were asked whether they have ever identified any educational material that is gender discriminatory. Their ratings (Table 33) at two different times (pre- & post- questionnaire) show that they had a low sensitization to identify gender discrimination on educational materials but it was increased after the Seminar.

<b>Have you ever identified any educational material that discriminates</b>	<b>Pre</b>	<b>Post</b>
against women and/or girls?	1.94	2.34
in favor of women and/or girls?	0.78	0.72
against men and/or boys?	0.44	0.56
in favor of men and/or boys?	1.63	2.09

Table 33. 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=32)

### **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 34 and 35. 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 36) 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 37) 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 38). 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 34 is *true* or *false*; each item was assessed twice, one when the behavior described was conducted by a male towards his female partner (Table 34.a) and one when the same behavior was conducted by a female towards her male partner (Table 34.b). The Table presents only the percentage of teachers who correctly answered each question while the correct answer is indicated with (T) or (S).

The initial knowledge of teachers on abuse topics was very high 35% of the questions were answered correctly by the 100% of the teachers and the rest of the question were answered correctly in range of 46.88% to 96.88% of the teachers. In the post-questionnaire most of the

rates were maintained and in 25% of the questions there was slight improvement.

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)	56.25	50
3. tells her that if she ever leaves him, he would die without her (T)	93.75	100
4. calls her names and puts her down (T)	100	100
5. gets angry when she is late for a date (F)	46.88	43.75
6. accompanies her everywhere and always, wherever she goes (T)	93.75	93.75
7. wants, when they go out, to share the cost fifty-fifty (F)	96.88	93.75
8. tells her which people she can and can't see (T)	96.88	100
9. tells her what she should and shouldn't wear (T)	100	100
10. threatens to physically hurt her (T)	100	100

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

	Correct* answers (%)	
	Pre	Post
<b>b. It is a type of violence when, in a relationship, she:</b>		
1. continually yells at him (T)	93.75	100
2. doesn't want to take him with her every time she goes out with her friends (F)	65.63	65.63
3. tells him that if he ever leaves her, she would die without him (T)	90.63	96.88
4. calls him names and puts him down (T)	96.88	100
5. gets angry when he is late for a date (F)	53.13	50
6. accompanies him everywhere and always, wherever he goes (T)	87.50	84.38
7. wants, when they go out, to share the cost fifty-fifty (F)	100	96.88
8. tells him which people he can and can't see (T)	100	100
9. tells him what he should and shouldn't wear (T)	90.63	96.88
10. threatens to physically hurt him (T)	100	100

Table 34. Percentage of correct answers on pre- & post- questionnaires, for violent behavior perpetrated by a male towards a female partner (Q26-pre & 20-post, N=32)

\* 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 35 is *true* or *false*. The table presents the percentage of correct answers (which is indicated in parenthesis with red font).

The initial knowledge of teachers on myths of violence was also very high 41.17% of the questions were answered correctly by the 100% of the teachers and the rest of the question were answered correctly in range of 46.88% to 96.88% of the teachers. In the post-questionnaire the 14 out of 17 (82.35%) of the results improved 2 out of 17 maintain the rate and 1 decreased (6. *Violent people are people who can't control their anger*).

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)	90.63	93.75
4. A person is abused only when physical violence exists (F)	100	100
5. Destroying personal possessions and property is not a form of violence (F)	90.63	90.63
6. Violent people are people who can't control their anger (F)	56.25	77.42
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)	96.88	100
9. Jealousy is a sign of love (F)	100	100
10. Girls are never physically violent with their partners (F)	90.63	96.88
11. When a boy caresses a girl and she says “no”, often it means “yes” (F)	100	100
12. When a person is being abused in his/her intimate relationship, it is easy just to leave (F)	96.88	93.75
13. A person's violent behaviour can change if his/her partner loves him/her enough (F)	96.88	96.88
14. Men are violent by nature (F)	100	100
15. Women are violent by nature (F)	100	100
16. Most girls believe that they must “play hard to get” before consenting to have sex (F)	68.75	62.50
17. Most boys believe that when a girl refuses to have sex with them, they're just “playing hard to get” (F)	46.88	50

Table 35. Percentage of correct answers in pre- & postquestionnaires, for issues related to violence and abuse (Q27-pre, 21-post, N=32)

\* 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 36 illustrate, the values for the self-assessed comfortableness to work with the activities didn't have major fluctuations in 66.66% of the questions but there was no increasing rating and on the contrary there were 33.33% of the questions that lower rating. As the teachers assessed on the qualitative evaluation an improvement of their comfortableness to work with the topics and the activities this decrease could be due to a major sensitization.

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=32	Post N=32
i. gender equality	9.25	8.97
ii. gender stereotypes	9.09	9.09
iii. romantic (dating) relationships of adolescents	8.16	8.28
iv. healthy and unhealthy relationships	8.34	8.44
v. how to recognize signs of abuse	8.75	8.22
vi. physical abuse in dating relationships	8.09	8.09
vii. psychological abuse in dating relationships	8.34	7.97
viii. sexual abuse in dating relationships	7.81	7.88
ix. ways of intervening in dating violence and/or intimate partner violence	8.03	7.81

Table 36. 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, N=32, 11-post, N=28)

**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 37 show a clear increasing tendency (100% of the topics) of the self-assessed knowledge comparing the rating before starting the Seminar (pre-questionnaire) and after its finalization (post-questionnaire).

<b>What rate</b> would you give for the knowledge <u>you currently have</u> on:	<b>Pre</b> (N=32)	<b>Post</b> (N=32)
i. gender equality	6.98	7.97
ii. gender stereotypes	7.33	8.06
iii. romantic relationships of adolescents	5.86	7.53
iv. healthy and unhealthy romantic (intimate partner) relationships	6.48	7.97
v. physical abuse in dating relationships	5.89	7.75
vi. psychological abuse in dating relationships	6.08	7.63
vii. sexual abuse in dating relationships	5.58	7.44
viii. what <b>you can do</b> to help one of your students who is being abused	5.19	7.34
ix. <b>the obligations</b> you have if one of your students discloses that s/he is being abused	4.84	7.84

<b>(b) what you should say to one of your students who discloses to you that:</b>	<b>Pre</b> (N=32)	<b>Post</b> (N=32)
x. her/his partner is physically abusing him/her?	5.16	7.50
xi. her/his partner is psychologically abusing him/her?	5.22	7.44
xii. her/his partner is sexually abusing him/her?	5.06	7.44
xiii. a member of his/her family or another person is abusing her/him?	4.94	7.47
xiv. her/his mother is being abused	4.75	7.28

**Table 37.** 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=32)

**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 37), teachers were also asked to rate the same questions in regards to their confidence (Table 38) 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 0 to 9 in the pre- and from 3 to 9 in the post- measurement.

Based on the knowledge and skills <u>you currently have</u> , how confident do you feel that you can help a student of yours, who discloses to you that:	Pre (N=32)	Post (N=32)
i. her/his partner is physically abusing him/her?	5	7.06
ii. her/his partner is psychologically abusing him/her?	4.91	6.94
iii. her/his partner is sexually abusing him/her?	4.81	6.97
iv. a member of his/her family or another person is abusing her/him?	4.72	6.88
v. her/his mother is being abused?	4.78	6.77

Table 38. 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=32)

From these results it can be determined that there was an increase of the teachers confidence on being able to help if there is an students' disclosure. While in pre-questionnaire ratings ranged from 4.72 to 5 on a scale from 0 to 10, in the post-questionnaire ratings ranged from 6.88 to 7.06 on a scale from 3 to 9.

### 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 39, a high percentage of the teachers (62.86% to 77.14%) reported to have been informed of abuse and the percentage is higher for boys than girls. The higher values are for physical and psychological abuse in male students (77.14%) and the lower is for psychological abuse in female students (62.86%)

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 = 35)	23	65.71 %	22	62.86 %	24	68.57 %
Male (N = 35)	27	77.14 %	27	77.14 %	26	74.29 %

Table 39. Percentage of teachers declaring that they have been informed that a student is being abused in her/his intimate relationship (Q12-pre, N=35)

15 of teachers (45.45%) reported that they have been asked for help by a student; from these 8 teachers reported that they faced difficulties. The type of difficulties teachers mentioned were:

- Not having the proper information to approach the victim or the perpetrator (2)
- Not having the information on how to react namely the protocols (2)
- Having a low support from the school center (2)
- Not feeling secure and not having the information on were to ask for support (2)
- Not being sure if the approach you give is the proper one in that case.

- The emotions that emerged sometimes are difficult and leads as being passive
- The abuse was perpetrated by a relative and it was very difficult to report.

Replies from 15 teachers who answered the question, *how did you feel?* are listed below

- uncertainty/ignorance of what to do, insecurity/fear/guilt that I am inadequate, unprepared, inability to help (6teachers)
- responsibility/anxious to help properly (2teachers)
- ready to discuss and help (3teachers)
- concern for the child's truthfulness (1teacher)
- Powerless to do anything (2teachers)
- Indignant because neither the teaching team nor the school direction didn't listen to me and did anything to help. (1teacher)

☞ 5 teachers (35.71%) replied positively to the question "*were you able to help?*" which was further specified as follows:

- We could intervene but we are not sure it was corrected (2)
- I am not really sure (2 teachers)
- A little (1 teacher)

☞ while 7 replied "other", which was further specified as follows:

- I am not sure because the intervention was done from the psychologist/pedagogue of the school.
- A deep bond was created with her: sometimes I asked myself if it was beyond the educational field but after time has gone by I realized that I did the correct action and I am proud of her improvements.
- Due to that problem I was motivated to attend to a Seminar on sexual abuse prevention on disabled women
- There is an initial role of listening and supporting that you have to do...but afterwards professional (psychologist) help is needed.
- I managed to speak with her mother and advised her to go to a psychologist.

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

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The fact that we had to organize a 2<sup>nd</sup> Teacher Training Seminar (due to a low number of implementers that finally committed in the 1<sup>st</sup> Teacher Training Seminar -only one teacher out of 16- and the low enrollment of teachers -PUCVG received 91 applications of which 54 were valid but only 29 teachers and 4 professionals working with high risk groups participated and completed the Seminar) delayed the work plan and reduce the probability of implementing the workshops at schools as the school year at that time was in the middle of its period.

Due to restrictive availability of teachers (it was not feasible to organized an intensive weekend Seminar) the Seminar was organized with a weekly periodicity, 8 day Seminar for the 1<sup>st</sup> one and a 6 day Seminar for the 2<sup>nd</sup> one. It was observed that this format is not the most appropriate for the workshop simulation as it was difficult to adopt and break the students' role during 5-6 days (once a week) and the learning was less focused and with a different rhythm.

On the other hand having this previous experience with the 1<sup>st</sup> Seminar was enriching for the 2<sup>nd</sup> Seminar conduction as more risks could be anticipated and the activities knowledge of the trainees was higher as they had already observed in practice the "GEAR against IPV" workshop simulation.

Another barrier was the high offer on GBV trainings in Spain, although the GEAR material and training was a very specific training for teachers/professionals and it has a great quality it was needed an effort on dissemination and applying for an official validation that could facilitate participation. This barrier then lead to a success factor when the official validation to the Seminar was approved by the Department of Education as we could achieve a wider regional impact and more diverse participation.

Another important facilitator is the program and the material itself. It is a detailed tool that was easily worked by the trainees and the experiential method facilitated the effective training and the integration of knowledge.

The motivation of trainees was also a success factor for the implementation that helped overcome time constraints due to the proximity of the end of the school year 2015-16 as well as for the sustainability of the workshops implementation after the end of the project.

To reduce risks is essential to follow the methodology for the teachers application process, and selection if necessary, informing very clearly on the selection criteria, the commitment with full attendance,...is very important to ensure the success of the training process for teachers and the future implementation (diversity, motivation,...)

It is also recommended that trainees' groups should be mixed, including teachers from big cities and the providence as well as an equitable representation of both sexes, as far as possible. Also an ideal duration of 30 hours is recommended.



## Conclusion

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An effective teachers training is the basis for DV and IPV prevention in adolescents. From the school education gender stereotypes are also reproduced: the language we use, the books we read, the teachers attitude,... The school is a reflection of society and within it every situation can emerged to be worked from positive, experiential and life learning.

Then the implementation of the Seminars in Spain had not been only an opportunity for teachers to acquire knowledge and build their capacity but it had been an opportunity to learn another way of teaching and relating with themselves and their students. It had built teachers motivation and capacity to be involved in the transformation of society, ending GBV and building gender equality.

It is needed to include a program like the “GEAR against IPV” on the continuum training for teachers and an institutional support for the conduction of the Seminars and the workshops implementation in all regions of Spain as it is an evindence base program that have already proven its efficiency in 7 countries around the European Union.

Now In Spain although only 24% of the **trained teachers** implemented workshops during the school year 2015-16, more than 40% (trained teachers implementers and not implementers) are currently implementing workshops and using the material.

The trained high risk groups professionals are currently implementing 4 more workshops with high risk groups adolescents in Aroa Foundation support service.

Three municipalities of different areas of Catalonia have expressed their interest to implement the teachers’ seminars and the workshops to the schools.

In teachers’ opinion the “GEAR against IPV II” Teachers Training Seminar is important because:

- “The methodology used, experiential, helps to reflect within a trust atmosphere, which is a very positive and necessary look that education professionals must include in their relation with their students.”
- “Increasingly in the classroom we find problems related to IPV, DV and SV between adolescents and this material can provide tools to identify and manage the situations related to GBV and promote gender equality from education”
- “Now I realize that there is many forms of GBV and that transforming our patriarchal culture is the basis to eradicate them. I feel bad that there is not a clear political will to introduce the subject in school curriculum with experience like this maybe we can change stereotypes and attitudes”.

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# Annexes

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

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### Agenda

# CONSTRUINT RELACIONS IGUALITARIES I SALUDABLES

SEMINARI DE FORMACIÓ PER AL PROFESSORAT  
D'EDUCACIÓ SECUNDÀRIA

Del 7 octubre al 25 de novembre de 2015

**GEAR against IPV**

Acció de sensibilització per la igualtat  
de gènere i prevenció de la violència masclista

Organitza:

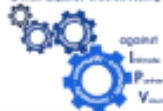


Amb la  
col·laboració de:



Gender  
Equality  
Awareness  
Raising  
against  
Intimate  
Partner  
Violence

Aquesta formació s'organitza en el marc del projecte Gender Equality Awareness Raising against Intimate Partner Violence II (JUST/2013/DAP/AG/5408) cofinançat pel Programa DAPHNE III de la Unió Europea.



## FORMACIÓ

VIVENCIAL	Participar d'un simulacre de Taller de Sensibilització i Prevenció a través de dinàmiques d'aprenentatge a través de l'experiència.
TÈCNICA	Transferència de recursos per desenvolupar tallers o activitats de sensibilització i prevenció amb les noies i nois en el marc de l'educació secundària.
TEÒRICA	Relacionada amb la igualtat de gènere, les violències masclistes, el maltractament infantil, així com el marc legal, serveis de suport i altres recursos de prevenció.

## PROGRAMA

1a sessió	<p><b>I. INTRODUCCIÓ</b></p> <ul style="list-style-type: none"> <li>• Presentació del seminari i les persones assistents</li> <li>• Expectatives i objectius</li> <li>• Metodologia i regles bàsiques.</li> </ul> <p><b>II. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'AULA</b></p> <p>Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula que s'inclouen al Material didàctic GEAR (Manual per al professorat i Quadern d'activitats per l'alumnat). Aquest Material didàctic s'entregarà al finalitzar la formació per tal que siguin una eina</p> <p><b>Mòdul 1: Estereotips de gènere i Igualtat de gènere.</b></p> <ul style="list-style-type: none"> <li>• Unitat 1: Estereotips de gènere. Masculinitats vs. Feminitats</li> </ul>
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2a sessió	<p><b>II. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'AULA</b></p> <p>Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula.</p> <p><b>Mòdul 1: Estereotips de gènere i Igualtat de gènere.</b></p> <ul style="list-style-type: none"> <li>Unitat 1: Estereotips de gènere. Masculinitats vs. Feminitats</li> </ul>
3a sessió	<p><b>II. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'AULA</b></p> <p>Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula.</p> <p><b>Mòdul 1: Estereotips de gènere i Igualtat de gènere.</b></p> <ul style="list-style-type: none"> <li>Unitat 1: Estereotips de gènere. Masculinitats vs. Feminitats</li> <li>Unitat 2: Societats patriarcal</li> </ul>
4a sessió	<p><b>II. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'AULA</b></p> <p>Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula.</p> <p><b>Mòdul 1: Estereotips de gènere i Igualtat de gènere.</b></p> <ul style="list-style-type: none"> <li>Unitat 2: Societats patriarcal</li> </ul> <p><b>Mòdul 2: Relacions saludables i no saludables, reconèixer les senyals d'alerta</b></p>
5a sessió	<p><b>II. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'AULA</b></p> <p>Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula.</p> <p><b>Mòdul 3: La violència en les relacions afectives-sexuals.</b></p> <ul style="list-style-type: none"> <li>Unitat 1: Sensibilització</li> </ul>



6a sessió	<p><b>II. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'ÀULA</b> Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula.</p> <p><b>Mòdul 3: La violència en les relacions afectives-sexuals.</b></p> <ul style="list-style-type: none"> <li>Unitat 2: Què podem fer davant una situació de violència en les relacions afectives-sexuals?</li> </ul> <p><b>III. COM UTILITZAR EL MANUAL PER AL PROFESSORAT GEAR</b></p> <ul style="list-style-type: none"> <li>Intercanvi d'eines i estratègies realitzades durant el Simulacre de Taller.</li> <li>Preparació prèvia del taller GEAR "Construint relacions igualitàries saludables" per a noies i nois adolescents.</li> <li>Com dur-lo a terme a la nostra aula.</li> <li>Documentar i compartir l'experiència.</li> <li>Com avaluar l'eficàcia de la intervenció.</li> </ul>
7a sessió	<p><b>IV. FORMACIÓ TEÒRICA</b></p> <ul style="list-style-type: none"> <li>Sensibilització sobre qüestions d'igualtat de gènere i violència masclista.</li> <li>Com afrontar un cas de violència masclista a l'adolescència (I): - Marc Legal - Protocol de detecció, notificació i coordinació en l'àmbit educatiu.</li> </ul>
8a sessió	<p><b>V. FORMACIÓ TEÒRICA</b></p> <ul style="list-style-type: none"> <li>Com afrontar un cas de violència masclista a l'adolescència (II): - Protocol de detecció, notificació i coordinació en l'àmbit educatiu.</li> <li>Serveis de suport.</li> <li>Potenciar les habilitats del professorat.</li> <li>Entrega de Certificats.</li> <li>Aperitiu de Cloenda</li> </ul>

Imparteixen: **Francisco Garcia Lapresta**, professor de secundària.

**Núria Pociello Cayuela**, pedagoga i dinamitzadora de tallers de prevenció de la violència masclista a l'adolescència.

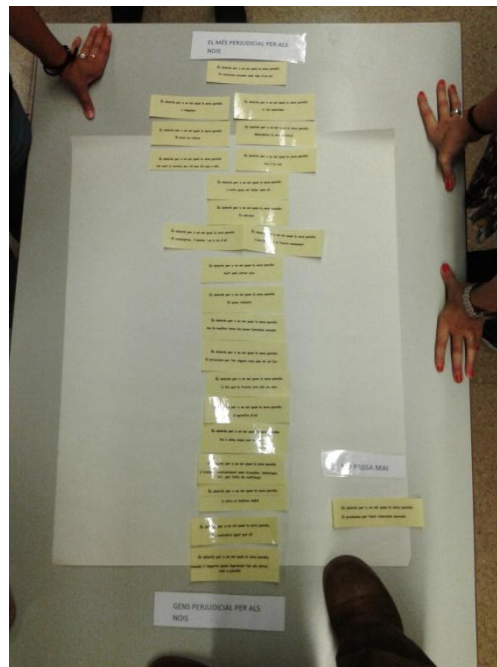


Plataforma unitària contra les violències de gènere  
Civil Society & Non-Profit Non-Governmental Organization  
10 Rambla de Santa Mònica, Barcelona, Spain. Tel.: +34 627398316  
E-mail: [pruvviolencia@pangea.org](mailto:pruvviolencia@pangea.org) Website: [www.violenciadegenero.org](http://www.violenciadegenero.org)



# 1<sup>st</sup> Seminar

## Photos



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

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### Agenda



### PROGRAMACIÓ DEL SEMINARI DE FORMACIÓ AL PROFESSORAT D'EDUCACIÓ SECUNDÀRIA:

#### “CONSTRUÏNT RELACIONS IGUALITÀRIES I SALUDABLES”

Del 23 de gener al 27 de febrer de 2016

a l'Associació de Mestres Rosa Sensat

Imparteixen:

*Núria Pociello Cayuela*, pedagoga i dinamitzadora de tallers de prevenció de la violència masclista a l'adolescència.

*Francisco García Lapresta*, professor de secundària.

**1a sessió**  
**23/01/2016**  
**9 a 15h**

#### INTRODUCCIÓ

- Presentació del seminari i les persones assistents
- Expectatives i objectius
- Metodologia i regles bàsiques.

#### I. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'AULA

Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula que s'inclouen al Material didàctic GEAR (Manual per al professorat i Quadern d'activitats per l'alumnat). *Aquest Material didàctic s'entregarà al finalitzar la formació per tal que siguin una eina*

*Mòdul 1: Introducció i definició d'objectius*

*Mòdul 2: Estereotips de gènere i igualtat de gènere.*

- Unitat 1: Estereotips de gènere. Masculinitats vs. Feminitats



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<b>2a sessió</b> <b>27/01/2016</b> <b>18 a 21h</b>	<p><b>I. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'AULA</b></p> <p>Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula.</p> <p><b>Mòdul 2 : Estereotips de gènere i Igualtat de gènere.</b></p> <ul style="list-style-type: none"> <li>• Unitat 1: Estereotips de gènere. Masculinitats vs. Feminitats</li> <li>• Unitat 2: Societats patriarcal</li> </ul>
<b>3a sessió</b> <b>3/02/2016</b> <b>18 a 21h</b>	<p><b>I. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'AULA</b></p> <p>Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula.</p> <p><b>Mòdul 2 : Estereotips de gènere i Igualtat de gènere.</b></p> <ul style="list-style-type: none"> <li>• Unitat 2: Societats patriarcal</li> </ul> <p><b>Mòdul 3: Relacions saludables i no saludables, reconèixer els senyals d'alerta</b></p>
<b>4a sessió</b> <b>10/02/2016</b> <b>18 a 21h</b>	<p><b>I. SIMULACRE DE TALLER DE PREVENCIÓ DE LA VIOLÈNCIA MASCLISTA A L'AULA</b></p> <p>Formació pràctica pel desenvolupament de competències i habilitats per incorporar les activitats de prevenció a l'aula.</p> <p><b>Mòdul 4: La violència en les relacions afectives-sexuals.</b></p> <ul style="list-style-type: none"> <li>• Unitat 1: Sensibilització</li> </ul>



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

### Photos

