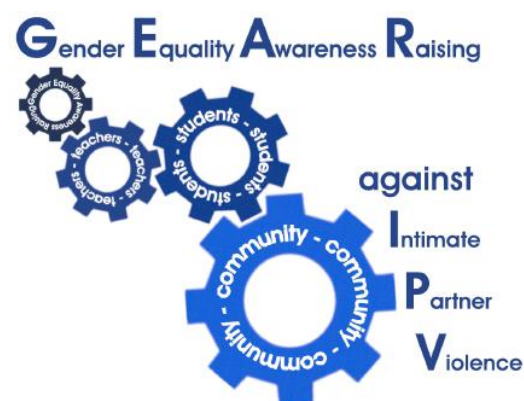


# Gender Equality Awareness Raising against Intimate Partner Violence *II*

## GEAR against IPV *II*

### Report

#### ***Awareness Raising Workshops with Adolescents 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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# Project Identity

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

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- 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
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# Preface

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

## The GEAR against IPV Approach

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

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

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

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

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

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

The GEAR against IPV Approach addresses:

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

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

- uses exclusively experiential activities through which, adolescents are not taught, but guided to explore their personal gender stereotypical attitudes and their impact to their own lives, to "discover" and to exercise life skills that will help them to develop healthy relationships, free from any form of violence
- allows access to the general population of children/adolescents, even in remote areas
- has already been implemented and evaluated, on a pilot basis, and appears to be effective in increasing adolescents' knowledge and modifying their tolerant attitudes towards gender-based violence
- introduces gender equality in education as a violence prevention strategy, motivates and qualifies teachers with the necessary skills and the "know how" in order to implement such primary prevention interventions
- when integrated into the school curriculum, it enhances a) the preventive character of the intervention, as it conveys the message that schools and teachers do care about and take action towards gender equality and elimination of violence from adolescents' relationships, and b) the sustainability of such interventions, as teachers comprise a permanent "task force" at schools and, therefore, they can implement such interventions on a permanent basis
- consists a precise fulfilment of Article 14 of the Council of Europe (2011) *Convention on preventing and combating violence against women and domestic violence*. In this article, that concerns education, it is clearly stated that such type of "teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners" should be included not only "in formal curricula and at all levels of education", but also "in informal educational facilities, as well as in sports, cultural and leisure facilities and the media".

Main Activities of the GEAR against IPV Approach are:

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

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

B. **Adolescents' Awareness Raising Workshops "Building Healthy Intimate Relationships"**

Adolescents are offered, via experiential activities, the opportunity a) to assess and challenge – within a safe environment- their culturally “inherited” gender stereotypes and b) to explore the influence that gender stereotypical attitudes and socially imposed gender roles have on their relationships, as well as how power inequality between the sexes is related to violence against women and girls. Moreover, adolescents are provided with the necessary skills that will enable them to recognize –at an early stage- the unhealthy or even abusive characteristics of a relationship, and also empowered in ways that will enable them to create healthy relationships.

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

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

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

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

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

This Report describes the implementation and evaluation of the “GEAR against IPV” Awareness Raising Workshops with adolescents that were conducted by specially trained<sup>1</sup> teachers and professionals working with high risk groups in Spain in the context of the “GEAR against IPV II” Project.

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<sup>1</sup> The Training Seminars' results are described in a separate Report entitled: Teachers' Training Seminars in Spain: Implementation and Evaluation (available at <http://gear-ipv.eu/training-awareness-raising/teachers-training-seminars>)



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## Summary

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A total of 18 workshops has been implemented in Spain during the school year 2015-16 in the context of the GEAR against IPV II project: 14 workshops were conducted by trained teachers inside their school program in 8 schools of 6 different municipalities of the Barcelona County and 4 workshops were conducted by professionals working with high risk groups in Barcelona.

296 adolescents (152 boys and 144 girls) aged 12 to 17 years old participated in the “Building healthy intimate relationships” Workshop. And 27 adolescents (17 girls and 10 boys) aged 12 to 17 that had been suffering abuse or are at risk that participated in one of the workshops that were conducted outside the educational context in a support service in Barcelona.

Students were also involved and motivated to create, outside the workshop, awareness raising campaigns as a peer education action. A total of 19 campaigns were created in the context of the project, in diverse formats from video campaigns to radio spot, that participated in a Awareness Campaigns’ National Award and were disseminated online (5.452 unique viewers) and during the National Conference and the XII Forum against gender violence to 6.000 people.

The Teachers Training Seminar, the National Package, the learning method and the monitoring of the workshops implementation have been key elements for the successful completion of the workshops implementation process in Spain. Positive results were observed not only on the improvement of the knowledge related to gender stereotypes, healthy and unhealthy relationships,...but also in generation of attitude changes related to unhealthy relationships between peers and the classroom coexistence, creating an atmosphere of trust, respect and friendship which has benefited very positively their relationships.

Also the workshops have had a positive impact on the bonding between teachers and students, helping to create a relation based on trust and improving the teachers’ perspective of the capabilities of their adolescent students. In different cases it was reported that some students approached their teacher during and after the workshop implementation to ask for support on personal issues and concerns. Moreover it is important to note that while the workshop was progressing the students were progressing in maturity personally and also collective, as well as their capacity of analyzing and actively reflect.

This report presents the outcomes of the evaluation and makes final recommendations for the continuation of the workshop implementation, including suggestions for improvement.

## Background

### Material

The adolescents' Awareness Raising Workshops' organization, implementation and evaluation was based on Spain "GEAR against IPV" **Booklet III: Teacher's Manual** and Spain "GEAR against IPV" **Booklet IV: Students' Activities Book**.<sup>2</sup>

On the basis of the Revised edition of Master "GEAR against IPV" Booklet III and IV in the English language, Plataforma unitària contra les violències de gènere translated Booklet III and IV into Catalan language and completed and culturally adapted (wherever necessary) specific sections by following the instructions that were included in Master Booklet III and IV (appearing in orange font). Therefore, the culturally adapted Spain<sup>3</sup> (Catalan language) edition of Booklets III and IV was developed and used for the organization, implementation and evaluation of the Workshops.

**Booklet III** (Teacher's Manual) provides all of the information and material teachers are needed for the organization, step-by-step implementation, documentation and evaluation of the workshops in the classroom. The largest part of the Manual consists of a series of 45 experiential activities that are structured in three modules plus the introductory module:

- Module 1. Introduction & Setting Goals (3 activities)
- Module 2. Gender Stereotypes and Gender Equality (27 activities plus a description of five proposed working group activities to be conducted either inside or outside of school)
- Module 3. Healthy and Unhealthy Relationships (6 activities)
- Module 4. Intimate Partner Violence (12 activities)



In order to facilitate the teacher, the activities are presented with the same structure: short introduction, learning objectives, duration, material and preparation, suggested step-by-step process, expected outcome and teacher's tips. The "Material and Preparation" section refers to the material included in Booklet IV that is necessary for each activity's implementation.

In Annexes, the workshops' evaluation tools are included, as well as useful theoretical and practical information concerning the specific issues addressed in each module of the Manual, in order for the teacher –before proceeding with the implementation- to have the opportunity to be properly informed on issues that probably s/he is not sufficiently aware of [e.g. Gender (In)Equality, What is Intimate Partner Violence, How to React in Suspected/Disclosed Child Abuse and Neglect & IPV].

**Booklet IV** (Students' Activities Book) includes, in a ready-to-use format, all of the material (Worksheets and Handouts) necessary for the implementation of each activity described in Booklet III.

This Booklet has been structured in such a way that facilitates the implementer in locating and reproducing the respective material for each activity. Parts of the material can be used in the classroom, while there is also available material that can be given as homework to the students who participate in the workshops. Lastly, it includes informational and self-assessment material that can be distributed to adolescents for their own use, either at present or in the future.



<sup>2</sup> The material is available for downloading from here: [www.gear-ipv.eu/download](http://www.gear-ipv.eu/download)

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

## ***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.

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 implemented the activities with high-risk adolescents groups. The 2<sup>nd</sup> teacher's training seminar was conducted in Barcelona (Spain) from 23rd January to 27th of February 2016..

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 official certification and credits to upgrade their professional situation.

Finally a total of 29 teachers and 4 professionals working with high risk groups completed the training and 8 teachers and 4 professionals implemented the "Building healthy intimate relationships" workshops in junior high schools and a support service in the period comprised from February 2016 to June 2016.

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 in the present school year 2016-17.

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

Other teachers and high risk group professionals (that didn't attend to the Training Seminar) have expressed their interest to be trained as well as youth organizations that have expressed their interest to organize teachers' or other professionals' training seminars. Also some municipalities have expressed their interest to implement the teachers' seminars and the workshops to the schools of their area (3 municipalities insofar in different areas of Catalonia)

## **A. GEAR *against* IPV Workshops' Implementation**

### **A.1. Preparation of workshops**

#### *Obtainment of permission(s)*

The obtainment of permission for the workshops implementations was not needed but it was necessary the approval of each educational centre principal. This approval was not asked by PUCVG but directly by each teacher that wanted to implement and inside the school communication channels. Also some teachers decided to inform families and distributed a consent form for the adolescents' participation in the workshop.

Regarding to high risk groups, families were informed but there was no consent form distribution like in the educational setting as the adolescents were already receiving support from the service and the responsible organization (Aroa Foundation) didn't need any further permission as it has already the permission as an organization with a large experience offering services to vulnerable and/or high risk groups of children/adolescents. However, it was decided to inform public support services in order to share and give the chance to other high risk adolescents to participate in the workshop. Because of that the competent public administration asked for the material and the workshop programme in order to be assessed. Therefore high risk groups' workshop implementation (3 out of the 4 workshops planned) was unexpectedly delayed.

#### *Identification of implementers*

From the 33 teachers/professionals trained at the "GEAR against IPV" Teacher's Training Seminars, 10 were selected to implement the "Building healthy intimate relationships" workshops: 8 secondary schools teachers and 2 professionals working with high risk groups. Five implementers were from Barcelona city and the rest were from 5 different municipalities of Barcelona county (Hospitalet del Llobregat, Barberà del Vallès, Castellbell i el Vilar, Granollers and Santa Coloma de Gramanet).

The selection process for the high risk group' implementers was undertaken through an internal process within the organization' team of the responsible organization (before the Teachers Training Seminar onset). A personal interview with the selected professionals was also conducted to assess their motivation and capacity to conduct workshops.

The main criteria for teachers was being trained teachers in the "GEAR against IPV" Teachers Training Seminar, their personal motivation and availability and the proven capacity to implement during the school year 2015-16, namely having their school principals approval and support.

At the moment of implementers' enrollment no information regarding remuneration from the conduction of workshops was provided to ensure real motivation on implementation and it was not after their completed their assigned duties that were informed of that.

### *Preparation and organization of workshops by the implementers*

The implementers were advised to follow the steps below for organizing their workshops:

- investigation of possibilities to implement the workshops within or outside of the regular school curriculum or both combined
- recruitment of students
- teachers' self-preparation
- selection of activities to be implemented
- development of the workshops' program

Regarding the implementation of the workshops **within or outside of the regular school curriculum** it was recommended, whenever feasible, to be conducted mainly within the school curriculum. This way all students are provided with the opportunity to participate, but it also communicates a strong preventive message, namely that teachers and schools do care about preventing gender-based violence and promoting healthy adolescent relationships. The combination of the Workshop within the school curriculum with some activities to be conducted outside of it, or even outside of school, are also encouraged because such activities not only increase the workshops' duration but also offer students the opportunity to broaden their learning via activities that go beyond the school setting (e.g. educational visits to related organizations), to organize and/or participate in events aiming to spread information about the workshop and their experience from their participation in it or to get involved in activities, such as artwork (e.g. collages, posters, drawings, photographs, music/video development, theatrical productions).

**Teachers' self-preparation** included becoming familiarized with the entire content of Booklets III and IV that were given to them during their training (in order to be able to select the activities to be implemented), reading the background theoretical information (Annex A in Booklet III) especially if they did not feel experienced in gender equality and intimate partner violence issues and to get prepared to appropriately react in case abuse is disclosed by a student during the implementation of the workshop.

The number of the **activities** selected for the "GEAR against IPV" Workshop depended on the duration each teacher set for her/his Workshop; which, in turn, depended upon the permission of the relative Authority (e.g. the school's Principal, the Ministry) but also upon the teachers' availability; sometimes, the initial duration was modified (decreased or increased) due to unanticipated barriers and other external factors that occurred during the course of the implementation. For the selection of the activities, teachers were instructed to choose, among activities having the same aim, those that they felt more comfortable with. Other criteria that were set for the activities' selection were: a) to select activities from all four Modules of Booklet III [with Module's 1 activities No 1.2 and 1.3. (*Expectations & objectives* and *Ground Rules*), being mandatory] and b) to select some "back-up activities", that would be used in case other activities selected did not work well in the classroom (e.g. it may happen that students do not like an activity). Teachers were also instructed to encourage their students to develop and

organize activities outside the school curriculum or outside the school setting and to develop materials to be used for the realization of a campaign for the sensitization of their peers.

### *Monitoring and reporting*

The methods used for monitoring the workshops by Plataforma unitària contra les violències de gènere (PUCVG) included, apart from constant communication with the implementers (via e-mail and telephone), the completion of a series of brief Reporting Forms by the implementers, at the beginning, during and at the end of the workshops' implementation. The Reporting Forms that had to be completed in different times by each teacher-implementer were the following:

**C1. Reporting Form: Design of the Workshop's Implementation.** On this Form, each implementer had to provide (before the onset of the workshop) some general information (e.g. her/his name, specialty and contact details, the name and address of the school) and information about the characteristics of the workshop s/he plans to implement, such as: the grade that the workshop would be implemented in (e.g. 1st grade of Lower Secondary Education), the estimated number of participants (boys and girls), start and end date of the workshop, if the workshop would be implemented inside or outside the school curriculum or both, estimated number of sessions and duration of the workshop, which activities s/he intended to implement (including "back-up activities"). The aim of this Form was each implementer to provide some preliminary information to the PUCVG about the characteristics of the workshop that s/he planned to implement and therefore, to enable the PUCVG to provide assistance to the teachers, suggestions for improvements or corrective actions in case of any misunderstanding (e.g. if the design is imbalanced by omitting or including few activities from a Module). Additionally, on the basis of the C1 Form, the PUCVG prepared the material needed for the selected activities as well as for the Workshop's evaluation and sent it to the implementer.

**C2. Reporting Form for Sessions: Description of the Implementation of the Activities of the Workshop.** The aim of C2 Reporting Form was each teacher to provide specific information about the content of each session that s/he conducted with the students. More specifically, s/he was asked to provide information about the number of participants in each session, the activities conducted, modifications made (if any) to the material or to the procedure followed, any difficulties that the teacher or the students faced, benefits gained, comments etc. C2 Reporting Form had to be completed at the end of each session with students (one form per session). For the sessions where the teacher administered questionnaires (pre-measurement, post-measurement) then s/he had also complete the 2nd part of C2 Reporting Form -entitled "C2EV. Reporting Form for Evaluation" (along with this Form, implementers had to also send to the PUCVG students' completed pre-questionnaires).

During the workshops' implementation process C2 reporting form became an essential tool for monitoring, supporting implementers and ensuring a successful implementation.

**C3. Reporting Form: Overall Results of the Implementation of the Workshop.** The aim of C3 Reporting Form was each teacher to report the overall results of the entire workshop that s/he conducted and to evaluate the workshop as a whole. For example, implementers had to provide information about facilitators and barriers faced during the entire implementation of the workshop, on the basis of the experience that they gained from the workshop, to provide “useful advices” to their colleagues that plan to implement such a workshop, etc. C3 Reporting Form had to be completed once, the soonest possible right after the end of the workshop’s implementation.

At the end of each workshop, along with this completed Form, each implementer had sent to the PUCVG the following:

- students’ completed post-questionnaires
- flipchart papers and worksheets completed during the workshop
- photos and/or videos
- list of participants’ absences
- material developed from adolescents for the peer-awareness raising campaign

## **A.2. Implementation of workshops**

### **A.2.1. Participants**

#### *Implementers*

The workshops were implemented by **7 female and 1 male teachers and 2 female professionals working with high-risk groups**, who conducted 18 workshops. The specialties of teachers and professionals that implemented the workshops were:

- |  |  |
|--|--|
| • Social Science (1 teachers)              | • Educative orientation (1 teacher)  |
| • Maths (1 teacher)                        | • Pedagogist   |
| • Languages (Catalan-English) (2 teachers) | (1 professional working with high-risk groups)   |
| • Arts (1 teacher)                         | • MA International Cooperation, development and human rights (1professional working with high-risk groups) |
| • Gymnastics (1 teacher)                   |  |
| • Religion (1 teacher)                     |  |

All implementers have been previously trained<sup>4</sup>; and in 1 workshops, a trained teacher collaborated with an untrained one, who undertook the role of the co-facilitator.

Before and during the Teachers Training Seminar it was asked to teachers on their willingness to undertake and facilitate implementation of students’ workshops in their schools. In order to

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<sup>4</sup> The Training Seminars’ results are described in a separate Report entitled: Teachers’ Training Seminars in Spain: Implementation and Evaluation (available at <http://gear-ipv.eu/training-awareness-raising/teachers-training-seminars>).



give a more precise information two meetings were held with future implementers to clarify what was expected from them during the implementation process and how it was going to be monitored and supported by the projects' team. This meetings also helped to define who was really motivated to undertake that commitment.

The implementation of the Workshops was undertaken on a voluntary basis; even though it was anticipated for implementers to receive a small amount of money, as reimbursement for their contribution, this information had been withhold from them for not contaminating their motivation; teachers were informed about this after implementation and the payment was done upon successful completion of their duties.

A collaboration contract was signed with each implementer based on the provisions of the Civil and Fiscal Law in Spain with each implementer.

## Adolescents

The students that participated in the workshops attended the 2<sup>nd</sup> to 4<sup>th</sup> grade of Junior High school. The group consisted of 162 boys and 161 girls aged 12-17 years ( $SD = 0.96$ ) [boys:  $M = 14.73$ ,  $SD = 0.97$ ; girls:  $M = 14.72$ ,  $SD = 0.95$ ]. Students' demographic characteristics are illustrated on Table 1.

**Table 1.** Demographic characteristics of workshops' participants

Demographic Characteristics		Participants	
		N	%
Sex	Male	162	50.16 %
	Female	161	49.84 %
Age	12	6	1.2 %
	13	14	5.6 %
	14	100	40.20 %
	15	80	32.10 %
	16	46	18.5 %
	17	6	2.4 %
	Total	249	
	Missing	53	-
Nationality	Spanish	194	64.20 %
	South America (Equatorian, Bolivian, Honduran)	20	6.6 %
	Asia (Philippine, Pakistan, China)	13	4.3 %
	Romanian	10	3.31 %
	Moroccan	6	1.98 %
	Total	302	



### **A.2.2. Steps of Workshops' design, implementation, reporting & monitoring**

During the Teachers' Seminar, all trainees were provided with a hardcopy and electronic copy of Spain "GEAR against IPV" Booklets III and IV, on the basis of which implementers designed and conducted the workshops. The process followed for the implementation, monitoring and reporting of the students' workshops, as well as for supporting teachers during the implementation, was organized in 6 stages.

**Stage 1:** right after the end of the Teachers' Seminars, PUCVG sent each implementer an electronic version of the C1 Reporting Form via e-mail in order to complete the preliminary information that was necessary for the preparation of the intervention's materials and evaluation questionnaires. More specifically, each teacher, as soon as she had assembled the group of students, provided PUCVG with information about the:

- a. expected number of participants by sex, grade, classroom
- b. anticipated start and end date of the workshop
- c. activities planned to be implemented (including "back-up activities")
- d. number of workshop's planned meetings/sessions, inside/outside the school regular curriculum or both, (teaching) hours
- e. Specific feedback/recommendations provided to each implementer concerning the planning that teachers had made (e.g. to select more or less activities, to include or exclude specific activities, concerning the group size etc.)

**Stage 2:** the above information was used by PUCVG in order to prepare and send to each implementer:

- a. copies of the pre- and post- questionnaires (as many as needed) for the students;
- b. copies of students' worksheets and handouts that were necessary for the implementation of all the activities that teachers had selected to implement. All preparations that were necessary –e.g. whenever the material had to be cut or to be printed on self-adhesive labels or on colored paper- had been made and all of the material needed per activity was sent to the teachers.
- c. copies of an invitation letter to students for the realization of the campaign's material (see chapter A.2.5.)
- d. envelopes for the collection of the pre- and post questionnaires

Regarding other materials that were necessary for the activities' implementation in the classroom (e.g. flipcharts, colored markers, scotch tape), they were prepared and sent along with the copies of the material for the conduction of the activities.

**Stage 3:** teachers started the workshops' implementation; either before the onset of the workshops or at the beginning of the 1<sup>st</sup> session, they distributed the pre-questionnaire [W(pre)] to students.

**Stage 4:** 5 teachers sent PUCVG the pre-questionnaires immediately after completion by the students. In some cases (5 implementers) sent them some time after (2 implementer) or they delivered them at the National Conference day (3 implementers).

**Stage 5:** C2 Reporting Forms were used for monitoring the implementation with the aim of identifying at an early stage any problems or flaws in order for corrective actions to be undertaken. The completion of C2 form was done via Lime Survey form and electronically via email according to the preference of each teacher. The monitoring process also included communication with implementers through e-mail and telephone.

**Stage 6:** as soon as the Workshop was finished in each school (February-June 2016) implementers sent to PUCVG:

- a. the completed post-questionnaires by the students
- b. the completed flipcharts and worksheets from the activities' implementation<sup>5</sup>
- c. the material prepared by the students for the realization of the campaign
- d. other material or results of the workshops such as songs, posters, videos
- e. a record of participants' names, presences or absences
- f. photos<sup>6</sup> and videos (if available) from the implementation
- g. C3 Reporting Form, completed by the implementer.

### **A.2.3. Schools and Workshops implemented**

In Spain, 14 workshops with students were implemented in 8 public schools of secondary education (junior high schools): 3 schools were located in Barcelona city and 5 schools in other municipalities of the región: 1 in Castellbell i el Vilar, 1 in Granollers, 1 in Hospitalet del Llobregat, 1 in Santa Coloma de Gramanet and 1 Barbera del Vallès.

There were also 4 workshops with high risk groups (adolescents suffering IPV/DV or in vulnerability) that attended to the support service of Aroa Foundation in Barcelona and came from different municipalities of the Barcelona County.

The workshops were conducted within the school curriculum and in regular hours of the school (100%) and the workshops with high risk groups were conducted outside the formal educational frame (100%).

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<sup>5</sup> Examples of the completed flipcharts are available in Annex 1.

<sup>6</sup> Samples of photos (with blurred faces of minors) are also available in Annex 1.

The participation of students and high risk adolescents was completely voluntary but in some cases teachers did a pre-selection of different classrooms of the same grade to form the group (18% of the workshops were created with this pre-selection process).

**Table 2.** GEAR against IPV Workshops' characteristics, in terms of implementers and students, by school

Name of School & Location	N of Implementers	Entire classroom	(In/out)side school curriculum	Grade	Age range	Participants		
						N		
						Male	Female	Total
SI Bages Sud (Castellbell i el Vilar, Catalonia)	1	Yes	Inside	2 <sup>nd</sup>	13-14	14	12	26*
SI Bages Sud (Castellbell i el Vilar, Catalonia)	1	Yes	Inside	2 <sup>nd</sup>	13-14	11	8	19*
IES Rubió i Ors (Hospitalet de Llobregat, Catalonia)	1	Yes	inside	4th	15-16	6	6	12
Escola Municipal del Treball (Granollers, Catalonia)	1	No	inside	4th	15-17	10	7	17
IES Puig i Castellar (Santa Coloma, Cat.)	1+1support untrained	Yes	inside	3rd	14-17	11	10	21
IES Puig i Castellar (Santa Coloma, Cat.)	1+1support untrained	Yes	inside	3rd	14-15	10	8	18
IES Puig i Castellar (Santa Coloma, Cat.)	1+1support untrained	Yes	inside	3rd	14-17	9	13	22
IES Puig i Castellar (Santa Coloma, Cat.)	1+1support untrained	Yes	inside	3rd	14-15	13	10	23
IES Can Planas (Barberà del Vallès, Cat.)	1	No	inside	2nd	13-14	10	6	16
IES Jaume Almera (Barcelona, Cat.)	1	Yes	inside	3rd	14-15	8	17	25
Escola Vedruna Àngels (Barcelona, Cat.)	1	Yes	inside	4th	15-16	14	13	27
IES Manuel Carrasco i Formiguera (Barcelona, Cat.)	1	Yes	inside	3rd	14-15	14	16	30
IES Manuel Carrasco i Formiguera (Barcelona, Cat.)	1	Yes	inside	3rd	14-15	14	9	23
IES Manuel Carrasco i Formiguera (Barcelona, Cat.)	1	Yes	inside	3rd	14-15	5	3	8
Espai 210-Aroa Foundation (Barcelona)	2	No	outside	High-risk group	13-15		4	4
Aroa Foundation (Barcelona)	2	No	outside	High-risk group	14-16	3	4	7
Aroa Foundation (Barcelona)	2	No	outside	High-risk group	12-16	4	4	8
Aroa Foundation (Barcelona)	2	No	outside	High-risk group	14-16	3	5	8
<b>Total</b>	<b>10+1support untrained</b>	<b>70%Yes 30%No</b>	<b>Schools: 100% inside</b>	<b>17% 2<sup>nd</sup> 45% 3<sup>rd</sup> 17% 4<sup>th</sup> 21% HRG</b>	<b>12-17</b>	<b>159</b>	<b>155</b>	<b>314</b>

#### A.2.4. Duration of workshops and activities implemented

As illustrated on Table 3, the duration of workshops in Spain ranged from **5 to 12 teaching hours** ( $M = 9.2$ ,  $SD = 2.41$ ) in different schools and the support service. One teaching hour in Spanish schools consists of 45 minutes, but teachers adapt their school organization in order to improve workshops' implementation and the teaching hours consist of 60 minutes in that case. For the high risk groups workshops the teaching hour were of 2 hours. That means that the **real time duration** of workshops ranged from **10h to 12hours** ( $M = 10.33$ ,  $SD = 0.68$ ) in different schools. Teachers were instructed that the **minimum duration** of students' workshops should be 10 teaching hours (10h real duration) while the maximum duration was not determined. The workshops' characteristics indicate that time dedicated to the workshops by 4 high schools and 1 support service was the minimum indicated and 2 high schools dedicated more time to the workshops (2 hours more).

The **workshops started** in different periods due to the process of Teachers Seminars (there were 2 seminars instead of one and from the 1<sup>st</sup> Seminar only 1 teacher and 2 professionals working with high risk groups became implementers):

- 11,11% of the workshops started on February 2016 (N=2)
- 44.44% of the workshops started on March 2016 (N=8)
- 27.77% of the workshops started on April 2016 (N=5)
- 16.66% started on May 2016 (N=3)

Most workshops were **completed** by May 2016 (N=13) except for 5 workshops that started on late April and May and therefore finished on June 2016.

The workshops' implementation lasted from **1 months (in 2 schools and 1 support service) to 2.5 months (in 3 schools)**. The rest of schools (N=3) the workshops' implementation lasted 2 months.

The number of activities that were implemented ranged from 14 to 20 ( $M = 15.94$ ,  $SD = 1.59$ ) in different schools.

In all schools teachers ensured the implementation of activities in all four Modules and followed the sequence of modules. The specific activities implemented by all schools are presented in Table 4, where it can be observed, on the basis of their frequency, which activities that teachers selected were the most popular.

**Table 3.** GEAR against IPV Workshops' characteristics, in terms of duration and activities, by school

Name of School & Location	Duration of workshop					Activities									
	Start date <sup>7</sup>	End date <sup>8</sup>	Nb of meetings	Nb of teaching hrs <sup>9</sup>	Real time duration	Planned					Implemented				
						Module				Total N of activities	Module				Total N of activities
						1	2	3	4		1	2	3	4	
SI Bages Sud (Castellbell i el Vilar, Catalonia)	5 <sup>th</sup> February 16	8 <sup>th</sup> April 16	10	10	10h	2	6	4	8	20	2	4	4	5	15
	8 <sup>th</sup> February 16	4 <sup>th</sup> April 16	10	10	10h	2	6	4	8	20	2	4	3	5	14
IES Rubió i Ors (Hospitalet de Llobregat, Catalonia)	8 <sup>th</sup> March 16	31 <sup>st</sup> May 16	12	12	12h	2	11	4	4	21	2	9	4	2	17
Escola Municipal del Treball (Granollers, Catalonia)	10 <sup>th</sup> March 16	27 <sup>th</sup> May 16	11	11	11h	2	10	3	7	22	2	7	3	4	16
IES Puig i Castellar (Santa Coloma, Cat.)	29 <sup>th</sup> March 16	23 <sup>rd</sup> May 16	10	10	10h	2	11	4	5	22	2	8	2	3	15
	29 <sup>th</sup> March 16	26 <sup>th</sup> May 16	10	10	10h	2	11	4	5	22	2	9	2	3	16
	30 <sup>th</sup> March 16	2 <sup>nd</sup> June 16	10	10	10h	2	11	4	5	22	2	8	2	4	16
	4 <sup>th</sup> April 16	30 <sup>th</sup> May 16	10	10	10h	2	11	4	5	22	2	9	2	3	16
IES Can Planas (Barberà del Vallès, Cat.)	29 <sup>th</sup> March 16	17 <sup>th</sup> May 16	12	12	12h	2	18	5	6	31	2	10	4	4	20
IES Jaume Almera (Barcelona, Cat.)	31 <sup>st</sup> March 16	27 <sup>th</sup> April 16	10	10	10h	2	6	4	6	18	2	5	3	4	14
Escola Vedruna Àngels (Barcelona, Cat.)	1 <sup>st</sup> April 16	1 <sup>st</sup> June 16	11	11	11h	2	10	3	5	20	2	9	3	4	18
IES Manuel Carrasco i Formiguera (Barcelona, Cat.)	28 <sup>th</sup> April 16	20 <sup>th</sup> May 16	10	10	10h	2	9	4	5	20	2	6	2	3	13
	28 <sup>th</sup> April 16	20 <sup>th</sup> May 16	10	10	10h	2	9	4	5	20	2	7	3	4	16
	28 <sup>th</sup> April 16	20 <sup>th</sup> May 16	10	10	10h	2	9	4	5	20	2	8	3	3	16
Espai 210   Aroa Foundation (Barcelona)	29 <sup>th</sup> March 16	26 <sup>th</sup> April 16	5	5	10h	2	10	4	3	19	2	10	3	2	17
Aroa Foundation (Barcelona)	9 <sup>th</sup> May 16	6 <sup>th</sup> June 16	5	5	10h	2	10	4	3	19	2	9	2	2	15
	10 <sup>th</sup> May 16	7 <sup>th</sup> June 16	5	5	10h	2	10	4	3	19	2	10	3	2	17
	30 <sup>th</sup> May 16	27 <sup>th</sup> June 16	5	5	10h	2	10	4	3	19	2	9	3	2	16
Min			5	5	10	2	6	3	3	18	2	4	2	2	13
Max			12	12	12	2	18	5	8	31	2	10	4	5	20
Total (SUM)			166	166	186	36	178	71	91	376	36	141	51	59	287

<sup>7</sup> On the basis of the date when the W(pre) questionnaire was completed

<sup>8</sup> On the basis of the date when the W(post) questionnaire was completed

<sup>9</sup> Each teaching hour consists of 60 minutes (in some schools consists of 45minutes but they reorganized the lesson program and all schools did 60 minutes per meeting). In the case of high risk groups it was devoted 2hours per meeting.

**Table 4.** Frequency of activities implemented in 18 Workshops

Number & Title of Activity	Frequency
<b>Module 1</b>	
1.1: The Name Game: the meaning of our Names	
1.2: Expectations and objectives	18
1.3: Ground Rules	18
<b>Module 2</b>	
<b>Unit 1</b>	
2.1.1 How it is being a girl... how it is being a boy...	14
2.1.2 Social Gender Roles	1
2.1.3 What I like – What I don't like	5
2.1.4 Men, Women and Society	7
2.1.5 Self Discovery	3
2.1.6 Sex and Gender	12
2.1.7 Agree and Disagree	0
2.1.8 Quiz: Professions, Roles & activities of men & women	5
2.1.9 At the end it says...	0
2.1.10 Gender not Sex	0
2.1.11 Gender Box	17
2.1.12 Real Man & Real Woman	0
2.1.13 Step Forward	5
2.1.14 Myths about Women & Men & their Consequences	6
2.1.15 Life Path	0
2.1.16 Proverbs and Sayings	3
2.1.17 Sex Stereotyping	2
2.1.18 Advertising Industry	15
2.1.19 That's my Music	9
2.1.20 Gender Performance	0
2.1.21 Role Play	0
2.1.22 Imagine that...	0
<b>Unit 2</b>	
2.2.1 The Benefits of Being Male	5
2.2.2 Power Chart	4
2.2.3 Frozen Pictures	0
2.2.4 Continuum of Harmful Behaviours to Girls and Boys	16
2.2.5 Dominant Behaviour	0

Number & Title of Activity	Frequency
<b>Working Group Exercises</b>	
Exercise 1: "Gender through the eyes of the Press"	0
Exercise 2: "Gender through the eyes of the School"	0
Exercise 3: "Gender through the eyes of the Mass Media"	1
Exercise 4: "Gender through the eyes of the Internet"	8
Exercise 5: "Playing roles... about equality and ...inequality"	0
<b>Module 3</b>	
3.1. What is Love?	17
3.2. Adolescent Relationships	9
3.3. Healthy & Unhealthy Relationships-Recognizing warning Signs	15
3.4. Persons and Things	1
3.5. To address a Problem Matter-of-Factly	9
3.6. Body awareness	0
<b>Module 4</b>	
<b>Unit 1</b>	
4.1.1. Definition & Types of Relationship/Dating/Intimate Partner Violence	4
4.1.2. Anna and Dimitris	11
4.1.3. Relationship Violence Stories	0
4.1.4. Cases of Violence	2
4.1.5. The Power and Control Wheel & Equality Wheel	0
4.1.6. Raise young peoples' awareness on recognizing warning signs indicating IPV and on ways to offer help	8
4.1.7. Myth or Reality?	12
4.1.8. Myths about Violence	2
<b>Unit 2</b>	
4.2.1 What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies	9
4.2.2 Taking a Stand	2
4.2.3 From Violence to Respect in an Intimate Relationship	4
4.2.4 Look, Listen & Learn –enhance good communication	8

### **A.2.5. Work of students for the realization of the campaign**

After their own sensitization, all participants in the “Building Healthy Intimate Relationships” Workshops were invited, as experts on the adolescents’ intimate relationship, to design and create messages and products to be used for the realization of an awareness raising campaign with the aim to inform and sensitize all adolescents throughout Spain about the issues that they dealt with during the Workshop (see in ANNEX 2a the invitation that was given to adolescents).

Therefore the students were invited to create products in order to deliver campaign’s messages to their peers: messages about how to build healthy, equal relationships, that are based on mutual respect and free from any form of violence, as well as about what one can do to resist to any form of violence that they may face during their life. The students were free to choose the format of the product they wished to develop (text, drawing, collage, poster, song, theatrical play, film etc.).

The campaigns were created by the students in high school and in some schools they created more than one campaign. Due to time constrictions in 6 out 14 workshops adolescents didn’t produce any campaign and the adolescent participants in the high-risk groups’ workshops created the campaigns on a later stage (after the National Conference and Competition).

19 products were produced in 5 schools (8 workshops) about gender equality and stereotypes and/or promoting equal and healthy intimate relationships. All the products focus on how to recognize violence, an abusive relationship or partner and how to react to gender based violence but also how to help or discourage such behaviour.

The format of the campaigns were diverse: 2 videos, 1 radio spot, 10 drawing posters, 5 photo posters and 1 “Prezzi” Presentation (see in ANNEX 2b the materials).

One school (Escola Municipal del Treball, 3<sup>rd</sup> grade) presented 2 campaigns, 1 radio spot and one drawing poster, both entitled “La teva vida la decideixes tu” (“You decide on your own life”). The poster is a drawing of a boy and a girl silhouette with some phrases as: “Even it seems the door is closed there is always an exit”, “Don’t let that love blind you”, “If somebody abuse you ask for help” and 2 helpline numbers. This poster was the 2nd winner of the National Competition and with the image of the poster 4.500 postcards were printed and disseminated.

Another school (Escola Verduna-Àngels, 4<sup>th</sup> grade) created 5 photo posters focused in the most societally normalized forms of GBV and the control in relationships. There is an image that shows a mobile with many missed calls and threatening messages to force the person to respond the calls. The written message on that campaign is “If he controls you”.#IT IS ALREADY VIOLENCE. The next photo poster of this school shows, under the message “If your mobile phone is no longer yours”#IT IS ALREADY VIOLENCE, a boy who takes his partner’s mobile. The following campaign message of this set is “If he controls your space”.#IT IS ALREADY VIOLENCE and the 4th campaign’ message is “If he controls your social networks”#IT IS ALREADY VIOLENCE. Finally the last campaign of this school shows a bag full of clothes under the message “If you don’t wear your clothes anymore”#IT IS ALREADY VIOLENCE.

The students of Institut Can Planas (2<sup>nd</sup> grade) created a set of 5 drawing posters and a



Prezzi presentation about GBV in media and advertising. The first poster entitled “Equality” shows a boy and a girl with the equal sign, the 2<sup>nd</sup> campaign entitled “Say no to sexism” shows a conversation in a chat where the user ask where his girlfriend is to the other chat users. The poster that shows a girl playing football is entitled “We are equal and have the same rights”. And the last campaign of this school entitled “Colours are not sexist. And you?” show the figure of a girl in blue, a figure of a boy in pink colour and the symbols of female and male together in an unique symbol.

The students of the school “Carrasco i Formiguera” created 4 drawing posters. The first poster entitled “Be realistic” shows a common image of the “The Simpson” cartoons but with gender roles exchanged: Maggi is resting in the sofa watching TV and behind her Homer Simpson is at the kitchen’s door cooking. The 2<sup>nd</sup> poster campaign entitled “Gender Equality” has both the female and male symbols interposed and sorrouded by comic speech bubbles with messages like: “girls can play with cars and superheros”, “men can clean, wash the dishes,iron the clothes and cook”, “boys can hug to each other”, “men can take care of the children”, “women can have a high professional position”, “women have the right to walk alone at night” and “women have the right to be paid the same as men”. The 3<sup>rd</sup> poster entitled “Men and Women we are all equal, let’s fight for Equality!” shows a face that in one part is a girl with characteristics associated to boys and on the other part a boy that has girl’ associated characteristics. It makes the audience reflect that when it happens in real life there are always jokes and judgements around. Finally the last campaign is composed by 4 different messages: the first message says “if a girl has a bad mood day is because she is in a bad mood and not because she is in her period”. Next to that message there is the female and male symbols interposed and the other messages “if a girl wears a short skirt is because she likes it and not because she sleeps with everybody” and “if she is the boss is because she deserves it not because she has had sex with the whole office“. The students in that school also created a video campaign entitled “Campaign against sexism” that was the 3<sup>rd</sup> winner of the National Competition and is aimed to show that girls can achieve anything they propose to themselves. This video campaign was disseminated (150 copies) and it is available with English subtitles here <https://youtu.be/DSGt-UQYLDc>

Finally the students of Rubió i Ors high school created the video campaign “Hands for Equality” a higly creative and sensitive campaign that was the 1st winner of the National Competition that was disseminated (150 copies) and it is available with English subtitles here [https://youtu.be/\\_hyA26xGS4E](https://youtu.be/_hyA26xGS4E)

Regarding this campaign it is worth mentioning why the students decided to create and explain what GBV is with their hands. This campaign was created by a group of 12 students and only 2 girls had parental consent of image. The group really wanted to record a video together, so they decided that if they could not show their faces they will explain it with their hands!

The winners of the National Awareness Campaigns Competition were selected by an open online voting through PUCVG website. The votation period was set from 30th June to 15th July 2016 but after reviewing the participation on the deadline it was decided an extension (15th September) as it was identify a low participation due to summer vacation. A compilation of the Campaigns is available here: <https://www.youtube.com/watch?v=cKxpolfrrSM&feature=youtu.be>



### A.2.6. Other activities conducted

It was inform in the teachers reporting forms that some of the teachers conducted other related activities, specifically on the International Women's Day (8<sup>th</sup> March 2016). For example, one school did a compilation of women in History and women in present. There was a discussion around these women lifes and afterwards students selected one of those women and created a poster that was placed in their classroom. The school also published 2 videos on Women's History and Women Movements in their blog page and the videos were also commented in the classroom. Specifically this additional activity had a duration of 3 sessions (3 hours) outside the workshop.

Others decided to watch some films as the film entitled "Trust" or a documentary recently broadcasted on television entitled "Transit: transsexual minors" and discuss the topics afterwards.

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## B. GEAR *against* IPV Workshops' Evaluation

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### B.1. Method

The workshops' evaluation included collection of data from **students** as well as from the **workshops' implementers**. The evaluation design, tools and evaluation process are described in the sections below.

#### *Evaluation by adolescents*

**Evaluation design.** A simple, within subjects, design<sup>10</sup> was used, with independent variable being the "time interval" (pre- and post-Workshop). In other words, data from the adolescents that participated in the workshops were collected before and after the Workshop through **pre- and post- questionnaires**.

The main objective of the evaluation was to test whether the "GEAR against IPV II" students' workshops achieved their objectives, namely to test if the intended modification of **students' knowledge, attitudes and self-reported behaviour** regarding gender stereotypes and intimate partner/dating violence issues was induced. This was measured on the basis of the comparison of students' answers in the pre- and post-workshop self-completed questionnaires.

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<sup>10</sup> In fact the evaluation design was a mixed (2 x 3) factorial, with the "students' group" (intervention vs. control) being the between subjects variable and the "time interval" (pre-, post- and follow-up) being the within subjects variable, as a third follow-up measurement (not reported here) is to be taken about 6 months after the end of each Workshop; in addition, measurements were also taken from a control group at the same time intervals with the intervention group's measurements (not reported here).

**Evaluation tools and process.** The evaluation tools<sup>11</sup> and the steps of the process followed in order to evaluate the “GEAR against IPV” Adolescents’ Workshops are described below: adolescents who participated in the workshops completed:

- the **pre-questionnaire [W(pre)]** before the onset of the workshop or in the beginning of the 1<sup>st</sup> session of the workshop [the time of the distribution of W(pre) questionnaires ranged from February to June 2016, in different schools, depending on the time that the workshops started in each school]
- the **post-questionnaire [W(post)]** during the last session of the workshop or some days later (maximum two weeks); the W(post) questionnaires were completed between April and June 2016, in different schools, depending on the time that the workshops finished in each school.

Table 5 presents the dates when W(pre) and W(post) were completed by the adolescents in each school.

**Table 5.** Dates of completion of Pre- and Post- Questionnaires by school

Name of School	Dates of Completion of Questionnaires	
	W(pre)	W(post)
SI Bages Sud (Castellbell i el Vilar, Catalonia)	5 <sup>th</sup> February 16	8 <sup>th</sup> April 16
	8 <sup>th</sup> February 16	4 <sup>th</sup> April 16
IES Rubió i Ors (Hospitalet de Llobregat, Catalonia)	8 <sup>th</sup> March 16	31 <sup>st</sup> May 16
Escola Municipal del Treball (Granollers, Catalonia)	10 <sup>th</sup> March 16	27 <sup>th</sup> May 16
IES Puig i Castellar (Santa Coloma, Cat.)	29 <sup>th</sup> March 16	23 <sup>rd</sup> May 16
	29 <sup>th</sup> March 16	26 <sup>th</sup> May 16
	30 <sup>th</sup> March 16	2 <sup>nd</sup> June 16
	4 <sup>th</sup> April 16	30 <sup>th</sup> May 16
IES Can Planas (Barberà del Vallès, Cat.)	29 <sup>th</sup> March 16	17 <sup>th</sup> May 16
IES Jaume Almera (Barcelona, Cat.)	31 <sup>st</sup> March 16	27 <sup>th</sup> April 16
Escola Vedruna Àngels (Barcelona, Cat.)	1 <sup>st</sup> April 16	1 <sup>st</sup> June 16
IES Manuel Carrasco i Formiguera (Barcelona, Cat.)	28 <sup>th</sup> April 16	20 <sup>th</sup> May 16
	28 <sup>th</sup> April 16	20 <sup>th</sup> May 16
	28 <sup>th</sup> April 16	20 <sup>th</sup> May 16
	29 <sup>th</sup> March 16	26 <sup>th</sup> April 16
Aroa Foundation (Barcelona)	9 <sup>th</sup> May 16	6 <sup>th</sup> June 16
	10 <sup>th</sup> May 16	7 <sup>th</sup> June 16
	30 <sup>th</sup> May 16	27 <sup>th</sup> June 16

The minimum and maximum time interval between completion of W(pre) and W(post) ranged from 1 to 2,5 months in different schools.

<sup>11</sup> The Evaluation Questionnaires are available in Booklet III and can be retrieved from: [www.gear-ipv.eu/download](http://www.gear-ipv.eu/download)

The pre-questionnaire aimed to measure, prior to the implementation of the workshop, adolescents' knowledge, attitudes and self-reported behaviour regarding gender stereotypes and IPV issues as well as demographic characteristics. More specifically, it aimed to measure:

- demographic characteristics
- gender stereotypical attitudes and behaviours/ gender inequality:
  - students' personal gender stereotypical attitudes,
  - gender stereotypical self-reported behaviour (for themselves and others' towards them)
- IPV/Dating Violence: information regarding students'
  - knowledge regarding types of violence and myths or facts about violence,
  - attitudes regarding violence,
  - self-reported exposure to violence and
  - self-reported perpetration of violence.

In addition, the pre-questionnaire aimed to also measure the gender inequality in Spain, via recording students' opinion in various issues related to:

- the extent of gender inequality in the country, namely how patriarchal the society's structure is
- the extent of gender discriminative behaviour at school by teachers

The post-questionnaires aimed to measure any modification in adolescents' knowledge, attitudes and self-reported behaviour regarding gender stereotypes and IPV issues immediately after the implementation of the workshop.

The post-questionnaire also included questions aiming to assess the **adolescents' satisfaction with the workshop**. More specifically, adolescents were asked to **evaluate** the **workshop's implementer** as well as the **workshop** in terms of their **personal satisfaction** in regards to its content, process and material used, their personal experience from their participation in the workshop, its self-assessed usefulness, the knowledge obtained from their participation in the workshop and the extent of their expectations' fulfilment.

- A **control group** was also included in order to test that the observed modifications in the intervention group could be attributed to the effect of the workshop rather than to any other external factor. Measurements from the control group were taken at the same time intervals with the intervention group's measurements but are not reported here as they are out of the project's scope.

The areas assessed and the respective sets of items in the two questionnaires are summarized in Table 6.

**Table 6.** Content of Adolescents' Evaluation Questionnaires

Areas assessed	W(pre)	W(post)
	Time	
	before the workshop	end of the workshop
<b>Gender Stereotypes/ Inequality</b>		
▪ Personal gender stereotypical attitudes	Q.1 - 2	Q.6 - 7
▪ Extent of gender inequality/ stereotypes in each country	Q.3 Q.5 – Q.7	
▪ Extent of gender discriminative behaviour at school by teachers	Q.4	
▪ Gender stereotypical self-reported behaviour (for themselves and others' towards themselves)	Q.8	Q.8
<b>IPV/Dating violence</b>		
▪ Knowledge (types of violence & myths/facts)	Q.9 Q.13	Q.9 Q.13
▪ Attitudes on physical, psychological and sexual violence	Q.10 - 12 Q.14 - 15	Q.10 – 12 Q.14 - 15
▪ Students' self-reported exposure to violence (indirect & direct measure)	Q16 - 17	Q16 - 17
▪ Self-reported perpetration of violence	Q18	Q18
<b>Demographic information &amp; Existence of Relationship</b>		
▪ Age, sex, nationality	D.Q 1-3	D.Q 1-3
▪ Existence of romantic or intimate relationship	D.Q 4-6	
<b>Workshop's Evaluation</b> (completed only by the intervention group)		
▪ Evaluation of the Workshop's implementer, procedures, content, material, duration		Q.1-2 Q.5
▪ Self assessed personal satisfaction with the workshop, usefulness (for self and others), fulfilment of expectations		
▪ Self-assessment of knowledge obtained		Q.3 - 4

The comparison of the pre- with the post-measurement can reveal the effectiveness of the workshop, namely any increase that may have happened in students' knowledge as well as any modification of their initially held attitudes and of their self-reported behaviour regarding gender inequality and IPV at the end of the workshop. Self-reported behaviour (Q.8, 16, 17, 18-pre and -post) measured twice in order to obtain an as accurate as possible measurement (students' resistance could be higher before the Workshop than after it)

The scores of related knowledge and attitudes of students are expected to improve (more correct answers, less stereotypical and less tolerant to violence attitudes) in the W(post) questionnaire compared to their W(pre) questionnaire.

**Matching codes.** In order to match the two questionnaires completed by the same adolescent without endangering their anonymity, each questionnaire included instructions for the adolescent in order to develop his/her personal identifying code in the upper right hand corner. The instructions guided adolescents in developing their personal 6-digits code by completing the:

- 3<sup>rd</sup> letter of their mothers' name
- 3<sup>rd</sup> letter of their fathers' name
- month of birth (01-12)
- last 2 digits of their phone number.

Instructions for creating your Code					
Fill in each square with the following data					
a.	3 <sup>rd</sup> letter of your mother's name				
b.	3 <sup>rd</sup> letter of your father's name				
c.	month of birth (01-12)				
d.	phone number's 2 last digits				
	a	b	c	c	d d

## Evaluation by implementers

The workshops' implementers were also asked to evaluate the workshops at the end of their workshop's implementation [C3 Reporting Form, available in Booklet III].

More specifically, implementers were asked after the end of the workshops to describe any:

- barriers and facilitating factors faced during the Workshop's implementation (see chapter B.4.1),
- suggestions for modifications and lessons learned (see chapter B.4.4)
- benefits that students, implementers themselves and the school may have gained due to the Workshop's implementation (see chapter B.4.3).

Implementers were also asked to assess, by rating on an 11-point scale (0=not at all ... 10=absolutely) various aspects (see chapter B.4.2) related to:

- their satisfaction with the workshop
- their adequacy as facilitators and
- their students' satisfaction with the Workshop (from their own point of view).

## B.2. Sample

### Adolescents

Table 7 illustrates the total number of adolescents who participated (see Chapter A.2.1) in the GEAR against IPV Workshops, as well as how many of them responded to the evaluation questionnaire before [W(pre)] and at the end [W(post)] of the Workshop.

**Table 7.** Number of participants in 18 Workshops, number of respondents and response rates in the pre- and post-questionnaires, by students' sex

		Participants in Workshops (N)	W(pre)		W(post)	
			N	Response Rate	N	Response Rate
Sex	Boys	162	148	95.39%	118	78.29%
	Girls	161	116	98.61%	115	79.16%
	Missing	-	9	-	33	-
Total		323	264	90.31%	231	78.72%

As described in Chapter A.2.1, 323 **adolescents participated** in the 18 workshops; the number of (pre) collected questionnaires was 308 but 45 pre-questionnaires had to be excluded because after collecting them it was observed that they were not completed as instructed. There were also 14 (post)questionnaires excluded for lack of rigor as the responses of adolescents were not linked to questions, namely silly jokes and drawings, 12 post-questionnaires were collected coded but empty as well as 2 more missing. Regarding these 14 questionnaires that were either coded but empty or missing, the reasons for non-completion – as reported by teachers- were that some children dropped school during the workshop (N=5) and the rest (N=9) were absent from school on the day the questionnaires were distributed and they couldn't complete them another day but it was not reported any refusal of completion.

The following adolescent's evaluation results is based on calculations derived from samples smaller than the total number mentioned on the row "Participants" 233 students (118 boys and 115 girls) due to missing questionnaires.

### *Implementers*

All Implementers, namely 8 teachers plus 2 professionals, were asked to complete the C3 Reporting Form upon workshop's completion. A total of 10 forms were collected from the 8 schools and 1 support service where the Workshop implemented (100% response rate); one form was completed in cases where the workshops were conducted by two teachers who collaborated with each other .

## **B.3. Adolescents' evaluation results**

### **B.3.1. Relevance of the GEAR against IPV Workshop's activities**

Several sets of items were included in students' pre-questionnaires in order to measure the extent to which the objectives of the GEAR against IPV Workshop is indeed consistent with adolescents' needs and interests.

More specifically, the measurements that were taken, which will be presented in the following sections, concerned adolescents' perspectives on the societal expectations for men and women, on the extent of gender inequality in the settings of family and school in Spain; it was also measured students' self-reported experiences of suffering or perpetrating gender discriminative and/or IPV behaviours; Last but not least, it was also investigated what is the percentage of adolescents who have already started their first romantic/intimate relationships, as well as their exposure to IPV behaviours on their own and their peers' relationships. Needless to say that, ideally, interventions of primary prevention of IPV, must start in the earliest possible age, before the onset of adolescents' relationships and before obtaining experiences of suffering or perpetrating IPV.

The results that will follow, besides revealing the great relevance of the GEAR against IPV Workshop, also provide a clear picture of the real situation in Spain with regard to the extent of gender inequality and IPV in adolescents' relationships.

### *Extent of gender inequality in Spain*

► **Societal expectations.** Adolescents were asked (Q.6-pre) to rate (on a scale of 0 = not at all to 10 = absolutely) the importance our society attributes to the accomplishment of 4 goals for both a man and a woman (see Table 8).

The findings reveal that motherhood is on the top of the "**woman's hierarchy**", followed by getting married and succeeding professionally that share the 2<sup>nd</sup> position, suggesting a tendency of change in the traditional stereotypical gender roles, while succeeding economically is on the bottom of importance for women. On the opposite, financial success lie on the top of

the “**man’s hierarchy**”, followed by professional success, a significant lower importance of fatherhood and getting married at the bottom rating of importance for men.

**Table 8.** Mean ratings of 4 goals’ importance for women and men (Q. 6-pre, N=225)

On a scale of 0 to 10 (0 = not at all ... 10 = absolutely), please rate each of the following goals, according to how important our society considers it for women and men, respectively	Mean	
	for a woman	for a man
getting married	7.4	6.5
becoming a parent (mother or father)	8.2	7.1
succeeding professionally	7.4	8.7
succeeding economically	7.2	8.8

► **Gender inequality in family.** Aiming to measure adolescents’ representations about gender roles and gender (in)equality in Spain of 2015, they were asked in three sets of items to provide their opinion in regards to the way duties (Q.3-pre) and power (Q.7-pre) are distributed in the family, as well as in regards to the way girls/women and boys/men are treated (Q.5-pre) in the family.

According to the adolescents’ answers (Table 9) when they were asked to indicate who (mother, father or both equally) they think is responsible in most families in Spain regarding various duties related to the household, it seems that in most families in Spain it is clearly mostly **only the mother’s duty** to “iron clothes”, “cleaning the house” or “doing the laundry” while “making electrical repairs” or “washing the car” appear to be solely the **father’s duties**;

The duties that are **undertaken by both equally** are “helping children with homework”, “going for shopping to the supermarket”, “going to pay the bills”, “taking out the trash”, “washing the dishes” and “taking care of an ill family member”. However, when these duties are undertaken by one person only, mothers tend to be responsible for washing the dishes, going to pay the bills and taking out the trash, while fathers are responsible for helping children with homework, going for shopping to the supermarket or taking care of an ill family member.

**Table 9.** Percentage of adolescents’ answers in regards to the (un)equal distribution of duties in the family (Q.3-pre, N=233)

In most of the families in OUR country, who do you think that is responsible for:	Answer (%)		
	mother	father	Both equally
washing the dishes?	37,8	2,5	59,7
doing the laundry?	49,1	2,9	48
Ironing the cloths?	61,9	1,4	36,7
cooking?	38	5	57
helping children with homework?	20,8	10,8	68,5
going for shopping to the supermarket?	28,3	3,6	68,1
taking care of an ill family member?	32	1,4	66,5
cleaning the house?	49,8	1,8	48,4
going to pay the bills?	2,9	36,2	60,9
taking out the trash?	12,7	26,9	60,4
washing the car?	2,2	65,6	32,2
making electrical repairmen’s in household?	1,8	74,6	23,6



In the same direction when it comes to the power distribution in the family setting (see Table 10) students have a patriarchal understanding of this distribution as it is clear that the decisions related to home and children are women's responsibility as the caregiver of the family, while financial issues and decisions are men's responsibility as the family provider

**Table 10.** Percentage of adolescents' answers in regards to the (un)equal distribution of power in the family (Q.7-pre, N=233)

For each of the following statements, please check the box that, according to your opinion, describes better the situation in our country: <i>In most families:</i>	Answer (%)		
	Mother	Father	Equally
the person who makes the financial decisions is the:	12	36,6	51,3
the person who makes the decisions related to children is the:	59,5	2,9	37,6
the task of taking care of the children is mainly a responsibility of the:	61,7	1,8	36,5
the person who more often quits working in order to take care of the child/ren is the:	84,2	2,2	13,7
if only one person is the provider in the family, this person is more often the:	8,3	77,3	14,4
<i>In most couples /families:</i>	Woman	Man	Equally
the person who earns more money than the other is the:	4,1	67,8	28,1
the person who supposedly must earn more money than the other is the:	5,5	58,2	36,3
the task of undertaking the domestic chores is mainly a responsibility of the:	66,9	1,8	31,2

Moreover they reflect on their responses that they are familiar to gender discriminative treatment and gender inequalities within the family (see Table 11). However the rating in the 4th statement about the higher obligation of girls to do more household is almost equal, in the previous statement with the same question but regarding boys it is confirmed that the distribution is not equal and that it can be clearly observed in all the statements their perception of the privileges of man over woman within the family.

**Table 11.** Percentage of adolescents' answers in regards to the (un)equal treatment of girls/women and boys/men in the family (Q. 5-pre, N=233)

For each of the following statements, indicate what IN YOUR OPINION is "true" or "false" in OUR COUNTRY, by checking the corresponding box:	Answer (%)	
	True	False
In most families, boys have more freedom than girls of the same age	68,3	31,7
In most families, girls have more freedom than boys of the same age	9	91
In most families, boys are compelled to do more household tasks than girls of the same age	17,3	82,7
In most families, girls are compelled to do more household tasks than boys of the same age	49,8	50,2
There are women who do not work because their husband does not allow them to	67,6	32,4
There are men who do not work because their wife does not allow them to	13,7	86,3

► **Gender inequality in school.** Aiming to measure adolescents' representations of gender inequality at school, students were asked to indicate for a series of statements (Q.4-pre), 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 adolescents' answers, it seems that the teachers at school still treats differently their students depending of if they are boys or girls. Girls are perceived as quiet,



responsible, more praised if they are quiet and that have a higher academic performance while boys are clearly perceived as the ones that are suspicious of steal, break things, cause trouble and are asked more to carry something if needed.

**Table 12.** Percentage of answers in regards to teachers' gender discriminative behaviour at school towards male and female students (Q.4-pre, N=232)

<b>For each of the following, please indicate whether boys and girls are treated differently by teachers in the school:</b>	<b>Boys</b>	<b>Girls</b>	<b>Neither Boys = Girls</b>
Boys or girls			
are expected to have higher academic performance?	5.4	28.60	<b>65.90</b>
are punished more strictly, when causing trouble?	57.4	3.2	<b>39.4</b>
are assigned the most boring tasks?	11.1	8.4	<b>77</b>
are assigned the easiest tasks?	10.8	18.1	<b>71.1</b>
are suspected more if something has been broken?	69.2	3.6	<b>27.2</b>
are assigned the task to clean something, if needed?	5.9	22.7	<b>71.4</b>
are assigned the tasks requiring responsibility?	5.5	41.8	<b>52.7</b>
are suspected more if something has been stolen?	60.6	4.3	<b>35.1</b>
are assigned the task to carry something, if needed?	55.3	9.8	<b>34.9</b>
need to study harder in order to get the same grade as the opposite sex?	16	7.7	<b>78</b>
are praised more when demonstrating good academic performance?	12.2	25.1	<b>58.9</b>
are praised more when they are quiet in the classroom?	32.8	12.2	<b>51.2</b>
receive higher grades for equal performance?	4.5	26.5	<b>64.8</b>
are expected to be quieter in the classroom?	14.4	54.2	<b>31.4</b>

► ***Self-reported gender discriminative behavior: received and perpetrated.***

These measurements were taken both before and at the end of the workshop in order to test whether adolescents' sensitization would alter their ratings; this can happen because, before their sensitization, students may have greater resistance to reveal personal experiences and/or may not recognize specific acts as discriminative behavior.

When adolescents were asked to assess discriminative behaviour of others towards them the assessment in the pre-questionnaire shows that boys (1.12) reported having experienced less frequently discriminative behavior than girls (1.66).

As it is detailed in Table 13 the comparison of pre-post assessments show that after the workshop, adolescents (in total) report experiencing favorable behaviors less frequently than in their pre-assessments while boys had a slightly higher frequency rating. Regarding the unfair behaviors, in pre-assessments girls report experiencing them more frequently while in the post-assessments boys frequency increased.

**Table 13.** Adolescents' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency of received gender discriminatory behaviour against, or in favour of them (Q8a -pre N<sub>boys</sub>=118, N<sub>girls</sub>=115 & 8a-post, N<sub>boys</sub>=109, N<sub>girls</sub>=114)

Has anybody ever behaved or spoken to you:	Sex				Total	
	Boys		Girls		Pre	Post
	Pre	Post	Pre	Post		
in a favourable for you way, just because you were a girl/boy?	1.12	1.14	1.66	1.55	<b>1.39</b>	<b>1.35</b>
in an unfair for you way, just because you were a boy/girl?	1.49	1.55	1.72	1.53	<b>1.60</b>	<b>1.54</b>

Some students (15 boys and 28 girls) provided specific examples of this favourable or unfair treatment on the open question.

#### Boys reported:

- ✓ A teacher saw a spittle in the water and said that was a boy who did it because girls don't do such a thing
- ✓ At school
- ✓ Girls always speak in class but teachers always think it is me who talks because "girls never do that"
- ✓ Giving me the responsibility of something I didn't do
- ✓ In the classroom boys make "macho" jokes like: "Girls you better go cleaning"
- ✓ In the subway or at the cashier queue in malls.
- ✓ Incriminate me
- ✓ Some boys called me gay
- ✓ Sometimes when we are preparing a team work they act differently with you just because you are a girl they don't do that to be nice at you but because they are always looking to obtain something different
- ✓ There are girls that always blame me
- ✓ When I go with my friends
- ✓ When something wrong happens everybody looks at me
- ✓ Boys have the benefit of not having to feel the pain of the period or giving birth
- ✓ Boys must support each other
- ✓ If a boy hits a girl I think it is good to defend the girl because she has less strength
- ✓ Once I told a boy "how comes that a girl could take you the ball while you are playing football?"
- ✓ Sometimes I make fun of a girl that is very conceited
- ✓ To do the football teams I only choose boys

#### Girls reported:

- ✓ "Girls are supposed to take care of the house and clean". It is good that we take care of the house, but it is not only our responsibility, boys also have hands!
- ✓ A boy called me bitch for my dressing
- ✓ A teacher, in a non direct way, undervalues me, telling me that I could not expect to achieve a certain academic level because I am a girl
- ✓ The gym teacher (woman) would not let me play football because I am a girl
- ✓ At home when they don't allow me to go out
- ✓ Because you are a girl they don't let you do many things because "you are not strong"
- ✓ Doing sports: many people believe that women get tired easily and let us drink water and rest before the boys

- ✓ If you would like to play football there are boys that because you are a girl they don't let you play because girls do not know how to play football
- ✓ Horny comments and Insult me
- ✓ If I put I nice face I can achieve more things
- ✓ Many times many people tell me I am only useful to clean the floor
- ✓ There are many inequalities. For example in school if somebody throws sunflower seeds in the floor. They ask girls to clean it as they suppose that boys don't know how to sweep.
- ✓ Once teachers told me I could not help to bring a wooden bank because I am a girl and I don't have strenght
- ✓ When I go out with a friend (boy) and we go for a drink in a bar. They invite me but they don't invite my friend
- ✓ When I wear long trousers they tell me that I look like a boy and that I am not femenine
- ✓ When they say that you must be on your period because you are angry but you are not on your period
- ✓ Defend a boy I liked though I knew it was his fault
- ✓ Helped a girl that some people were making fun of her
- ✓ Make fun of a girl because she looks silly
- ✓ Tidy up my brother's room
- ✓ When boys do silly things
- ✓ When the boys act like "machos" with the girls
- ✓ When they make fun at the girls when we are doing sport
- ✓ When they say "Take the mop!" to a girl it is not fair

Adolescents were also asked to report their own discriminatory behavior in favor or against a boy or a girl at two different times (8.b. pre- and post-questionnaire, see Table 14) boys reported (pre-questionnaire) higher frequencies on 3 out of 4 statements and a lower frequency for “being unfair for a girl just because she was a girl” which it can be indicative of an increase of their sensitization. While in the post-measurement girls assessed higher frequencies on 2 out of 4 statements (“in favour of a girl...and unfair for a boy”). Regarding total values there was an increase of the frequency when comparing pre-/post-measurements the after sensitization there were more aware of their own discriminatory behavior

**Table 14.** Adolescents' 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 have behaved in a gender discriminatory way against, or in favour of girls or boys (Q8b-pre N<sub>boys</sub>=118, N<sub>girls</sub>=115 & 8b-post, N<sub>boys</sub>=106, N<sub>girls</sub>=116)

Have you ever behaved, spoken or thought in a way that was:	Sex				Total	
	Boys		Girls		Pre	Post
	Pre	Post	Pre	Post		
in favor of a girl, just because she was a girl?	1.32	1.16	1.11	1.28	<b>1.21</b>	<b>1.22</b>
unfair for a girl, just because she was a girl?	0.72	0.89	0.54	0.70	<b>0.63</b>	<b>0.79</b>
in favour of a boy, just because he was a boy?	1.11	1.19	0.89	0.84	<b>1</b>	<b>1.1</b>
unfair for a boy, just because he was a boy?	0.80	0.86	0.86	0.98	<b>0.83</b>	<b>0.92</b>

### Onset of romantic or intimate relationships

Regarding the existence of a romantic or intimate relationship of boys and girls that was measured via item D.Q.4 in the pre-questionnaire, the 38.9% of the boys and the 37.40% of girls replied that they had a romantic or intimate relationship up to that time while the 11.30% of boys and the 14.20% of girls chose the option “I do not want to answer”. Independently of their sex, the **38.20%** of adolescents (N=189) replied that they had a romantic or intimate relationship compared to the 49.10% that replied negatively; however, the **12.70%** of respondents did not want to answer to this question.

**Table 15.** Adolescents' answers in regards to the existence of romantic or intimate relationship (D.Q4-pre), by students' sex

Have you ever in your life, up to today, had a romantic or intimate relationship?	N			%		
	Girls	Boys	Total	Girls	Boys	Total
Yes	43	44	87	37.40	38.90	38.20
I don't want to answer - D.W.A.	13	16	29	11.30	14.20	12.70
No	59	43	102	57.84	42.15	49.10
Missing	-	-	69	-	-	-
<b>Total</b>	<b>115</b>	<b>103</b>	<b>287</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>

The mean age that boys had when they started their first romantic relationship and who wanted to answer to this question (N=43) was 15.16 (Min=10 Max=15,  $SD = 0.72$ ) while the respective mean age of girls (N=46) was 14.89 (Min=10 Max=16  $SD = 0.82$ ). The mean age that their girlfriend or boyfriend had at that time was 15.12 for boys (Min=10 Max=17  $SD = 0.74$ ) and 14.89 for girls (Min=11 Max=20  $SD = 0.81$ ).

As it can be observed in the age range (Min/Max) the minimum age referred by some students as the age they started a romantic or intimate relationships is a very young age (10-11 years old) and it represents 12.35% of the total of the students that answered to that question. This is a finding to highlight as it confirms the need to introduce IPV and DV prevention actions the soon as possible, in primary schools and even in kindergarten.

### Extent of IPV in adolescents' relationships in Spain

Indirect and direct measurements of students' self-reported exposure to IPV and perpetration of IPV were taken at two different times; namely, the same questions answered by students before and after the Workshop in order to test whether their sensitization via the Workshop would modify their responses. It was expected that students might increase their reports after the Workshop due to the fact that a) they would be able to better identify violent acts as such and b) they would be strengthened enough to reveal cases of abuse. Confidentiality issues<sup>12</sup> can also impair students' answers in one or both of the measurements. For simplicity of presentation, in the tables that follow, is presented only the one of the measurements.

<sup>12</sup> Even though questionnaires were anonymous and teachers were instructed to have collect students' questionnaires in a large envelope, which was sealed in front of the classroom at the end of the completion, there is always the possibility that some students were not convinced that their teacher won't read their answers.

► **Indirect measurement: Self-reported exposure to IPV.** Students were asked whether or not they know, among their peers and/or friends, of one or more couples in which the boy or the girl is psychologically, physically or sexually abusing his/her partner (see Table 16).

**Table 16.** Percentages of students who declare that they know or not a couple in their age in which the boy or the girl is abusing his/her girl/boyfriend and who *did not want to answer* (D.W.A.) these questions, by students' sex. (Q16-pre or post) (N<sub>boys</sub>=100 N<sub>girls</sub>=103)

Among your peers and your friends at school, in your neighborhood or elsewhere, do you know of one or more couples in which any of the following occurs?	Answer	Sex		Total %
		Boys %	Girls %	
The boy insults or swears at his girlfriend	No	58.10	49.20	<b>53.65</b>
	Yes	31.2	41.2	<b>36.2</b>
	D.W.A.	10.7	9.6	<b>10.15</b>
The boy hits his girlfriend	No	75.20	35.10	<b>55.15</b>
	Yes	14.2	23.7	<b>18.95</b>
	D.W.A.	10.6	11.4	<b>11</b>
The boy forces his girlfriend to sexual acts that she doesn't want	No	76.10	69.30	<b>72.7</b>
	Yes	10.6	17.5	<b>14.05</b>
	D.W.A.	13.3	13.2	<b>13.25</b>
The girl insults or swears at her boyfriend	No	59.90	65.80	<b>62.85</b>
	Yes	31.2	25.4	<b>28.3</b>
	D.W.A.	8.9	8.8	<b>8.85</b>
The girl hits her boyfriend	No	78.70	84.30	<b>81.5</b>
	Yes	13.3	9.6	<b>11.45</b>
	D.W.A.	8	6.1	<b>7.05</b>
The girl forces her boyfriend to sexual acts that he doesn't want	No	80.50	82.50	<b>81.5</b>
	Yes	8	2.6	<b>5.3</b>
	D.W.A.	11.5	14.9	<b>13.20</b>

The total percentage of adolescents declaring that they do know such a couple is high (**19.04%**); in detail by each statement, **18.95%** declared that they know a boy who *hits his girlfriend*, **14.05%** a boy who *forces her to sexual acts that she doesn't want* and **36.20%** a boy who *insults or swears at her*. While the percentages for violence directed from the girl at the boy were 11.45% for physical violence and 5.3% for sexual violence and 28.3% for psychological violence. And if one takes into account the percentage of students (11%, 13.25% and 10.15% for physical, psychological and sexual violence perpetrated against girls and 11.45%, 28.3% and 5.3% for violence perpetrated against boys) declared that they did not want to answer these questions, the percentages of children declaring that they do not know any such couple is decreased even more.

► **Direct measurement: Self-reported IPV victimization and perpetration.** Both victimization and perpetration of any type of IPV were also measured via the two questions that are included in Table 17, which students answered in the pre- and post- questionnaires.

**Table 17.** Percentages of students having a relationship who declare that they have either suffered or not some kind of abuse by their partner or they have or not abused their partner, by students' sex; D.W.A. stands for *I don't want to answer* (Q17-pre or 17-post & Q18-pre or 18-post, N<sub>boys</sub>=43, N<sub>girls</sub>=43)

	Answer	Sex		Total
		Boys	Girls	
Has your girlfriend or boyfriend ever done to you any of the things mentioned above?	<b>No</b>	87.5	71.8	<b>79.65</b>
	<b>Yes</b>	7.5	15.4	<b>11.45</b>
	<b>D.W.A.</b>	5	12.8	<b>8.9</b>
Have you ever done any of the things mentioned above to your boyfriend or girlfriend?	<b>No</b>	83.4	87.10	<b>85.25</b>
	<b>Yes</b>	9.5	10.3	<b>9.9</b>
	<b>D.W.A.</b>	7.1	2.6	<b>4.85</b>

Out of all children who declared having a relationship (N=43), **11.45%** report that their girlfriend/boyfriend have been violent against them (insulted or swore, hit, forced them to sexual acts against their will), while **9.9%** report that they have been violent against their partner. It is worth noticing the percentage of children who reply “I don't want to answer” is higher in the statement of having been abused (8.9) than the statement of having perpetrated violence (4.85)

### B.3.2. Effectiveness of the GEAR against IPV Workshop

#### *Modification of adolescents' attitudes*

► **Gender stereotypical attitudes.** Two sets of questions were used in order to assess adolescents' gender stereotypical attitudes before the intervention, as well as their modification (if any) after it. In the first set of items (Q.1-pre, Q.6-post), students were asked to assess the 20 statements presented in Table 18 in order to indicate for each one if, **in their opinion**, it is *true* or *false*.

Overall an improvement of the perception of gender stereotypical attitude. However a higher (20%) change towards less stereotypical attitudes can be observed in girls and regressive perception (higher rates of stereotypical responses in post-measurement) was also found for both 3 out of 18 statements in girls and boys in 8 out of 18 statements indicating that adolescents (specifically boys) still hold a gender stereotypical stance for topics related to house chore, family task distribution and feelings. s is observed, both for boys and for girls, from the comparison of pre- and post-measurements.

**Table 18.** Percentage of students that responded “true” or “false” in statements related to gender stereotypes, by time (pre- vs. post-Workshop) and students’ sex (Q.1-pre ,Q.6-post, N<sub>boys</sub>=118 N<sub>girls</sub>=115)

For each of the following statements, please indicate what <b>IN YOUR OPINION</b> is “true” or “false”:		Boys		Girls		Total	
		Time	True %	False %	True %	False %	True %
Real men don't cry ( <b>F*</b> )	Pre	7.4	<b>92.6</b>	11.3	<b>88.7</b>	9,35	<b>90,65</b>
	Post	8.1	<b>91.9</b>	1.7	<b>98.3</b>	4,9	<b>95,1</b>
Real women don't swear ( <b>F</b> )	Pre	7.4	<b>82.6</b>	13	<b>87</b>	10,2	<b>84,8</b>
	Post	12.6	<b>87.40</b>	5.1	<b>94.9</b>	8,85	<b>91,15</b>
Electrical repair in house is solely a man's job ( <b>F</b> )	Pre	88.9	<b>11.1</b>	90.4	<b>9.6</b>	89,65	<b>10,35</b>
	Post	82	<b>18</b>	83.1	<b>16.9</b>	82,55	<b>17,45</b>
Cleaning the house is solely a woman's job ( <b>F</b> )	Pre	10	<b>90</b>	6.9	<b>93.1</b>	8,45	<b>91,55</b>
	Post	8.3	<b>91.70</b>	0.8	<b>99.2</b>	4,55	<b>95,45</b>
Women can become car mechanics ( <b>T*</b> )	Pre	<b>18</b>	82	<b>19.1</b>	80.9	<b>18,55</b>	81,45
	Post	<b>35.5</b>	64.5	<b>28.88</b>	71.2	<b>32,19</b>	67,85
Men can become housekeepers ( <b>T</b> )	Pre	<b>47.10</b>	52.9	<b>31.9</b>	68.1	<b>39,5</b>	60,5
	Post	<b>36.7</b>	63.3	<b>19.5</b>	80.5	<b>28,1</b>	71,9
A mother should not work ( <b>F</b> )	Pre	9.6	<b>90.4</b>	4.3	<b>95.7</b>	6,95	<b>93,05</b>
	Post	9	<b>91</b>	1.7	<b>98.3</b>	5,35	<b>94,65</b>
It's the man's duty to bring home money ( <b>F</b> )	Pre	25.7	<b>74.3</b>	30.4	<b>69.6</b>	28,05	<b>71,95</b>
	Post	30	<b>70</b>	27	<b>73</b>	28,5	<b>71,5</b>
Boys do express to others how they are feeling ( <b>T</b> )	Pre	<b>33.5</b>	66.5	<b>29.3</b>	70.7	<b>31,4</b>	68,6
	Post	<b>26.1</b>	73.9	<b>5.2</b>	94.8	<b>15,65</b>	84,35
Girls do express to others how they are feeling ( <b>T</b> )	Pre	<b>10.9</b>	89.1	<b>10.3</b>	89.7	<b>10,6</b>	89,4
	Post	<b>9.2</b>	90.80	<b>2.5</b>	97.5	<b>5,85</b>	94,15
On a date, the boy is expected to pay all expenses ( <b>F</b> )	Pre	7.4	<b>92.6</b>	12.2	<b>87.8</b>	9,8	<b>90,2</b>
	Post	7.3	<b>92.7</b>	1.7	<b>98.3</b>	4,5	<b>95,5</b>
On a date, the girl is expected to pay all expenses ( <b>F</b> )	Pre	10.9	<b>89.1</b>	12.9	<b>87.1</b>	11,9	<b>88,1</b>
	Post	11.7	<b>88.3</b>	5.9	<b>94.1</b>	8,8	<b>91,2</b>
Boys are better than girls in science and maths ( <b>F</b> )	Pre	92.10	<b>7.9</b>	86.2	<b>13.8</b>	89,15	<b>10,85</b>
	Post	84.7	<b>15.30</b>	84.7	<b>15.3</b>	84,7	<b>15,3</b>
Girls are better than boys in language and arts ( <b>F</b> )	Pre	36.1	<b>63.9</b>	23.3	<b>76.7</b>	29,7	<b>70,3</b>
	Post	25.50	<b>74.50</b>	11.9	<b>88.1</b>	18,7	<b>81,3</b>
The woman is the head of the family ( <b>F</b> )	Pre	77	<b>23</b>	73.9	<b>26.1</b>	75,45	<b>24,55</b>
	Post	65.7	<b>34.30</b>	65	<b>35</b>	65,35	<b>34,65</b>
The man is the head of the family ( <b>F</b> )	Pre	3.1	<b>96.9</b>	3.5	<b>96.5</b>	3,3	<b>96,7</b>
	Post	10.20	<b>89.80</b>	3.4	<b>96.6</b>	6,8	<b>93,2</b>
Boys should seem strong and tough ( <b>F</b> )	Pre	13.8	<b>86.20</b>	13.8	<b>86.20</b>	13,8	<b>86,2</b>
	Post	11	<b>88.90</b>	5.1	<b>94.9</b>	8,05	<b>91,9</b>
Girls should seem weak and sensitive ( <b>F</b> )	Pre	31.40	<b>68.60</b>	23.5	<b>76.5</b>	27,45	<b>72,55</b>
	Post	27.90	<b>72.1</b>	14.8	<b>85.2</b>	21,35	<b>78,65</b>
Football is solely a male activity ( <b>F</b> )	Pre	20.40	<b>79.60</b>	19.8	<b>80.2</b>	20,1	<b>79,9</b>
	Post	19.6	<b>80.40</b>	8.7	<b>91.3</b>	14,15	<b>85,85</b>
Ballet is solely a female activity ( <b>F</b> )	Pre	20.40	<b>79.60</b>	15.5	<b>84.5</b>	17,95	<b>82,05</b>
	Post	15	<b>85</b>	7.7	<b>92.3</b>	11,35	<b>88,65</b>

\* The desired answer, indicating non-stereotypical attitude, is designated with (T) =True or (F) = False, next to the statement

In the second set of items (Q.2-pre, Q.7-post), aiming to measure gender stereotypical attitudes, adolescents were asked to rate on the basis of a 5-point scale (1 = *Strongly Disagree* – *Disagree* - *Not Sure* – *Agree* - *Strongly Agree* = 5) the extent to which they agree or disagree with the 14 statements presented in Table 19.



Overall ratings improved (only in boys that was an slightly increasing agreement on 2 statements), but still most of the rating are around 3 = “Not sure”, indicating that stereotypical attitudes in students tend to be reduced but they still have many confusion on what is supposed to be the correct answer specially in these questions where reverse statements are presented.

**Table 19.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to their (dis)agreement with statements describing (non-)stereotypical roles for women and men, by time (pre- vs. post-Workshop) and students' sex (Q.2-pre N<sub>boys</sub>=127, N<sub>girls</sub>=116, Q.7-post, N<sub>boys</sub>=109, N<sub>girls</sub>=115)

Rate to what extent you agree or disagree with the following statements, by checking the response that best describes <b>YOUR OWN OPINION.</b>	Sex				Total	
	Boys		Girls			
	Pre	Post	Pre	Post	Pre	Post
It is not so important for women to have a job, as it is for men	2,12	2,17	1,83	1,57	1,98	1,87
It's the woman's duty to take care of children	3,06	2,48	3,20	2,46	3,13	2,47
It's the man's duty to take care of children	2,96	2,87	2,97	3,11	2,97	2,99
It is okay if the father stays at home and looks after the children and the mother goes to work	2,95	3,33	3,13	3,74	3,04	3,54
It is okay if the mother stays at home and looks after the children and the father goes to work	3,21	3,41	3,22	3,75	3,22	3,58
It is very important for women to get married and have children	2,69	2,46	2,68	2,31	2,69	2,39
It is very important for men to get married and have children	2,55	2,54	2,25	2,37	2,40	2,46
Women are better than men in taking care of children	3,12	2,78	3,07	2,56	3,10	2,67
Men are better than women in taking care of children	2,32	2,37	2,06	1,96	2,19	2,17
It is more effective when a father disciplines children than the mother	2,75	2,45	2,16	2,01	2,46	2,23
It is a problem for a couple if the woman earns more money than the man	1,76	<b>1,81</b>	1,82	1,64	1,79	1,73
It is the woman's responsibility if the family breaks down	1,69	<b>1,82</b>	1,45	1,41	1,57	1,62
It is more acceptable for a man to have many intimate partners than it is for a woman	2,21	2,10	1,70	1,61	1,96	1,86
Girls expect from boys to protect them, when needed	3,39	2,66	3,03	2,28	3,21	2,47

► **Attitudes on intimate partner violence.** Several sets of questions were used in order to assess the tolerance of adolescents' attitudes on IPV before the intervention, as well as their modification (if any) after it.

In two identical sets of questions (Q.14a & b-pre, Q.14a & b-post), that are presented below (Tables 20 and 21), adolescents were asked to rate their agreement in regards to the conditions under which they believe that a boy, or a girl (Q.14b-pre, Q.14b-post), has the right to hit his/her girl/boyfriend; in a third set of questions (Q.15-pre, Q.15-post), adolescents were asked to rate their agreement in regards to the conditions under which they believe that a boy has the right to pressure a girl to have sex with him (see Table 22). The desired attitude for all of the questions that follow is for adolescents to strongly disagree with all of the statements that entitle a boy (or a girl) to have the right to hit his/her girl/boyfriend for any reason; namely, on the 5-point scale (1 = strongly disagree ... 5 = strongly agree), the closer to 1, the less tolerant towards violence is the attitude declared and vice versa, the closer to 5 the more tolerant the



attitude. In other words, a decrease in the mean ratings from the pre- to post-questionnaire is an indication that adolescents' attitudes are modified towards a more positive one, namely they more strongly reject physical violence (in Q.14a and 14b) and sexual pressure (in Q.15).

In pre-measurement, boys reported higher agreement in both questions (Q14a-b and Q15) and statements (except for "A girls has the right to hit his boyfriend if he disobeys her" that the mean rating was equal for boys and girls). The agreement in boys was significantly higher (compared to boys mean ratings in Q14a+b) for Q.15 regards to the conditions under which they believe a boy has the right to pressure a girl to have sex with him.

It was proven that adolescents' modified their attitudes after the intervention, namely less tolerant towards physical violence and sexual pressure: all the statements mean ratings were lower than in pre-measurement and therefore a higher rejection to physical violence and sexual pressure, while boys improved in 20 of the 29 statements of the set of 3 questions and specifically the highest significant attitude change in boys was for Q15 that before the workshop had the highest mean rating of the set and therefore they had the most tolerant attitudes.

**Table 20.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a boy has the right to hit his girlfriend, by time (pre- vs. post-Workshop) and students' sex (Q14a-pre N<sub>boys</sub>=140, N<sub>girls</sub>=115, Q14a-post, N<sub>boys</sub>=103, N<sub>girls</sub>=115)

A boy has the right to hit his girlfriend:	Time	Sex		Total
		Boys	Girls	
if her behaviour makes him angry	Pre	1.66	1.49	1,58
	Post	1.74	1.43	1,59
if she disobeys him	Pre	1.60	1.53	1,57
	Post	1.73	1.44	1,59
if he finds out that she is being unfaithful	Pre	1.91	1.76	1,84
	Post	1.78	1.48	1,63
if he suspects that she is being unfaithful	Pre	1.76	1.60	1,68
	Post	1.68	1.39	1,54
if she doesn't take care of him "the way she should"	Pre	1.63	1.49	1,56
	Post	1.61	1.41	1,51
if she doesn't respect him	Pre	1.88	1.70	1,79
	Post	1.75	1.50	1,63
if she pays more attention to her friends than to him	Pre	1.68	1.50	1,59
	Post	1.65	1.41	1,53
if she wants to break up with him	Pre	1.60	1.42	1,51
	Post	1.65	1.40	1,53
if he is jealous of her	Pre	1.70	1.50	1,60
	Post	1.68	1.42	1,55
if she is jealous of him	Pre	1.63	1.39	1,51
	Post	1.67	1.45	1,56

**Table 21.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a girl has the right to hit her boyfriend, by time (pre- vs. post-Workshop) and students' sex (Q14b-pre, N<sub>boys</sub>=140, N<sub>girls</sub>=115 Q14b-post, N<sub>boys</sub>=103, N<sub>girls</sub>=115)

A girl has the right to hit her boyfriend:	Time	Sex		Total
		Boys	Girls	
if his behaviour makes her angry	Pre	1.64	1.54	1,59
	Post	1.74	1.37	1,56
if he disobeys her	Pre	1.53	1.53	1,53

	<b>Post</b>	<b>1.66</b>	1.37	1,52
if she finds out that he is being unfaithful	<b>Pre</b>	1.87	1.73	1,80
	<b>Post</b>	1.68	1.47	1,58
if she suspects that he is being unfaithful	<b>Pre</b>	1.68	1.53	1,61
	<b>Post</b>	1.68	1.40	1,54
if he doesn't take care of her "the way she should"	<b>Pre</b>	1.69	1.51	1,60
	<b>Post</b>	1.62	1.37	1,50
if he doesn't respect her	<b>Pre</b>	1.93	1.75	1,84
	<b>Post</b>	1.68	1.42	1,55
if he pays more attention to his friends than to her	<b>Pre</b>	<b>1.58</b>	1.48	1,53
	<b>Post</b>	<b>1.68</b>	1.38	1,53
if he wants to break up with her	<b>Pre</b>	<b>1.59</b>	1.56	1,58
	<b>Post</b>	<b>1.65</b>	1.40	1,53
if she is jealous of him	<b>Pre</b>	<b>1.68</b>	1.49	1,59
	<b>Post</b>	<b>1.69</b>	1.41	1,55
if he is jealous of her	<b>Pre</b>	<b>1.66</b>	1.46	1,56
	<b>Post</b>	<b>1.68</b>	1.42	1,55

**Table 22.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a boy has the right to pressure a girl to have sex with him, by time (pre- vs. post-Workshop) and students' sex (Q15-pre N<sub>boys</sub>=140, N<sub>girls</sub>=115, Q15-post, N<sub>boys</sub>=104, N<sub>girls</sub>=115)

<b>A boy has the right to pressure a girl to have sex with him</b>	<b>Time</b>	<b>Sex</b>		<b>Total</b>
		<b>Boys</b>	<b>Girls</b>	
if she wears sexy clothes	<b>Pre</b>	2.33	1.51	1,92
	<b>Post</b>	1.86	1.43	1,65
if she is drunk or under the influence of other drugs	<b>Pre</b>	1.89	1.49	1,69
	<b>Post</b>	1.66	1.34	1,50
if she says "no" but he knows that she really means "yes"	<b>Pre</b>	2.26	1.88	2,07
	<b>Post</b>	1.82	1.49	1,66
if she has been dating him for a month but refuses to have sex with him	<b>Pre</b>	1.94	1.46	1,70
	<b>Post</b>	1.69	1.34	1,52
if she has had sex with him or another boy in the past	<b>Pre</b>	2.11	1.52	1,82
	<b>Post</b>	1.73	1.37	1,55
if she has allowed him to kiss her or caress her	<b>Pre</b>	2.23	1.68	1,96
	<b>Post</b>	1.74	1.43	1,59
if she accepts gifts from him	<b>Pre</b>	1.88	1.50	1,69
	<b>Post</b>	1.65	1.38	1,52
if he always pays when they go out	<b>Pre</b>	1.94	1.39	1,67
	<b>Post</b>	1.65	1.35	1,50
if he is drunk or under the influence of other drugs	<b>Pre</b>	1.83	1.46	1,65
	<b>Post</b>	1.66	1.32	1,49

Adolescents were also asked to express their opinion in the 5 statements illustrated in Table 23, on a 5-point scale (1=strongly disagree, 2= disagree, 3 not sure, 4= agree, 5 strongly agree).

There was a significant change after the workshop for both girls and boys as the mean ratings for all statements were lower in post-measurement, except the statement "A girl who flirts with other people when out with her boyfriend is provoking him to hit her" in boys mean ratings. The highest total mean ratings for pre-measurements were related to jealousy as a sign of love (3.32/3.26) but in post-measurement had improved significantly demonstrating that even if they initially had doubts whether it was a healthy attitude or not, after the seminar this emotional control attitude was identified more clearly.

**Table 23.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to attitudes tolerant to violence, by time (pre- vs. post-Workshop) and students' sex (Q10-pre N<sub>boys</sub>=118, N<sub>girls</sub>=115, Q10-post, N<sub>boys</sub>=107, N<sub>girls</sub>=115)

Rate to what extent you agree or disagree with the following statements, by checking the response that <b>best describes your opinion</b>	Time	Sex		Total
		Boys	Girls	
A girl who flirts with other people when out with her boyfriend is provoking him to hit her	<b>Pre</b>	2.10	2.03	2,07
	<b>Post</b>	<b>2.25</b>	1.68	1,97
A boy who flirts with other people when out with his girlfriend is provoking her to hit him	<b>Pre</b>	2.15	2.04	2,10
	<b>Post</b>	2.14	1.74	1,94
When a girl is jealous, it shows how much she loves her boyfriend	<b>Pre</b>	3.31	3.32	<b>3,32</b>
	<b>Post</b>	2.35	2.43	2,39
When a boy is jealous, it shows how much he loves his girlfriend	<b>Pre</b>	3.26	3.25	<b>3,26</b>
	<b>Post</b>	2.25	2.44	2,35
A person who is being hit by his/her partner, must have done something to cause it	<b>Pre</b>	2.09	1.80	1,95
	<b>Post</b>	1.94	1.45	1,70

Adolescents were also asked to assess if each of the seven items that are illustrated in Tables 24a and b is *true* or *false*; each item was assessed twice, once when violence is perpetrated by the male towards the female partner and the opposite. The first set of items (Q11a+b) is related to adolescents' beliefs regarding violent behaviours as a cause for breaking up a relationship, while the second set of items is related with adolescents' victim blaming beliefs.

The percentages of correct answers in this assessment was very high for both girls and boys, but boys seem to have improved less during the implementation process or even having had regression specifically in the statements related to sex. Percentages of students' that shows the level of awareness of which behaviors are violent and a reason to end a relationship, when perpetrated by a boy, 87.6% of boys and 90.4% of girls in the pre-measurement and after the workshop (post-measurement) 86.35% of boys and 96.72% of girls. And when perpetrated by a girl: 81.42% of boys and 89.32% of girls (pre-measurement) and 82.42% of boys and 96.27% of girls (post-measurement).

**Table 24a.** Percentage of students that responded "true" or "false" in statements related to behaviours of a partner that a girl/boy should consider as a reason to end her/his relationship, by time (pre- vs. post-Workshop) and students' sex (Q11a+b-pre N<sub>boys</sub>=184, N<sub>girls</sub>=115, Q11a+b-post, N<sub>boys</sub>=105, N<sub>girls</sub>=115)

	Time	Boys		Girls		Total	
		True	False	True	False	True	False
a. A GIRL should end her relationship:	if her boyfriend beats her (T*)	<b>Pre</b>	<b>94.0</b> 6.0	<b>95.7</b> 4.3		<b>94,85</b> 5,15	
		<b>Post</b>	<b>94.4</b> 5.6	<b>98.3</b> 1.7		<b>96,35</b> 3,65	
	if her boyfriend is constantly insulting her (T)	<b>Pre</b>	<b>91.8</b> 8.2	<b>89.6</b> 10.4		<b>90,7</b> 9,3	
		<b>Post</b>	<b>90.7</b> 9.3	<b>97.4</b> 2.6		<b>94,05</b> 5,95	
	if her boyfriend pressures her to have sex even though she doesn't want to (T)	<b>Pre</b>	<b>87.4</b> 12.6	<b>92.2</b> 7.8		<b>89,8</b> 10,2	
		<b>Post</b>	<b>87.9</b> 12.1	<b>96.5</b> 3.5		<b>92,2</b> 7,8	
	if her boyfriend doesn't want to have sex (F)	<b>Pre</b>	22.8 <b>77.2</b>	15.9 <b>84.1</b>		19,35 <b>80,65</b>	
		<b>Post</b>	27.6 <b>72.4</b>	5.3 <b>94.7</b>		16,45 <b>83,55</b>	
	if his girlfriend beats him (T)	<b>Pre</b>	<b>86.8</b> 13.2	<b>91.3</b> 8.7		<b>89,05</b> 10,95	
		<b>Post</b>	<b>94.3</b> 5.7	<b>99.1</b> 0.9		<b>96,7</b> 3,3	

if his girlfriend is constantly insulting him (T)	Pre	88.6	11.4	89.6	10.4	89,1	10,9
	Post	93.3	6.7	95.6	4.4	94,45	5,55
if his girlfriend pressures him to have sex even though he doesn't want to (T)	Pre	79.3	20.7	87.8	12.2	83,55	16,45
	Post	80.0	20.0	97.4	2.6	88,7	11,3
if his girlfriend doesn't want to have sex (F)	Pre	29	71	11,4	88.6	20,2	79,8
	Post	37.9	62.1	7.0	93.0	22,45	77,55

\* The desired answer, indicating non-tolerant to violence attitude, is designated with (T) =True or (F) = False, next to the statement

**Table 24b.** Percentage of students that responded “true” or “false” in statements related to the explanation for not breaking up a violent relationship, by time (pre- vs. post-Workshop) and students’ sex (Q12a+b-pre N<sub>boys</sub>=184, N<sub>girls</sub>=116, Q12a+b-post, N<sub>boys</sub>=106, N<sub>girls</sub>=113)

		Time	Boys		Girls		Total	
			True	False	True	False	True	False
a. To not break up with HIM	despite that he insults her constantly, it means that she likes it (F*)	Pre	12.0	88.0	11.3	88.7	11,65	88,35
		Post	11.3	88.7	3.5	96.5	7,4	92,6
	despite that he controls her every move, it means that she likes that (F)	Pre	16.9	83.1	16.5	83.5	16,7	83,3
		Post	10.3	87.9	4.4	95.6	7,35	91,75
	despite that he hits her, it means that she likes that (F)	Pre	8,2	91,8	6.1	93.9	7,15	92,85
		Post	11.2	88.8	2.7	97.3	6,95	93,05
b. To not break up with HER	despite that she insults him constantly, it means that he likes it (F)	Pre	14.1	85.9	10.5	89.5	12,3	87,7
		Post	14.2	85.8	7.1	92.9	10,65	89,35
	despite that she controls his every move, it means that he likes that (F)	Pre	18.5	81.5	17.7	82,3	18,1	81,9
		Post	9.04	90.6	1.8	98.3	5,42	94,45
	despite that she hits him, it means that he likes that (F)	Pre	13.0	87.0	19.5	80.5	16,25	83,75
		Post	24.5	75.5	18.6	81.4	21.55	78.45

\* The desired answer, indicating an attitude that is victim non-blaming, is designated with (T) =True or (F) = False, next to the statement

### Modification of adolescents’ knowledge

► **Knowledge on types of IPV.** In regards to the types of IPV, adolescents were asked to assess if each of the 10 behaviors that are illustrated in Table 25a is a type of violence (*true*) or not (*false*); each item was assessed twice, once when the behavior described was conducted by a male towards his female partner (Table 25a) and once when the same behavior was conducted by a female towards her male partner (Table 25b).

The comparison between ratings given in pre- and post-measurement indicate that after the workshop, more students identify better 8 out of 10 behaviors (when conducted by male or female). The statements that didn’t improved for both boys and girls were “*he/she doesn’t want to take her with him every time he goes out with his friends*” and “*he/she gets angry when she is late for a date*”. Beyond this, a significant regression has been observed in girls for the

statement “he threatens to physically hurt her” which stands out especially due to the improvement observed in the identification of the rest of violent behaviors.

**Table 25a.** Percentage of students who consider 10 behavior conducted by a male towards a female partner as being violence (“true”) or not (“false”), by time (pre- vs. post-Workshop) and students’ sex (Q9a-pre N<sub>boys</sub>=189 N<sub>girls</sub>=116, Q9a-post, N<sub>boys</sub>=107, N<sub>girls</sub>=116)

It is a <b>type of violence</b> when, in a relationship, <b>HE</b> :	Time	Boys		Girls		Total	
		True	False	True	False	True	False
continually yells at her ( <b>T*</b> )	Pre	58.0	42.0	75.9	24.1	66,95	33,05
	Post	82.2	17.8	88.6	11.4	85,4	14,6
doesn't want to take her with him every time he goes out with his friends ( <b>F*</b> )	Pre	35.6	64.4	40.2	59.8	37,9	62,1
	Post	43.4	56.6	40.9	59.1	42,15	57,85
tells her that if she ever leaves him, he would die without her ( <b>T</b> )	Pre	33.5	66.5	49.6	50.4	41,55	58,45
	Post	59.8	40.2	66.1	33.9	62,95	37,05
calls her names and puts her down ( <b>T</b> )	Pre	73.4	26.6	87.1	12.9	80,25	19,75
	Post	86.9	13.1	93.9	6.1	90,4	9,6
gets angry when she is late for a date ( <b>F</b> )	Pre	40.6	59.4	46.0	54.0	43,3	56,7
	Post	53.3	46.7	51.3	48.7	52,3	47,7
accompanies her everywhere and always, wherever she goes ( <b>T</b> )	Pre	49.7	50.3	62.3	37.7	56	44
	Post	74.5	25.5	76.3	23.7	75,4	24,6
wants, when they go out, to share the cost fifty-fifty ( <b>F</b> )	Pre	16.4	83.6	8.6	91.4	12,5	87,5
	Post	16.8	83.2	13.9	86.1	15,35	84,65
tells her which people she can and can't see ( <b>T</b> )	Pre	67.9	32.1	77.6	22.4	72,75	27,25
	Post	77.6	22.4	88.7	11.3	83,15	16,85
tells her what she should and shouldn't wear ( <b>T</b> )	Pre	62.4	37.5	75.4	24.6	68,9	31,05
	Post	80.4	19.6	85.1	14.9	82,75	17,25
threatens to physically hurt her ( <b>T</b> )	Pre	72.5	27.5	90.5	9.5	81,5	18,5
	Post	82.1	17.9	38.3	61.7	60,2	39,8

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

**Table 25b.** Percentage of students who consider 10 behavior conducted by a female towards a male partner as being violence (“true”) or not (“false”), by time (pre- vs. post-Workshop) and students’ sex (Q9b-pre N<sub>boys</sub>=189, N<sub>girls</sub>=116, Q9b-post, N<sub>boys</sub>=107, N<sub>girls</sub>=115)

It is a <b>type of violence</b> when, in a relationship, <b>SHE</b> :	Time	Boys		Girls		Total	
		True	False	True	False	True	False
continually yells at him ( <b>T*</b> )	Pre	58.0	42.0	62.5	37.5	60,25	39,75
	Post	80.4	19.6	85.1	14.9	82,75	17,25
doesn't want to take him with her every time she goes out with her friends ( <b>F*</b> )	Pre	35.6	64.4	33.6	66.4	34,6	65,4
	Post	40.4	59.6	38.3	61.7	39,35	60,65
tells him that if he ever leaves her, she would die without him ( <b>T</b> )	Pre	33.5	66.5	38.6	61.4	36,05	63,95
	Post	60.7	39.3	66.4	33.6	63,55	36,45
calls him names and puts him down ( <b>T</b> )	Pre	73.4	26.6	77.4	22.6	75,4	24,6
	Post	85.0	15.0	90.4	9.6	87,7	12,3
gets angry when he is late for a date ( <b>F</b> )	Pre	40.6	59.4	33.9	66.1	37,25	62,75
	Post	52.3	47.7	49.6	50.4	50,95	49,05

accompanies him everywhere and always, wherever he goes (T)	Pre	49.7	50.3	53.9	46.1	51,8	48,2
	Post	65.7	34.3	69.3	30.7	67,5	32,5
wants, when they go out, to share the cost fifty-fifty (F)	Pre	16.4	83.6	11.3	88.7	13,85	86,15
	Post	21.9	78.1	16.5	83.5	19,2	80,8
tells him which people he can and can't see (T)	Pre	67.9	32.1	69.8	30.2	68,85	31,15
	Post	76.6	23.4	89.5	10.5	83,05	16,95
tells him what he should and shouldn't wear (T)	Pre	62.4	37.6	66.4	33.6	64,4	35,6
	Post	81.9	18.1	87	13	84,45	15,55
threatens to physically hurt him (T)	Pre	72.5	27.5	83.6	16.4	78,05	21,95
	Post	82.9	17.1	89.6	10.4	86,25	13,75

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

- General knowledge about IPV.** In regards to their general knowledge about IPV, adolescents were asked to assess a series of statements including the most common myths about IPV; students' task was to assess whether each of the 19 statements related to violence and abuse included in Table 26 is *true* or *false*.

Comparison between pre- and post-measurement show progress of all students towards overcoming myths about IPV, but a the improvements in girls were much more significant as girls improved in all statements whil boys improved in 13 out of 19 statements. The most significant improvements for boys were related to the following myths: "*Jealousy is a sign of love*", and "*Violent people are people who can't control their anger*" while for girls were "*Jealousy is a sign of love*", "*A person is abused only when physical violence exists*" or "*You can understand if a person is violent or not, just by his/her appearance*".

**Table 26.** Percentage of students' answers (true vs. false) for issues related to intimate partner violence, by time (pre- vs. post-Workshop) and students' sex (Q13-pre N<sub>boys</sub>=183, N<sub>girls</sub>=116, Q13-post, N<sub>boys</sub>=105, N<sub>girls</sub>=115)

For each of the following statements, indicate what <b>IN YOUR OPINION</b> is "True" or "False":	Time	Boys		Girls		Total	
		True	False	True	False	True	False
Violence in a relationship exists only among people who are poor (F*)	Pre	4.9	94	2.6	96.6	3,75	95,3
	Post	5.7	94.3	17	98.3	11,35	96,3
Violence in a relationship exists only among uneducated people (F)	Pre	4.9	94	4.3	95.7	4,6	94,85
	Post	6.7	93.3	17	98.3	11,85	95,8
Victims of violent relationships are mostly women (T*)	Pre	78.7	21.3	85.2	14.8	81,95	18,05
	Post	73.8	26.2	87	13	80,4	19,6
A person is abused only when physical violence exists (F)	Pre	18.1	81.9	13	87	15,55	84,45
	Post	13.6	86.4	5.3	94.7	9,45	90,55
Destroying personal possessions and property is not a form of violence (F)	Pre	27.9	72.1	15.7	84.3	21,8	78,2
	Post	18.3	81.7	6.1	93.9	12,2	87,8
Violent people are people who can't control their anger (F)	Pre	70.3	29.7	79.6	20.4	74,95	25,05
	Post	40	60	45.1	54.9	42,55	57,45
If she didn't provoke him, he wouldn't	Pre	15.4	84.6	14.7	85.3	15,05	84,95



abuse her (F)	Post	17.1	82.9	6.1	93.9	11,6	88,4
You can understand if a person is violent or not, just by his/her appearance (F)	Pre	15.3	84.7	17.5	82.5	16,4	83,6
	Post	24	76	3.5	96.5	13,75	86,25
Jealousy is a sign of love (F)	Pre	50.3	49.7	47.3	52.7	48,8	51,2
	Post	29.4	70.6	20.0	80.0	24,7	75,3
Girls are never physically violent with their partners (F)	Pre	23.9	76.1	23.2	76.8	23,55	76,45
	Post	25.7	74.3	11.4	88.6	18,55	81,45
When a boy caresses a girl and she says "no", often it means "yes" (F)	Pre	29.6	70.4	32.7	67.3	31,15	68,85
	Post	23.1	76.9	13.2	86.8	18,15	81,85
When a person is being abused in his/her intimate relationship, it is easy just to leave (F)	Pre	30.6	69.4	18.4	81.6	24,5	75,5
	Post	24	76	8	92	16	84
A person's violent behaviour can change if his/her partner loves him/her enough (F)	Pre	45	55	39.5	60.5	42,25	57,75
	Post	31.4	68.6	25.0	75.0	28,2	71,8
Men are violent by nature (F)	Pre	15.4	84.6	19	81	17,2	82,8
	Post	21.6	78.4	9.7	90.3	15,65	84,35
Women are violent by nature (F)	Pre	9.3	90.7	4.3	95.7	6,8	93,2
	Post	14.6	85.4	4.4	95.6	9,5	90,5
Most girls believe that they must "play hard to get" before consenting to have sex (F)	Pre	44	56	44.8	55.2	44,4	55,6
	Post	24.3	75.7	18.8	81.3	21,55	78,5
Most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get" (F)	Pre	37	63	53.4	46.6	45,2	54,8
	Post	23.5	76.5	37.7	62.3	30,6	69,4
Substance abuse is the cause of violence in a relationship (F)	Pre	36.3	63.7	41.2	58.8	38,75	61,25
	Post	32	68	26.8	73.2	29,4	70,6
Most abused people believe that what is happening to them is their fault (T)	Pre	60.8	39.2	74.1	25.9	67,45	32,55
	Post	70.9	29.1	76.5	23.5	73,7	26,3

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

### B.3.3. Adolescents' Subjective Evaluation

Adolescents were asked to evaluate several aspects of the workshop via a series of questions included in the W(post) questionnaire. More specifically, they had to rate:

- their **personal satisfaction** (Q1.1-post, as presented in Table 27) with the workshop as well as the extent of their **expectations'** fulfilment and the **benefits** they gained from the workshop (Q1.3-post, as presented in Table 28).  
Personal satisfaction was also measured indirectly (Table 29), by asking students to rate the probability to participate again in a similar workshop in the future (Q5.1-post) or to recommend to a friend of theirs (Q5.4-post) to participate in a workshop like this, as well as via three open-ended questions (Q2-post) asking adolescents to indicate **what they liked most** and **what they did not like** in the workshop that they participated in, and **topics** that they would like to have discussed, but were not discussed in the workshop.
- their **self-perceived usefulness** of the workshop (Q1.2-post) for themselves and others (see Table 31) and the **knowledge** (Q3 and Q4-post) they consider they obtain during the workshop (see Tables 32 and 33)



- c. the **appropriateness** of implementing the Workshops in the **school setting** (Q5.2-post) and **by their teachers** (Q5.3-post), as well as the **adequacy of the teacher** (Q1.4-post) who implemented their workshop (see Tables 34 and 35)

### *Personal satisfaction with the Workshop*

Adolescents' mean satisfaction ratings with the Workshops in Spain, as illustrated in Table 27, indicate a fairly high satisfaction (6.1 to 8.4). Girls reported higher levels of satisfaction (7.71-8.4) compared to boys (6.1-7.42).

The lowest scores were obtained for the handouts given (6.82) and the worksheets used (6.84) while the highest scores were obtained for the adequacy of the teacher that conducted the workshop (7.96), the topics discussed (7.55), the activities used (7.53) and their personal participation in the workshop (7.49).

**Table 27.** Mean ratings of adolescents' satisfaction (0=not at all, 10=absolutely) with the Workshop, by students' sex (Q1.1-post, N<sub>boys</sub>=118, N<sub>girls</sub>=115)

How satisfied you were with:	Sex		Total
	Boys	Girls	
the workshop, overall?	6.84	7.78	7,31
the topics discussed?	7.05	8.04	7,55
the activities used?	7.08	7.97	7,53
the worksheets that you used?	6.35	7.33	6,84
the handouts that you were given?	6.1	7.34	6,82
the way that the workshop was conducted?	6.92	7.71	7,32
the way that the workshop was organized?	6.98	7.74	7,36
the adequacy of the teacher that conducted the workshop?	7.42	8.40	7,96
your personal participation in the workshop?	6.94	8.04	7,49

To confirm the previous mean ratings on students' satisfaction another question was included on their expectations' fulfilment and benefit gained (Table 28) and was reported as fairly high (6.82% for all dimensions). The lowest mean rating for both boys and girls was for "the discussed topics concern in your everyday life" (5.58) and the highest for "you liked the activities you participated in" (7.07). Girls assessed higher the usefulness of the workshop in all dimensions, compared to their male classmates.

**Table 28.** Adolescents' mean ratings (0=not at all, 10=absolutely) of their expectations' fulfilment, workshops' appropriateness, activities, and benefit gained from the Workshops, by students' sex (Q1.3-post, N<sub>boys</sub>=112, N<sub>girls</sub>=115)

In general, to what extend:	Sex		Total
	Boys	Girls	
the workshop met your expectations?	6.61	7.52	7,07
you liked the activities that you participated in?	6.83	7.79	7,31
the discussed topics concern you in your everyday life?	5.48	5.68	5,58
you benefited from the workshop?	6.68	7.34	7,01
you found the workshop as a pleasant surprise?	6.66	7.51	7,09

The **indirect measure** of students' satisfaction with the workshop (Q5.1+4-post) that was assessed via their responses to the questions: i) "**would you like to participate in another similar workshop in the future?**" and ii) **would you recommend to a friend of yours to participate in a workshop like this?**" was ...

More specifically, **78,5% of all students** (both boys and girls) replied that they **would or most probably would like to participate in another similar workshop in the future** and **82.6%** of all students replied that **they would or most probably would recommend to a friend of theirs to participate in a workshop like this** (see Table 29). The satisfaction with the workshop reported was again higher in girls' students: **89.3%** that would like to participate in a similar workshop in the future and **92.40%** that would recommend the workshop.

The indirect measurements of students' satisfaction show that students most probably had a higher satisfaction than the mean rating reported in direct measurement.

**Table 29.** Percentage of adolescents' answers in regards to the indirect measurements of their satisfaction with the workshop, by students' sex (Q5.1+4-post, N<sub>boys</sub>=96, N<sub>girls</sub>=94)

Please, tell us your opinion for the following:	Sex		Total
	Boys	Girls	
Would you like to participate in another similar workshop in the future?			
Certainly yes	17.7	43.6	30.5
Most probably yes	50	45.7	47.9
Most probably no	18.8	8.5	13.7
Certainly no	13.5	2.1	7.9
Would you recommend to a friend of yours to participate in a workshop like this?			
Certainly yes	32.3	50.5	41.3
Most probably yes	40.6	41.9	41.2
Most probably no	17.7	6.5	12.2
Certainly no	9.4	1.1	5.3

Both questions were accompanied by open-ended questions asking the adolescents to explain the reasons for their choices. Regarding their willingness to participate again in another similar workshop in the future, first of all it should be mentioned that 133 out of the 233 respondents completed the accompanied open-ended question that asked students to state the reasons for their choice.

The most frequent **reasons** that were mentioned **for** their participation in another similar workshop in the future were:

- ✓ I found it very productive and useful
- ✓ each day I learn more how to fight gender inequalities
- ✓ Absolutely yes, I don't want it to be over
- ✓ I love participating in the activities and the topics are very important to me
- ✓ I know it will help me

- ✓ I want to know more about these topics and improve on identifying and reacting when it happens
- ✓ I think it is really interesting
- ✓ I would like that everyone know about these topics
- ✓ it is a different way to improve in something that also hurts you
- ✓ this kind of workshops helps us to reflect and be aware about IPV and DV that women suffer and also boys
- ✓ we can give our opinion on what we believe and what it is not correct. And realize of many things we were not aware
- ✓ I can see it has helped me
- ✓ I like to know about these subjects.
- ✓ they are interesting and necessary for life
- ✓ helps you in live also for others that lives these situations
- ✓ it is very important to talk about it and I realize that now my opinion has changed and also some attitudes
- ✓ my knowledge improved to fight against inequality and because people in the future will not live with stereotypes....

The reasons that were mentioned **against** their participation in another similar workshop in the future were:

- ✓ I have listened about it so many times
- ✓ is not useful
- ✓ I am not interested
- ✓ I didn't expect it to be like this
- ✓ It has been good but I think they are also other things to learn

Regarding their willingness to recommend to a friend of theirs to participate in a workshop like this, 146 out of the 233 respondents completed the accompanied open-ended question that asked students to state the reasons for their choice. The reasons that were mentioned by the adolescents **for** and **against** recommending to a friend of theirs to participate in a workshop like this were the following. They would recommend to their friend(s) to participate because:

- ✓ it is very important and educative
- ✓ everybody must know these kind of things that are very important for life
- ✓ I have already talk to them about that and they would like to know more
- ✓ if I have loved it I am sure many others will do so, too
- ✓ it can help my friends with what they need
- ✓ it is important to learn new things
- ✓ they can learn a lot
- ✓ it is very interesting to share something like this with friends and schoolmates
- ✓ they already know that
- ✓ they can lose curricular lessons

- ✓ they have lack of values
- ✓ they never educate us on these topics and we need it
- ✓ I will recommend the workshop to as many friends and schoolmates as possible
- ✓ It is not the usual workshop

The reasons that were mentioned for not recommending to their friend(s) to participate were:

- ✓ it has been very boring
- ✓ it has not been a good experience for me
- ✓ they already know that
- ✓ It depends on the kind of person
- ✓ They must not be interested

Moreover, on the basis of adolescents' replies to the open-ended questions about "**What I liked most of all was...**" and "**Something that I didn't like was...**" it can be concluded that (see Table 30) **they liked most:** a) Everything (the rules, the activities...and the whole project), b) The activities c) That I had the chance to talk about it and share different opinions in group, d) Group and experiential activities, e) That all of us could participate and the teacher support us a lot.

What adolescents' **did not like** most, was a) Nothing I've loved everything, b) The workshop was too short I would have like to continue, c) Some non respectful attitudes and discussions of my classmates, d) Realizing of the scope of GBV, e) Some too energetic discussions.

**Table 30.** Responses of adolescents and number of respondents to the questions: "what I liked most of all was..." and "something that I didn't like was" (Q2a-post, N=132, Q2b-post, N=152 )

What I liked most of all was...	N	Something that I didn't like was...	N
Everything( the rules, activities....and the whole project)	20	Nothing. I've loved everything	49
The activities	17	The workshop was too short I would have like to continue	17
That I had the chance to talk about it and share different opinions in group	8	Some non respectful attitudes and discussions of my classmates	14
Group and experiential activities	8	Realizing of the scope of GBV	6
That all of us could participate without difference (boy/girl) and the teacher support us a lot	7	Some too energetic discussions	5
Improve the bond between each other and listen to each others opinions	6	That it only focusses on women and how it affect to them	4
Activity Continuum	5	Realizing on gender inequalities	4
I've learned very interesting things that I didn't know before	5	The questionnaires are very long	3
Talk about these topics and the problems that can occur in intimate relationships	4	The teacher	3
Lose curricular lessons	4	Time restrictions in some activities	3
Activity GenderBox	4	We have lost some curricular lessons	3
Activity about Media	3	Realizing about gender stereotypes	2
Don't do formal lessons	2	Distribution	2
Nothing	2	Some activities	2
Gender Stereotypes	2	Sometimes was very difficult to follow the rules	2

My workshop group	2	That the workshops was in curricular hours	2
The campaign	3	The experts intervention in the National Conference	2
The National conference	2	The lessons were too long	2
The 1st session of the workshop	2	The topic itself	2
Activity Step Forward	2	Doing the campaign creation outside the workshop days	1
Activity I would like to be a boy for...	2	Having to make a copy of the rules	1
Equality. The difference of sex and gender	2	Long implementation time	1
Identify other types of violence not only physical violence	2	Not doing any activity outside the school	1
It helps us to do an step forward and with our own experiences	2	Not having a break in 2hours	1
The organization	2	Remove the tables before each session	1
These subjects are very useful for the live	2	Some questions asked	1
The rules	1	Some rules	1
Activity What is being girl/boy	1	Sometimes it was boring	1
Scenarios	1	Sometimes the time was too short for the activities	1
Talk about sex	1	Talking about violence	1
How to relate in a healthy way	1	Talking in front of the other classmates	1
Knowing how to face some situations	1	Talking many days about gender roles	1
Our conclusions	1	That I had to miss one sessions because I was ill	1
That I don't think the way that I used to	1	That some people doesn't think about the children that lives in a family were there is GBV	1
That we have tried to solve real problems	1	The activities	1
The questionnaire	1	The activity about girls and boys	1
The teacher	1	The organization	1
We had the oppotunity to ask anything that was inside ourselves	1	The theoretical part	1
		The activities in group	1
		The writing activities	1
		There were no videos	1
		To explain what I do not like of being a girl	1
		Too much work	1
		We started the workshop later than the other classrooms	1

Regarding **topics that they would like to have discussed in the workshop but were not discussed**, 92 students (66.66% of respondents) replied to this open-ended question that all topics that they would like to discuss were covered and 46 students (33.33% of respondents) replied that they would like to have discussed:

#### High-school students:

- ✓ Abortion
- ✓ Conflicts between countries
- ✓ Friendship
- ✓ I would like to talk more about my emotions and fears
- ✓ More about leading with anger
- ✓ Violence against man
- ✓ More activities on different ways of manhood

- ✓ Other kind of relationships
- ✓ Racism
- ✓ Rapes
- ✓ Sex
- ✓ The distance relationships
- ✓ The general situations of inequality in other countries
- ✓ The neurological problems
- ✓ The vision of this violence from a third person

#### High-risk groups adolescents:

- ✓ Help my sister if she hasn't done the workshop
- ✓ More about How to be more gentle and supportive to myself and my mother
- ✓ More about how to be with perpetrators if you are obliged to do so by law
- ✓ How to explain in my school the situation
- ✓ How to improve being less violent when somebody attacks you

### *Self-perceived usefulness of the Workshop and knowledge obtained*

Adolescents' mean ratings of their **self-perceived usefulness** of the workshop for themselves and others in regards to the 4 aspects that are illustrated in Table 31 were fairly high total mean ratings ranged from 6.98 – 7.74. The students report that the highest usefulness of the workshop is when a women/girl they know is being abused in her relationship and the lowest usefulness is for their everyday life dimension. Girls reported a higher perception on workshops' usefulness in all dimensions (Min=7.45 Max=8.38)

**Table 31.** Adolescents' mean evaluation ratings (0=not at all, 10=absolutely) regarding self-perceived usefulness of the Workshops, by students' sex (Q1.2-post, N<sub>boys</sub>=113, N<sub>girls</sub>=115)

How USEFUL do you think that will be this workshop that you participated:	Sex		Total
	Boys	Girls	
to your everyday life, in general?	6.50	7.45	6,98
to your personal relationships?	6.75	7.94	7,35
in case where a woman/girl that you know is being abused in her relationship?	7.10	8.38	7,74
in case where a man/boy that you know is abusing his partner?	6.81	8.29	7,55

Adolescents were also asked to self-assess the **knowledge** that they obtained from their participation in the workshop in regards to Gender Inequality and Relationship Violence (Q3-post, Table 32) and to indicate on a scale from 0%-100% (Q4-post, Table 33) to what degree the workshop helped them to recognize if their relationship is healthy or unhealthy, violent or not, and to what degree it helped them to know what they should do if they themselves or someone else is being abused.

Regarding the topic of Gender Inequality, **57.2% of students** replied that they **learned many new things** (42.2%) **or everything that they needed to know** (15%), 33,2% replied that they learned at least one new thing and 9,6% replied that they didn't learn something new.

Regarding the topic of Relationship Violence, **59.6 % of students** replied that they **learned many things** (43.5%) **or everything that they needed to know** (16.1%), 29% replied that they learned at least one new thing and 11.3% replied that they didn't learn something new.

Overall we can conclude that the workshops were perceived as highly useful (over 89%) to acquire new knowledge on both topics (gender inequality and relationship violence).

**Table 32.** Percentage of adolescents' answers for self-assessed knowledge obtained from their participation in the Workshops in regards to Gender Inequality and Relationship Violence (Q3-post, N<sub>boys</sub>=95, N<sub>girls</sub>=91)

Did you learn anything that you did not already know, from your participation in this workshop?	Topic					
	Gender Inequality			Relationship Violence		
	Boys	Girls	Total	Boys	Girls	Total
I didn't learn something new	13.5	5.5	<b>9.6</b>	13,7	8.8	<b>11.3</b>
I learned at least one new thing	36.5	29.7	<b>33.2</b>	35,8	20	<b>29</b>
I learned many new things	39.6	45.1	<b>42.2</b>	35,8	51.6	<b>43.5</b>
I learned everything that I need to know	10.4	19.8	<b>15</b>	14.7	17.6	<b>16.1</b>

The total mean ratings (Table 33) regarding the degree (from 0% to 100%) to which the workshop helped adolescents to:

- recognize if their relationship is healthy or not
- recognize if a relationship is violent or not
- know what they should do if they themselves or someone they love is being abused.

ranged from 61,02 (*SD* = 28,47) to 72,77 (*SD* = 23,93).

The highest ratings for both girls and boys were on the dimension "*recognize if my relationship is healthy or not*" followed by the dimension "*know what I should do if I or someone I love is being abused*". Overall 65.85% of adolescents perceived that the workshop has built their capacity to be able to identify and handle healthy/unhealthy relationships, IPV and DV.

**Table 33.** Adolescents' mean value of self-assessed degree (scale 0% - 100%) of workshops' influence on them, by students' sex (Q4-post, N<sub>boys</sub>=93, N<sub>girls</sub>=87)

The workshop helped me to:	Sex		Total
	Boys	Girls	
recognize if my relationship is healthy or not	60.26	67.52	<b>63.77</b>
recognize if a relationship is violent or not	57.25	65.05	<b>61.02</b>
know what I should do if I or someone I love is being abused	68.81	76.81	<b>72.77</b>



### *Adolescents' opinion about the implementation of the Workshops by their teachers in the school setting*

Within the questions that aimed to measure indirectly (Q5-post) the adolescents' satisfaction with the workshops were also included two questions aiming to gather information about adolescents' opinions for the appropriateness of school setting (Q5.2-post) for the implementation of the Workshop and their teachers to act as implementers (Q5.3-post). Of the students, **91%** believes that these kinds of workshops should be or most probably should be carried out in the school setting, and **75,6%** of them believe that these kinds of workshops should be or most probably should be conducted by the teachers.

**Table 34** Percentage of adolescents' answers in regards to the appropriateness of implementing the Workshops in the school setting and of teachers as implementers, by students' sex (Q5.2+3-post), N<sub>boys</sub>=96, N<sub>girls</sub>=94)

Please, tell us your opinion for the following:	Sex		Total
	Boys	Girls	
<b>Do you thing that such kind of workshops should be carried out at the school setting?</b>			
Certainly yes	46.9	71.3	<b>58.9</b>
Most probably yes	40.6	23.4	<b>32.1</b>
Most probably no	9.4	3.2	<b>6.3</b>
Certainly no	3.1	2.1	<b>2.6</b>
<b>Do you thing that such kind of workshops should be conducted by teachers?</b>			
Certainly yes	30.8	31.2	<b>31</b>
Most probably yes	44	45.2	<b>44.6</b>
Most probably no	20.9	20.4	<b>20.7</b>
Certainly no	4.4	31.2	<b>31</b>

The **reasons** that were mentioned by 138 students in favour of conducting these kinds of workshops in the school setting – via the open-ended question that accompanied both of the aforementioned questions – were:

- ✓ it is also very important to start as soon as possible, even in kindergarten
- ✓ at our age we begin relating in an intimate way and this workshop helps us not to have wrong ideas about love
- ✓ at school there is more children
- ✓ at school there is violence and many boys/girls have violence at home and it can help
- ✓ adolescents spend many hours there
- ✓ children have to be prepared to know if their future relations are healthy or unhealthy
- ✓ girls and boys do not know nothing about this
- ✓ it can happen to anyone
- ✓ it can help people
- ✓ it has a great impact at school

- ✓ it is at that age that we are developing and can define which kind of person you will be in the future
- ✓ it is core for education
- ✓ it will be useful for all
- ✓ sometimes we don't do interesting things for us and they don't let us participate or give our opinion
- ✓ there are girls suffering IPV/DV that are in silence and with this project they will speak and ask for help
- ✓ to educate in a proper way and reduce in the future the impact of GBV

17 students mentioned reasons **against** conducting the workshops in the school setting which were:

- ✓ it is needed but I might prefer to do it in smaller group I don't want everyone to know my life
- ✓ it's not anymore necessary
- ✓ outside the school we will have more time

The reasons that were mentioned by 99 students **in favour of** having teachers conduct these kinds of workshops were:

- ✓ is the person that knows us better and we feel more confident with them.
- ✓ they are the responsables to implement this kind of projects with students.
- ✓ they have a good professional experience.
- ✓ they have more bond with us.
- ✓ only if they are well trained.
- ✓ it is important that teachers can help in these situations.
- ✓ to achieve a good relationship with the students.
- ✓ with the teacher is more motivating.

The reasons mentioned by 45 students **against** conducting such workshops by the teachers were:

- ✓ not all of them have experience or are trained on these topics.
- ✓ they are not specialized on these topics.
- ✓ they teach contents but no how to live life in a good way.
- ✓ I don't feel confident with them.
- ✓ I think it will be more suitable if external professionals facilitate the workshop.

Last but not least, when students asked to evaluate the Workshop's implementer, their mean ratings ranged from 7.10 – 8.52 in the three different dimensions that are illustrated in Table 35.

**Table 35.** Adolescents' mean evaluation ratings (0=not at all, 10=absolutely) for the adequacy of their teacher, as Workshop's Implementer, by students' sex (Q1.4-post, N<sub>boys</sub>=112, N<sub>girls</sub>=117)

To what extend do you think that the teacher who facilitated the workshop:	Sex		Total
	Boys	Girls	
was well prepared	7.82	8.52	8,17
distributed the time well	7.10	7.94	7,52
answered your questions adequately	7.56	8.42	7,99

#### **B.4. Teachers' evaluation results**

On the basis of the information provide via C2 Reporting Forms that each implementer completed after each session with her/his group it was monitored and we can conclude that workshop's implementation was completed according to the initial plans without major divergence.

In some cases (2 out of 10) monitoring and communication was not as fluent as expected and it was needed a major effort in follow-up via phone communications to have the C2 forms on time in order to monitor and give advice.

C2 forms were the tool that also teachers used to comment on their concerns and feelings during the implementation and it was highly useful to support them and ensure a successful implementation.

Some of the aspects that were solved and or correct through C2 forms were:

- Doubts on activities conduction and pre-/post-questionnaire completion.
- Situations aroused with students during the workshop implementation (IPV/DV cases disclosure, conflictive behavior of some students,...)
- Some of their comments during implementation through C2 forms were:
- They were very amazed of the high participation and motivation of the adolescents that initially concerned them a lot.
- They indentify a highly gender stereotypical and sexist responses and attitudes. This identification made them reflect on the grade of the need of prevention in the educational field that initially in their opinion was lower as they thought these perceptions and attitudes may be from the past but not in their students.
- The Rules that are set at the beginning of the workshop were one of the activities that had to be more clarified and reminded of its importance as some of the teachers commented that they were thinking of not having the rules placed in the classroom because there were already rules setted in their school. After reminding and commenting they didn't change that and afterwards they assessed that the Rules were an essential frame that had helped them to solve any conflictive situation by making students responsible of the rules they have set by themselves
- They were amazed on how adolescents assess very positively to opportunity to participate, respect each others opinion, the experiential method and learn on these topics.

In addition, all implementers were asked at the end of their Workshop to complete a Reporting Form (C3) in order to report the overall results of the entire workshop that s/he conducted and to evaluate her/his workshop as a whole. The results of 10 implementers (8 teachers and 2 high risk groups professionals) who had conducted 18 Workshops are presented in this Chapter.

### **B.4.1. Facilitators and barriers**

Implementers were asked to record in their C3 Reporting Forms facilitators and barriers faced during the implementation of the workshops.

#### ***Barriers***

Barriers were reported in 8 out of the 10 C3 reporting forms received from the implementers, while in the remaining 2 reporting forms teachers reported that they did not face any barriers.

The barriers mentioned by the teachers were related to:

- The time we had to conduct the workshop and finish the mandatory curricular contents (N=5)
- Sometimes it is not easy that students answer truthfully, they say what is expected from they to say.(N=1)
- Some difficulties of understanding in few questions in the questionnaires by students who have recently arrived in Spain and don't know very well the language (N=1)
- Conflictive attitudes of some students (N=1)

It was identified that some of the barriers that were declared in Teachers Training Seminar post-questionnaire were not met during implementation. For example, it was declared the concern of not having the school principal or team support, and afterwards this was not a barrier for this teachers even there have been a couple of high schools that have decided to include the workshop in the curriculum of their Tutorial Action Plan (Pla d'Acció Tutorial a l'ESO i Batxillerat) for the school year 2016-17, after assessing in their team the results of the "Building Healthy Intimate Relationships" during implementation in the project's frame.

#### ***Facilitating factors***

Facilitating factors were reported in 10 out of the 10 C3 reporting forms received from the implementers, and were related to:

- The support of the PUCVG team responsible for the follow-up of the implementations (N=8)
- The previous Teachers Training Seminar (N=8)
- The material and the method (N=9)
- Having a good knowledge of your classroom group. (N=3)
- A reduced group of 12 students facilitated the workshop conduction. I think that in an usual group (30 students) it would not be that efficient and the conduction of the activities would not be that deep (N=1)
- The school direction support: having the chance to implement the workshop inside the school curricula and the support of another (untrained teacher) as co-facilitator (N=1)

#### B.4.2. Satisfaction with the Workshop and self-assessed adequacy as implementers

Implementers were asked in their C3 Reporting Form to assess, by rating on an 11-point scale (0=not at all ... 10=absolutely) various aspects related to a) their satisfaction with the workshop, b) their adequacy as facilitators and c) their students' satisfaction with the Workshop (from their own point of view).

As it is illustrated in Table 36 the teachers' mean ratings in regards to all the aforementioned dimensions, were

- In regards to their satisfaction with the workshops the lowest mean rating was given to 8 and the highest mean rating to 10
- In regards to their adequacy as facilitators of the workshops their lowest mean rating was given to 7 and the highest mean rating to 8
- In regards to their students' reactions to the workshops their lowest mean rating was given to 7 and the highest mean rating to 9

**Table 36.** Mean ratings (0 = not at all ... 10 = absolutely) of implementers in regards to their satisfaction with the Workshops, their adequacy as facilitators and their students' satisfaction with the Workshops (N=10)

<b>On a scale of 0 to 10 (0 = not at all ... 10 = absolutely), please rate:</b>	
<b>1. How satisfied are you with:</b>	<b>M</b>
the overall implementation of the "GEAR against IPV" Workshop?	8,71
your students' participation in the Workshop?	7,28
yourself as a facilitator of the Workshop?	7,71
the way you organised the Workshop?	7,42
the way you conducted the Workshop?	7,57
the topics addressed?	8,85
the total duration of the Workshop?	4,42
the outcomes of the Workshop?	8,42
<b>2. How well did you facilitate the workshop for the following aspects:</b>	
I was well prepared	8,42
I distributed the time well	6,42
I was able to hold the group's attention	7,57
I answered questions capably	7,57
I was able to motivate active participation	7,28
I was able to appropriately identify the group's needs	7,14
I appropriately responded to the group's needs	6,85
<b>3. Your students reactions to the Workshop:</b>	
they liked the activities	8
they faced the topics addressed seriously	7,14
the topics addressed concern them in their everyday life	8,71
they considered the topics addressed useful for their everyday life	8,42
they benefited from the Workshop	8,71
they found the Workshop to be a pleasant surprise	8,57
their relationships with me improved	6,85
their relationships among them improved	6,85
they devoted their free time to some activities	4,85

The minimum mean ratings of teachers satisfaction was for the dimension “total duration of the workshop” (4.42) as the workshops had to be conducted in the last 4 month of the school year 2015-16 and the 10 hours of workshop were fairly workoverloading for some of them. Highest satisfaction rating means were for:

- The topics addressed
- The overall implementation of the “GEAR against IPV” Workshop.
- The students’ benefits from the workshop.
- The students’ consideration of usefulness of the topics in their everyday life.
- Being well prepared.

### **B.4.3. Benefits for teachers, students and the school**

Implementers were asked to record in their C3 reporting form the benefits that –according to their point of view- they themselves, students and their school gained from their participation in the “GEAR against IPV” Workshops’ implementation. The teachers’ answers are summarized below.

#### ***Students’ benefits***

According to the teachers’ point of view the benefits that students gained from their participation in the workshops were multiple. More specifically, they stated that the students:

- Students are very interested in the topics and highly participative in the activities. They are reflecting in a level that would not have been possible without the conduction of the workshop’ activities.( N=8)
- Being aware of many inequalities that before the workshop they were not able to identify because they are absolutely normalized in society (N=5)
- It has been very useful to put their attitudes, roles and relationships “in front of a mirror” and analyse to what extent they are free or societally determined (N=2)
- They had benefits in each session: it is an active learning that helps them evolve personally, develop non-tolerant attitudes to violence and a critical approach of society as they realized that gender stereotypes limited them as persons (N=4)
- They really have learned what it is healthy/unhealthy in a relationship and have changed many ideas around romantic love (N= 8)
- The capacities they have built to identify and help in case of suffering/knowing of a friend suffering IPV or DV(N= 8)
- A change in the myths/beliefs that initially they had: that relationships don’t have to be emotionally dependant and that GBV is not a private issue (N= 6)
- Girls felt more recognized in the group and the whole group widened their point of view (N=1)

### *Teachers' benefits*

According to teachers' answers in their reporting forms, they mentioned that apart from the benefits that students gained, they themselves also benefited from their involvement in the workshops' implementation in regards to the following aspects:

- I've realized on how a different spacial disposition of the classroom and the method have a very positive impact in the students. Specially the students that are not motivated in other lessons or conflictive have participated actively, contributing with ideas and proposals. (N=8)
- I've learned from the workshop' conduction and from my students. Their ideas and their discussions were surprising. I didn't expect something like that (N=4)
- A personal and professional enrichment. It has improved the bonding with my students (N=9)
- Being more aware on how my students think and their potential for changing attitudes that sometimes adults think that are already overcome (N=3)
- Developing activities with a different method in the classroom provides experience and security as a teacher and above confirms the need to include other teaching methods to approach a more holistic education of adolescents (N= 5)
- Observing how students were involved with their learning process was highly rewarding (N= 3)
- Getting to know a tool and a method to work gender inequalities with adolescents. Having the opportunity to work in a very active and participative way (N=5)
- See that the project has had a very positive results (N=2)

### *Benefits for the schools*

The benefits for the schools that were mentioned by the implementers were:

- The success of the workshops among students has made the school reflect on the importance of continuing to work the topic in the school so that other students can take part (N=3)
- Students shared their experience in the workshop with students of other grades in school. The school direction and team has given support to the implementation and now the awareness campaign. From the begining the information about the school participation in the project was in the school website, showing families and other website' visitors that we were implementing the GEAR against IPV project. (N=1)
- The students will extend their new vision on gender throughout their schooling and outside the school (N=8)
- The high school is now more known thanks to the project promotion by PUCVG and European dissemination in the project' website (N=3)



#### **B.4.4. Teachers' suggestions for modifications and lessons learned**

Implementers were asked to record in their C2 and C3 Reporting Forms a) “useful advice” to their colleagues who intend to implement the workshops in their classroom (C3 Reporting Form – Q.8), and b) any suggested modifications for the improvement of activities or the process of the workshop’s implementation, based on their experience (C2 Reporting Form – Q. 14).

##### ***Teachers' Advices to Future Implementers***

On the basis of their experience, the implementers recorded “useful advice” to their colleagues who plan to implement the “GEAR against IPV” workshop in their classrooms. More specifically, they advised future implementers of the workshops:

- Conduct the workshops in groups of less than 20 students.
- Time is needed to implement the workshop properly as all the modules are important and have to be developed in a concrete sequence: a minimum period of three months program (10-12 teaching hours) shall be the best but it could be even better as an annual program inside the school.
- We should not be discouraged by some of the responses and reactions of the students. On the contrary, it should serve to take the project more strongly and fight each session to change the current values and gender roles.
- It is better if 2 professionals implement the workshop, namely one facilitator and one co-facilitator.
- Conducting the workshop in the first hour in the morning is a good moment as students are more concentrated and open.
- Try to find a non-ordinary classroom, namely the school auditorium or others, it is important that they have enough space to develop the activities.
- Classroom tables in a special disposition like in “U” figure' disposition
- The participative aspect is very important: students have assessed very positively to have the opportunity to share their opinion and listen others opinion. Discussions are very enriching for them although an important task of moderation shall be done.
- Prepare the workshop program and materials in advance and following the process indicated in Booklet III. That will give time afterwards for some unexpected issues or even to give more time to discussions and activities.
- Don't forget to set the Rules before the onset of the workshop activities as indicated in Booklet III. It is very important for a smooth implementation in the classroom.

### ***Suggested Modifications for the Improvement of the Activities or the Process of the Workshops***

According to the implementers' point of view the following suggestions were provided:

- The information asked for questionnaire' coding may create some completion difficulties. For example: A boy or girl that doesn't have or doesn't know his/her father can not include the 3<sup>rd</sup> letter of his/her father. Also for the phone numbers as they may not have phone and therefore they can not include that numbers in the code. It shall be an alternative way to create the codes to avoid these situations
- Activity 2.1.8 has too many professions and it is quite long the vote counting when everybody has to raise hands for each 56 professions/activities and 3 options (man,woman,both). It could be good to reduce the number of professions/activities.
- Activity 2.1.11 "Gender Box": I propose to change the line around the girl and the boy figure for prison. I see it more visually, understandable and impacting.
- Activity 2.2.4: it is better not choosing many situations this way the learning is deeper and there is more time for the discussion.

Last but not least, when they were asked **if they plan to continue implementing the workshops in the future** the 50% (N=5) responded "yes", the 30% (N= 3) responded "most probably yes" while the 20% (N=2) responded "most probably not" and none responded "most probably not" and "no" respectively. Their reasons for a future implementation were:

- I think it is very necessary and useful. They learn much beyond the specific contents of the workshop. (N = 4)
- The school direction has considered necessary to include the workshop into Secondary Education Tutorial Action Plan (N=2)
- The workshop should be included in school curriculum because it is very necessary for adolescents, it motivates them and they have the need to talk about it. (N=5)
- It is a workshop that has great results and many benefits for the students, the teachers and the school (N=3)

And the reasons for the teachers that were not sure of implementing in the future (2 out of 10 "most probably not"):

- It depends on the group.
- The fact that it is not within the curricular contents involves not having much time to implement but probably a good organization can be incorporated. If the organization is possible, I think that should be a priority in all our work even it is not easy to include it for the reason I've mentioned

## C. Lessons Learned & Suggestions for Improvements

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During 5 month of workshops' implementation process there were many experiences that brought multiple learnings not only to the teachers/professionals and students/adolescents at risk, but also to the staff responsible for the execution and monitoring this core activity of the GEAR against IPV II project in Spain.

An important learning was linked to the delay of the workshops' implementation. The reason for this delay was the need to organize two Training Seminars instead of one as there was a lower participation than expected and only one teacher implementer. Therefore a 2nd Teachers Training Seminar was organized but the workshop implementation process was delayed 3 months (for 11 of the 14 implementations) and when the major workshops' implementation started there was a short period (4 months) until the ending of the school year. Teachers at the end of the school year have more workload. It is important to **anticipate that and try to avoid coincidence of the implementation at the end of the school year** to ensure a more comfortable participation of teachers. In any case **it is suggested to implement the workshop during at least 6 months to 1 year to consolidate learnings and facilitate the workshop inclusion in the school curricula** as a specific project of each high-school.

Comparing both processes (1st and 2nd Teacher's Training Seminar) there was also observed the criteria and selection process is essential to ensure and afterwards wide and smooth implementation and that can be observed in the rate of motivated teachers and committed implementers from one to the other seminar. It is important to clarify that the same criteria was introduced in both seminars but at the 1st Seminar attended some teachers not teaching in the current year (they were waiting to be assigned in one school), the 2nd Seminar received an official certification and the staff gained experienced from one to the other seminar was reflected in the selection process and therefore in a higher percentage of teachers implementers. **The selection of teachers for the Teachers Training Seminar and the implementers is also very important for the future implementation.**

An accurate process in all phases (preparation of the activities material, workshop programming, implementation follow-up, pre-/post-evaluation,...) is a success factor for implementation and **therefore teachers must have detailed information before, during and after implementation to ensure sustainability.**

The reporting tools provided in Booklet III annexes are essential for a successful implementation as they ensure the detection of misunderstanding on the material/process, anticipate potential risks and allow a fluent communication with implementers. In that sense it is very important to complete each form in the time and form indicated without delays that may cause the lost of important information. **Reporting forms** and specifically C2 form **can be both a tool for monitoring and/or a teachers' self-assesment tool to improve each year their implementation from their own assesment and experiences** of each sessions of the workshop. It is suggested for the teachers that have easy access to internet to create an online form that will facilitate their completion and register.

The way in which the process of supervision is done is also really important. The workshops' supervision in Spain was done electronically (e-mail) and via telephone. It was then observed that sometimes is difficult to reach teachers at school because they are most of the time teaching and not in the office and specifically in some cases when some difficulties of communication are observed it is needed a visit to the school and a meeting with the implementer to solve any situation that may have arisen.

Finally because the workshop' results have an impact in the whole high-school community (teachers,students and direction team) it is suggested to involve the rest of the teachers to follow the same direction promoting attitudes and actions for gender equality from their own position, in order to improve the impact of the workshop.

## Conclusion

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The process of workshop implementation in Spain was successful and both teachers/professionals and students/adolescents had a satisfactory experience with important improvements on knowledge acquisition, attitude changing, building capacity and peer awareness.

The GEAR against IPV project includes an unvaluable ready to use material for workshops' implementation and for both teachers/professionals and the PUCVG staff with a wide, concise and detailed information. It is worth to mention the ready to use execution tools for organizations that may be interested in implementing GEAR against IPV project in their countries, as it is powerful an evidence based prevention tool that gives respond to the provisions of the Art.14 of the Istanbul Convention.

We would like also to highlight the involvement of the teachers and the professionals working with high risk groups because the time for workshops' implementation was fairly short and yet they made a great effort and had a personal interest to carry it out.

The students' motivation is also another aspect to highlight and that has allowed, among others, the creation of powerful peer' awareness raising campaigns that afterwards have been a also a tool for the schools to raise awareness among the students of other grades.

Other important results above the topics of the workshop (education for gender equality and prevention of intimate partner violence) has been the improvement of the bonding between teachers and students, the improvement of the classmates relationships, the development of attitudes of respect like respecting each others opinion, respecting the time for speaking or listening with attention.

We conclude with some contributions of teachers (dark blue speech bubbles), students (light blue speech bubbles) and high-risk groups adolescents (white speech bubbles):

I understand better the way I feel and I started feeling more confident to share with my mates in the group what I have lived.

Some students came after the session to ask for guidance or share with me personal issues and concerns

I've realized that being angry all the time doesn't help me to improve and achieve what I want.

I realize that we can propose ideas and create materials to change the situation and help other girls and boys of my age.

The implementation of these workshops at schools will help to improve our society.

I felt relieved of having the chance to explain without shame my experiences, ideas and concerns.

They learned, they evolved and acquired skills to build healthy relationships.

I never thought that there were gender stereotypes or gender inequalities. I thought it was normal that man should have more power than

The students showed a high interest and motivation in the subject. That couldn't have been possible without the approach and methodology of the activities.

I will recommend the workshops to my friends because it is of great help for us, sometimes we don't realize about the signs of violence or do not know how to face and react in front of it

I loved the activities and I would like to go on with the workshop because in schools there is a lot of IPV and DV among us

We need to learn about it, it is an important thing for life.

I've found that I can contribute to transform my personal situation and support other boys and girls that are living this situation, too.

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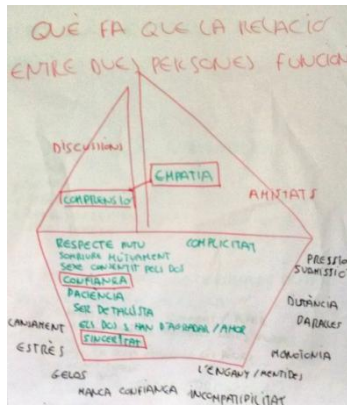
# Annexes

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# Annex 1

## Photos from workshop's implementation



ESTIC CONTENT DE SER NOI PERQUÈ...

- NO TINC LA REGIA
- SOC MÉS FORT
- NO PERDO EL CONTROL
- TINC MÉS LIBERTAT
- PUC FER MÉS COSES
- NO SOC SENSIBLE NI DÈBIL

ESTIC CONTENTA DE SER NOIA PERQUÈ...

- ESTIC MÉS ATESA PELS PARES, CONSENTIDOR / MHADES...
- FER COSES FEMENINES
- ANAR DE COMPRES
- SOC ÚNICA
- VALENTA / LUITEM PERSOES
- SOC + INTELLIGENT

M'AGRADARIA SER NOI PERQUÈ...

- PER TENIR HÉS LIBERTAT
- PER SER MÉS FORT
- PER SORTIR MÉS
- PODEN ESTUDIAR
- PER FER EL QUE VULL
- ELS PARES ELS DEIXEN FER
- PER SER MILLOR A FUTUR
- M'AGRADARIA SER NOIA PERQUÈ...

M'AGRADARIA SER NOIA PERQUÈ...

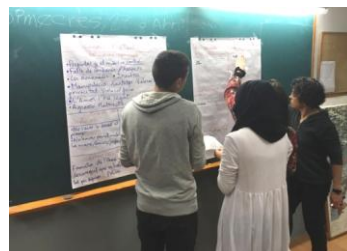
- SER MÉS MADUR
- SER MÉS INTELLIGENT
- PRENDRE DECISIONS SERURES
- NO M'AGRADARIA

professió	H	D	TOT
coinar	2	1	3
Jugar al futbol	2	1	3
donar classes a la universitat	4	1	5
construir la terra	4	1	5
tenir cura de les persones malaltes	5	0	5
exercir la judicatura	4	0	4
plutar un avió	7	0	7
vendre fruita	2	0	2
construir cases	2	0	2
conduir un taxi	2	0	2
fer reparacions	2	0	2
cosir	2	0	2
apagar incendis	2	0	2
exercir l'activitat	2	0	2
tenir cura de les criatures	2	0	2
ajudar els fills o filles amb els estudis	0	3	3
dirigir una empresa	0	3	3
Portar màquines/màquines	0	3	3
programar ordinadors	0	3	3
dirigir un Ministeri	0	3	3
rentar el cotxe	0	3	3
decidir que menjarà la família	0	3	3
vendre cotxes	7	0	7
netejar cases	2	0	2
escriure a màquina	1	1	2
tallar els cabells	1	1	2



NORMATIVA

- Estar atents/les
- Ser educat/da i respectuós/a
- Aixecar la mà per poder intervenir
- Respectar el torn de paraules
- Fer cas a les indicacions
- No cuitar



COM SE SENTEN L'ANNA I EN PAU?

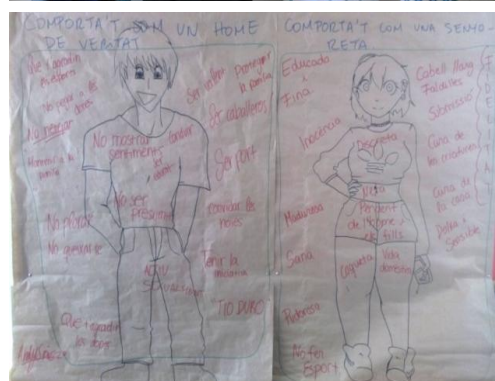
L'ANNA HAURIA DE PARLAR AHS AHS SOBRE EL QUE LI ESTÀ PASSANT?

QUINS MOTUS TÉ L'ANNA PER NO PARLAR AHS AHS SOBRE EL QUE LI PASSA?

QUINS MOTUS TÉ L'ANNA PER PARLAR SOBRE EL QUE LI PASSA?

QUÈ HAURIA DE FER L'ANNA?

QUÈ HAURIA DE FER EN PAU?





## Annex 2a

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### Adolescents' Invitation for the development of the campaign



## Invitació dirigida a expertes, per participar en una campanya en contra la Violència en les relacions afectives i sexuals entre adolescents

Estimada adolescent,

Com que participes en el taller "Construïm relacions íntimes sanes", ens agradaria informar-te d'una campanya de sensibilització enfocada a adolescents que serà duta a terme properament.

La campanya té com a objectiu informar i sensibilitzar a totes les adolescents d'Espanya sobre els temes que heu tractat durant el taller.

La majoria d'aquesta campanya es durà a terme per internet, tot i que no exclusivament.

La Plataforma unitària contra les violències de gènere serà responsable de les qüestions logístiques i de tots els detalls d'aquesta campanya. Tot i així, com qualsevol campanya ben representada, els seus missatges haurien de ser produïts per persones expertes en la matèria sobre la qual la campanya desitja intervenir.

Ja que cadascuna de vosaltres sou les més competents per parlar de relacions entre adolescents, **tenim el plaer i l'honor de convidar-vos**, com a expertes, a dissenyar i crear les obres creatives que seran utilitzades per a lliurar els missatges per a les vostres companyes: missatges sobre com construir relacions sanes, igualitàries, que estan basades en el respecte mutu i lliures de qualsevol tipus de violència, també com sobre què podem fer cadascuna de nosaltres per a resistir a qualsevol tipus de violència que ens trobarem al llarg de la vida.

### Tasques de les expertes

Estàs convidada a crear un o més missatges relacionats amb un o més dels temes que vas tractar durant el taller: "Construir Relacions Íntimes Igualitàries": igualtat de gènere, relacions sanes i igualitàries, violència a les relacions de parella, maneres de reaccionar i rebutjar qualsevol tipus de violència de gènere.

Totes vosaltres, com a grup, esteu convidades a crear una obra creativa comuna que expressi el(s) missatge(s) que voleu transmetre. Sou lliures de decidir amb quin format voleu que sigui la vostra obra creativa (textos, dibuixos, collages, pòsters, cançons, teatre, pel·lícula o el que decideixi el vostre grup).



Campanyes similars seran dissenyades a Grècia, Xipre, Croàcia i Romania per alumnes, que com tu, participen en tallers semblants.

### Termes de conducta de la campanya

Totes les obres creatives creades pels grups d'expertes seran inclosos en la e-campanya (apart del cas molt improbable de que el missatge d'alguna obra s'oposi als objectius de la campanya).

És més, esperem que el lema de la campanya sorgeixi de les vostres obres creatives.

Cada obra creativa de cada grup hauria d'estar lligada com a mínim al nom del grup que l'ha creat, però també pot incloure més informació: vosaltres sou les que trieu quina de la informació que trobareu a continuació voleu que sigui exhibida juntament amb el vostre producte:

- El nom del vostre grup (creat per vosaltres, ja sigui real o fictici)
- El nom dels membres del grup
- El nom de la professora/persones que us han facilitat el taller
- El nom de la classe i l'escola, o l'àrea on viviu, o el nom del col·lectiu al qual pertanyeu.

La e-campanya començarà després de l'abril de 2016 i serà implementada via la web del projecte ([www.gear-ipv.eu/campaigns](http://www.gear-ipv.eu/campaigns)), la pàgina de Facebook i la web de la Plataforma unitària contra les violències de gènere (<http://www.violenciadegenere.org/pcvq/index.php>). Finalment, organitzacions de joves i institucions educatives seran convidades a desenvolupar un rol actiu dins de la campanya (ex: webs i pàgines de Facebook de l'escola o d'altres organitzacions, etc).





### **Competició per seleccionar una obra creativa per ser elaborada**

Havent reunit totes les obres creatives de tots els grups, la(les) que tinguin els missatges més potents seran seleccionades. Depenent del format de les obres seleccionades, una o més d'elles seran produïdes (ex: si una d'elles és un dibuix pot ser produït com a pòster, samarretes o altre material, si és una cançó o material audiovisual es pot intentar produir en un estudi professional).

La selecció del(s) missatge(s) més potents serà el resultat combinat de les votacions de les adolescents, que són l'objectiu de la campanya, com també la votació d'un comitè especial d'expertes de la *Plataforma unitària contra les violències de gènere* que coordina la campanya.



Cada grup pot formar part de la competició amb **només una obra creativa**. En cas que el teu grup creï més d'una obra creativa, les inclourem totes dins la campanya, però heu de decidir quina d'elles voleu incloure en la competició.

Desitjem que feu vostra aquesta campanya, ja com  
a expertes en la matèria!!!

Us animem a posar en pràctica la vostra creativitat!

Tenim ganes de veure les obres creatives amb els vostres missatges!

Us agraïm d'avançar, la vostra participació.

**Plataforma unitària contra les violències de gènere**

Montserrat Vilà Planas

## Annex 2b

### Materials developed for the realization of the Campaign

