

Gender **E**quality **A**wareness **R**aising



Co-funded by the DAPHNE III
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Booklet II

Guidelines for conducting a “GEAR against IPV” Teachers’ Seminar

Revised Edition, 2015



Gender Equality Awareness Raising





Booklet II:

Teachers' Seminar

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ABBREVIATIONS

S-W(pre)	Students' Pre-Workshop Questionnaire
S-W(post)	Students' Post-Workshop Questionnaire
S-W(fol.)	Students' Workshop's Follow-up Questionnaire
T-S(pre)	Teachers' Seminar Pre-Questionnaire
T-S(post)	Teachers' Seminar Post-Questionnaire
T-S(fol. 1 or 2)	Teachers' Seminar Follow-up Questionnaire
T-W(pre)	Teachers' Pre-Workshop Questionnaire
T-W(post)	Teachers' Post-Workshop Questionnaire
T-W(fol.)	Teachers' Workshop's Follow-up Questionnaire
GEAR against IPV	Gender Equality Awareness Raising against Intimate Partner Violence
IPV	Intimate Partner Violence
CAN	Child Abuse and/or Neglect

DEFINITIONS

- ♦ **"GEAR against IPV" Teachers' Seminar:** Seminar aiming to build teachers' capacity in implementing "GEAR against IPV" Workshops in their classrooms and handling cases of abuse
- ♦ **"GEAR against IPV" Workshop:** Activities of the "GEAR against IPV" implemented in a classroom of students by a teacher

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The activities included in the 1st edition of the Master Package were derived from a literature review of publications and materials that have been developed by various organizations and professionals around the world, and we would like to thank the authors/publishers who provided their permission to use, adapt and translate activities included in their materials.

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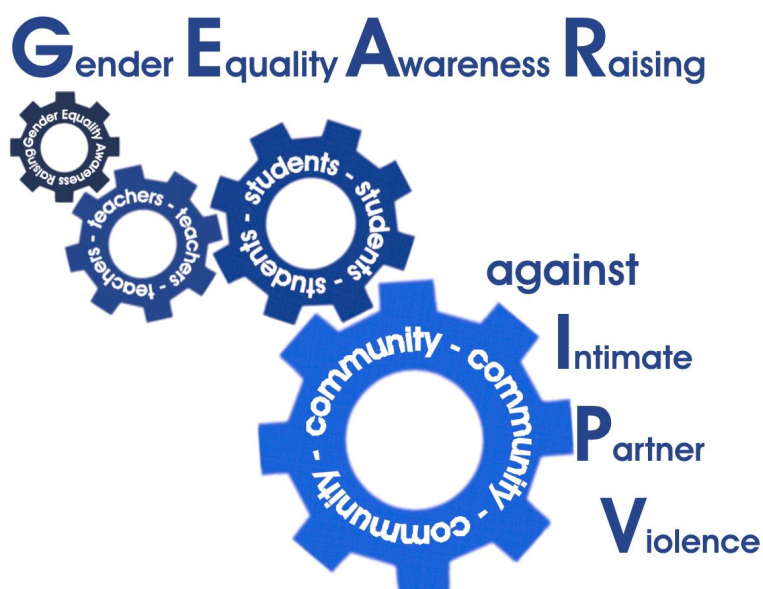
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National GEAR against IPV Packages, currently available: Austrian, Croatian, Cypriot, German, Greek, Romanian, Spanish (for future additions, please check on the project's website (www.gear-ipv.eu) or contact with EAVN (info@antiviolence-net.eu).

Booklet II:

Teachers' Seminar

Introduction*



The material and actions included in the **“Gender Equality Awareness Raising against Intimate Partner Violence”** (GEAR against IPV) Package, intend to contribute to **primary prevention of IPV** through a **school-based intervention** aiming to raise awareness and deconstruct the endorsed gender stereotypes of both high school students and teachers. More specifically, after special training aiming to raise awareness among teachers and build their capacity to implement in the classroom primary prevention programs against IPV, teachers, in their turn, via the “GEAR against IPV” activities will raise awareness among students on the harmful effects of gender stereotyping, including IPV and dating violence. Deconstruction of students’ gender stereotypes will contribute to the development of attitudes of zero tolerance towards violence at a relatively young age, with the ultimate goal being to promote the development of healthy and equal relationships among young people.

Students of both sexes are called upon, through the suitable and age-appropriate awareness raising material that has been developed, to assess and challenge their culturally “inherited” stereotypes and to approach the differences between genders as individual differences rather than as characteristics of superiority of one gender over the other.

* Cultural adaptation of the introduction may be necessary for each National Package.

Why is primary prevention of IPV important?

From birth, each individual constantly receives from their family, school and community a storm of explicit and implicit messages, indicating the “proper” femininity and masculinity pattern. These messages put pressure on them to be compliant with an abundance of roles and expectations that arise according to their socially structured gender. And the more patriarchal the structure of a society is, the more the different values that individuals of different sexes are expected to adopt are highlighted. Under these conditions, boys and girls, women and men, “trapped” in their gender stereotypes’ “prison”, are convinced to accept and fulfil the antipodal roles imposed on them: the boy/man must always be the victor, to have control and to be strong, aggressive and competitive, while the girl/woman has to be sensitive and emotional, tolerant, passive and self-sacrificing. With these perceptions well-established, rendering one sex dominant over the other, it is not at all surprising for IPV to appear in their relationships. The paradox is obvious: we all, consciously or unconsciously, reinforce the social stereotypes that lead to violence and, at the same time, we “fight” to eliminate violence from our community, without even understanding the connection between gender stereotypes and violence against women and girls.

That is exactly the reason that IPV prevention should start at as young an age as possible in life; and this, renders the school system as the ideal setting where such an effort can be progressively built, starting from Kindergarten and ending at University or even continuing through lifelong learning. The approach should of course be differentiated according to the age of the target group: during kindergarten and the first grades of primary school, the effort for IPV prevention should focus more on the development of a healthy personality, free of stereotypic perceptions of genders, (with such a personality, they would neither perpetrate violence as a means of self-worthiness nor accept being victimized or tolerate it in their social surroundings); at a later stage, when students are more mature, they can be introduced to ways of exerting social pressure on their peers-group as a means to achieve the desired social change towards zero tolerance.



Teachers were selected because they can play a key role in the implementation of such awareness-raising activities in classrooms, as they are the adults who are closest to children, after their parents; but, unless they are specially trained, most teachers are anticipated to share the same inherent stereotypical view of genders with the general population, which constitutes a major barrier, preventing them from fulfilling their key role. This is exactly the reason that the “GEAR against IPV” project also includes teachers’ training which, apart from building necessary capacity and skills, also places great emphasis on dissolving teachers’ own gender stereotypes as well as to genuinely convince them of the importance of the project’s implementation. As almost all children and adolescents attend school, it is imperative that gender equality programs are offered in schools, as a means of primary prevention of gender-based violence, dating violence and IPV, by teachers that are properly sensitized and trained on gender stereotypes and how they relate to violence.

It is worth mentioning that the aforementioned recommendation coincide with the spirit of Article 14 of the Council of Europe (2011) *Convention on preventing and combating violence against women and domestic violence*, where it is denoted that such type of

“teaching material... 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”. Unfortunately, in most EU countries –including the countries that participated in the GEAR against IPV I and II projects¹–such efforts are not incorporated within the schools’ curricula; teachers are neither sensitized nor trained, which results not only in the fact that they bear themselves stereotypical gender perceptions, but also that, based on them, they treat students in a discriminating way according to their sex; even worse is that many teachers are unaware that their behaviour is gender discriminative and they often reinforce a stereotyped gender-role behaviour. “GEAR against IPV” aims to contribute to the modification of this situation by raising teachers’ awareness and guiding them to identify and deconstruct their own gender stereotypes.



The age of the students targeted by the “GEAR against IPV” project (14-16 years old) is not the youngest possible, even though all of the professionals who worked on the development of this material share a strong belief that preventive efforts targeting the deconstruction of gender stereotypes must start at the earliest possible age in school settings (namely, from kindergarten); furthermore, they consider that the GEAR against IPV material is appropriate for children as young as 12 years old and that almost all of the activities of the Modules regarding *Gender Stereotypes and Gender Equality* as well as *Healthy and Unhealthy Relationships* can be used with children much younger than 12 years old; in many countries though, there is still great resistance from educational authorities in regards to the age that is considered appropriate for children to participate in such types of interventions, which results in not allowing similar programs to be implemented, not even for primary school children; in order to bend this resistance, it was decided that these countries would follow the opposite route, namely to begin preventive efforts in a higher level of education level, moving towards lower levels.

But even though children are fed gender stereotypes from birth, which renders it important to begin deconstructing them at as early an age as possible, the age 14⁺ is also a very crucial age because, in most of the countries, this is the age where most teenagers begin or have begun their first romantic relationship. The school system can be a key intervention point in providing students with the necessary information and skills they need to avoid perpetrating or suffering from dating violence and/or how to react against it.

After the effective implementation with children older than 14 years old, that was made in the context of the GEAR against IPV-I project, the applicability of the material for younger children (12⁺ years old) will be pilot-tested in the context of the “GEAR against IPV - II” project.

¹ Austria, Cyprus, Croatia, Germany, Greece, Romania and Spain

The [country name] "GEAR against IPV" Package

The [country name] version of the "GEAR against IPV" Package is consisted of four Booklets:

Booklet I: [country name] "GEAR against IPV" Package

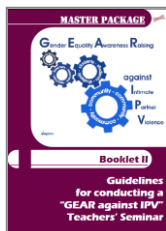
Booklet II: Guidelines for conducting a *GEAR against IPV* Teachers' Training Seminar

Booklet III: "GEAR against IPV" Teacher's Manual

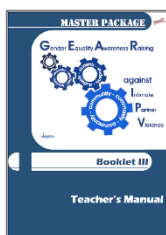
Booklet IV: "GEAR against IPV" Students' Activities Book



Booklet I provides an overview on the "GEAR against IPV" approach and projects in the context of which the material was developed, as well as suggestions to any interested party on how to publicize both, the actions and the material, ways to approach the target groups and ideas for lobbying at a national level through specific actions towards the incorporation of the "GEAR against IPV" workshops into secondary schools' curricula.



Booklet II, entitled "Guidelines for conducting a *GEAR against IPV* Teachers' Seminar", was developed in order to guide an, as much as possible, uniform training of teachers of the same country or different EU countries that intend to implement "GEAR against IPV" workshops with adolescents or children, in their classroom (or in a different setting).



Booklet III provides teachers with useful background information as well as information on how to organize a "GEAR against IPV" workshop and the step-by-step process of how to implement, document and evaluate the workshop in the classroom setting. The core part of Booklet III consists of a toolbox of activities ready to be implemented in classrooms.



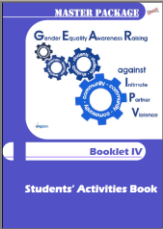
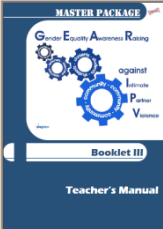
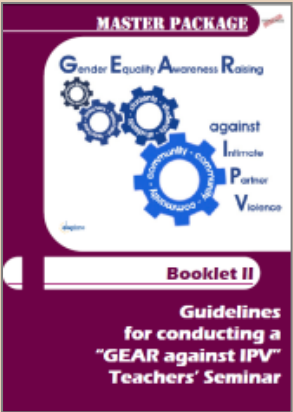
Booklet IV, which is student-focused and closely interlinked with Booklet III, has been developed in such a way as to provide teachers with ready-to-use worksheets and handouts for the workshops' implementation.

BOOKLET II

The 2nd Booklet entitled “Guidelines for conducting a ‘GEAR against IPV’ Teachers’ Seminar” was developed in order to guide an, as much as possible, uniform training of teachers of the same country, but also of different EU countries, intending to implement “GEAR against IPV” Workshops with adolescents or children, in their classroom and/or in a different setting.

In summary, the aims of the “GEAR against IPV” Teachers’ Seminar are:

- ◆ to build teachers’ capacity to implement and evaluate the GEAR Workshops in classrooms. The Seminar also includes parts facilitating teachers to:
 - ◇ reflect on gender stereotypical attitudes and behaviors as well as any attitudes supporting tolerance to violence and its modification
 - ◇ obtain all necessary information and skills needed in order to be able to identify and handle potential cases of abuse that may be revealed by students during or after the implementation of the “GEAR against IPV” Workshops
- ◆ to enable teachers to exchange best practices on the basis of their past experience



A. How to Organize a “GEAR against IPV” Teachers’ Seminar

The **“GEAR against IPV” Teachers’ Seminar** must be a very intensive training experience as it aims, in a very brief period of time, to equip teachers with all skills required in order to be able to implement **“GEAR against IPV” Workshops** in their classrooms as well as to provide support to students experiencing abuse in their relationship and/or in their family.

Precisely for this reason, the organisation and preparation of the Seminar constitute a critical stage, upon which depends to what extent this particular objective will be achieved. Factors such as the facilitators’/instructors’ scientific adequacy, the trainees’ personal characteristics and motives, the place, the time and the duration of the Seminar, that are presented in the following entities can influence, positively or negatively, the effectiveness of the Teachers’ training.

A. How to Organize a “GEAR against IPV” Teachers’ Seminar

A1. Facilitator(s) / Instructor(s)

In order for the Seminar to achieve its objectives, namely to build teachers’ capacity on implementing “GEAR against IPV” workshops in the classroom as well as on handling cases of revealed abuse [intimate partner violence (IPV), dating violence and/or child abuse and/or neglect (CAN)], the facilitator(s), that will undertake the training of the teachers should have specific qualifications that are described in the following paragraphs.

A major part of the task of the professionals who will undertake the “GEAR against IPV” training of the teachers will be to facilitate a simulation of a “GEAR against IPV” Workshop, namely to implement a set of activities exactly as it is expected to be implemented in the classroom. Accordingly, facilitators must be fully capable to work using only **methods of active learning**, as they will provide teachers with an example of modeling implementation of the “GEAR against IPV Workshop”. Facilitators should also be very well familiarized with all of the material in their “GEAR against IPV” National Package as well as with its implementation in the context of a classroom or in another setting with group(s) of young people.

Teachers’ theoretical training, in regards to the issues addressed by the “GEAR against IPV” project, is also expected to be instructed by the same person(s), so they must be, if not experts, at least very well aware of issues related to gender equality, intimate partner violence (IPV), dating violence and child abuse and neglect (CAN), including practical issues (e.g. available support services and related legal issues, such as mandatory or optional reporting of CAN in their country)¹. Additionally, facilitators should be able to provide support to any participant showing signs of emotional disturbance due to personal experiences related to the content of the Seminar.



A2. Trainees

Trainees’ identity. In the context of the DAPHNE project in which the material was developed, the target group of the “GEAR against IPV” Teachers’ Seminar was **teachers teaching** in schools attended by **children 14-16 years old**, of both sexes. Outside of the project’s context, though, this target group can be expanded to teachers who teach in schools attended by **children 12-18 years old**, as almost all of the “GEAR against IPV” activities seem to be suitable for interventions implemented with older children (and most of them, also to younger children). The DAPHNE project “GEAR against IPV - II” provided the opportunity to expand the target group also to teachers and other professionals who teach younger children/adolescents (12+ years old) or who work with high-risk children of the same age group. **[For National Packages: Here, you may specify the education level for schools and the characteristics of the high-risk groups]**

Even though the ultimate aim of the Seminar is to train teachers willing to implement the “GEAR against IPV” Workshops in their classroom, it is advised not to limit the audience of the Seminar only to a small number of highly motivated teachers, but to include as many teachers as possible –even teachers having a negative attitude towards the implementation of such types of interventions in school. The ideal situation for a country, a city –or, even, for a school intending to implement “GEAR against IPV” Workshops- would be if all teachers could attend

¹ The rationale for addressing topics related to CAN in the current project is described in chapter B3

the Teachers' Seminar; this would provide them with the opportunity to assess –and maybe deconstruct- their own gender stereotypes which, in turn, could reduce the resistance that the project might face during its implementation by the implementers' colleagues.

It is further advised to either include in the Seminar or to conduct special Seminars for key-persons that are responsible for either coordinating such types of activities implemented by teachers or for policy making in the educational system or in schools.

The rationale behind this expansion of the target group is to have as many trained teachers and policy makers as possible, who will be able to act as multipliers, by promoting and lobbying for the adoption of "GEAR against IPV" (or of similar programs) into the official school curriculum.

Other school-related professionals, such as guidance teachers, school chancellors, psychologists, school nurses and social workers, can also be trained in order to be in a position to implement "GEAR against IPV" Workshops and/or to promote its adoption and implementation. In <Name of country>...

[For National Packages: The professional in charge of each National "GEAR against IPV" Package is encouraged to describe here the most appropriate audience(s) in relation to the educational system of the specific country (school related professionals and policy makers)]

Trainees' recruitment. Recruitment of teachers to be trained could be either official or unofficial, depending on the requirements set by the educational system of each country for the implementation of the "GEAR against IPV" Workshops in schools. For example, in a country like Greece where the permission of the Ministry of Education is required in order to implement any intervention in schools, any organization that would like to implement "GEAR against IPV" Workshops, has to follow the route defined by the Ministry for recruiting teachers to be trained. And vice versa, in countries where teachers have the freedom to decide by themselves which intervention they would like to implement in their classroom, they could invite the Organization who developed the National "GEAR against IPV" Package to train them.

In the middle of these two extreme cases, there are plenty of other ways, through which teachers can be recruited to participate in a "GEAR against IPV" Seminar.

[For National Packages: The professional in charge of each National "GEAR against IPV" Package is encouraged to modify the above paragraphs in order to describe here the best – or the most appropriate- way(s) of recruiting teachers from her/his country.]

Screening candidate trainees. In case the number of candidate trainees exceeds your resources (time, space or budget) it is recommended to select the teachers to be trained on the basis of their motivation and/or possibility to implement the "GEAR against IPV" Workshop in their classroom. A face to face interview or the completion of a needs assessment questionnaire could contribute in the evaluation of these factors.

Group size. It is essential, at least for the simulated "GEAR against IPV" Workshop (Part I of the Teachers' Seminar), to be conducted in small groups so that the methods of active learning that will be applied to be as effective as possible. On the other hand, most of the teachers will be obliged to implement the "GEAR against IPV" with an entire class of children, and for this reason it is recommended, if possible, the teachers' group not to be

much smaller than the usual size of a typical classroom in her/his country, where s/he will have to implement it. This way, the teachers' training will constitute an exact simulation of the implementation of the "GEAR against IPV" in the classroom.

Participants attending the "GEAR against IPV" Teachers' Seminar, though, could be many more, as long as there is the possibility to split them into smaller groups, each facilitated by a different person, during the implementation of the "GEAR against IPV" Workshop simulation.



A3. Seminar's Setting and Timing

You should seriously take into account all aspects of the training setting (location, spaciousness, comfort, decency of the room), without underestimating the impact each of them could have on the effectiveness of your training; a decent room, noise-free, with comfortable seats and tables (whenever needed) and enough space for all of the participants and the anticipated activities which is also located in a convenient place, shows your respect towards your participants and the importance you attribute to their work (during the Seminar as well as after it); the same message is also conveyed to participants via the thorough preparation of the Seminar up to its last detail; and, as a rule, the quality of the –current and future- work of the respected trainee will "pay back" all of your efforts.

In case trainees emanate from different cities it is proposed either to conduct different Seminars in their cities (or in their regions) or to select the most convenient, in terms of distance, city and accommodate them in the same hotel that will host the Seminar or in a hotel very close to the Seminar room.

Equally important is the period (and/or the time) that will be selected for conducting the Seminar as it should be the most convenient possible for the teachers' working schedules. The best way is to arrange it in cooperation with the participants.

The timing of the breaks is also an important element in order to provide the trainees, per regular time intervals, with the opportunity to absorb the information obtained; it should also be stressed that in active learning methods, breaks are considered one more opportunity for exchanging opinions, experiences and ideas among participants (namely not only among trainees, but also between trainees and facilitators); it is, thus, strongly recommended that the facilitator(s) join trainees in all coffee- and lunch/dinner-breaks.



A4. Budgeting the Seminar

Appropriate budgeting is important as a means that will allow you to devote all of your efforts to the essence of the training instead of to trying to solve any unanticipated problem that will emerge during the Seminar. In order to appropriately budget your "GEAR against IPV" Teachers' Seminar, you should first decide upon:

- ◆ The **number of trainees** as well as if you are going to train them in one group or not; if not, decide also
 - ◇ the number of sub-groups and
 - ◇ the number of facilitators per group (one or two), which will define the **number**

of facilitators/instructors needed

- ◇ the number of sub-groups and
- ◇ the number of facilitators per group (one or two), which will define the **number of facilitators/instructors** needed
- ◆ The **duration** of the Seminar (total hours and number of days distributed) upon which is depended:
 - ◇ the rental cost for the Seminar room (if applicable)
 - ◇ the facilitator(s)' fees
 - ◇ the cost for coffee-breaks and lunch/dinners offered
 - ◇ the trainees' fees (if you intend to provide a financial motive for their participation)
- ◆ If you intend to cover **travel and accommodation expenses**; if yes, for how many of the trainees
 - ◇ Alternatively, in case you are planning different Seminars in the cities of teachers' residency, you should include in your budget travel and accommodation cost for facilitator(s)
- ◆ To the above costs, you should also add the **cost of all materials** (for a detailed list, see Chapter A6) that will be used during the Seminar (from photocopies to cardboards, flipcharts, scissors and stickers for preparing the material) as well as those that will be provided to the trainees (photocopies, CDs, etc.).



A5. Drafting the Agenda

The "GEAR against IPV" Teachers' Seminar consists of three, distinctive Parts, as follows:

PART I. Simulation of the "GEAR against IPV" Workshop implementation

PART II. How to use Booklet III: "GEAR against IPV" Teachers' Manual: training of teachers on how:

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

PART III. Theoretical training of teachers on:

- ◆ issues of gender equality, dating violence, IPV and CAN
- ◆ how to handle cases of revealed/suspected abuse and other ethical issues

Parts I and II aim to build teachers capacity on implementing "GEAR against IPV" Workshops in their classrooms while the aim of Part III is to build their capacity on handling cases of revealed and/or suspected abuse, as it is described below in the respective Chapters B2 and B3. The learning methods that are to be used in order for these aims to be achieved and the reasons for selecting them are described in more detail in Chapter B1. In addition to these Parts, there is also an Introductory and a Closing section; in these sections, the completion of the Pre- and Post-Seminar evaluation questionnaires is also anticipated (described in Chapter C and provided in Annexes 1 and 2).

Table 1 illustrates the suggested Agenda for a "GEAR against IPV" Teachers' Seminar with the **net duration**² ranging from 18 to 30 hours, and their distribution in days, while the topics that are to be included in each Part/Section are presented and discussed in Chapter B, where they also linked with their respective supporting material.

² Excluding the duration of breaks

Table 1. Agenda of the “GEAR against IPV” Teachers’ Seminar

Minimum Duration 18 hours ³	TOPIC	Maximum Duration 30 hours ⁴
Introductory Section (through teachers’ eyes)		
DAY 1 1 hour	<ul style="list-style-type: none"> ♦ Short introduction ♦ Pre-Seminar questionnaire completion ♦ Expectations and gender inequality assessment 	DAY 1 1 hour
PART I. Simulation of the Implementation of the “GEAR against IPV” Workshop (through students’ eyes)		
5 hours	Module 1. Introductory Section	5 hours
DAY 2 3 hours	Module 2. Gender Stereotypes and Gender Equality	DAY 2 6 hours
	Module 3. Healthy and Unhealthy Relationships	DAY 3 3 hours
	Module 4. Intimate Partner Violence	
1 hour	Reflection on the “GEAR against IPV” Workshop (through teachers eyes)	1 hour
PART II. How to use Booklet III: “GEAR against IPV” Teachers’ Manual (through teachers’ eyes)		
2 hours	Practical issues on how to organize, conduct, evaluate and report a “GEAR against IPV” Workshop implementation in the classroom	2 hours DAY 4 2 hours
Optional Section (through teachers’ eyes)		
DAY 3 0,5 hour	How to increase multipliers and increase the sustainability of the “GEAR against IPV” intervention	2 hours
PART III. Theoretical training (through teachers’ eyes)		
5 hours	Awareness raising on gender equality, dating violence, IPV and CAN issues How to handle cases of abuse <ul style="list-style-type: none"> ♦ Country-specific information such as national laws, teachers’ Code of Conduct, Code of Ethics (if applicable), support services ♦ Building teachers’ relative skills 	2 hours DAY 5 5 hours
Closing Section (through teachers’ eyes)		
0,5 hour	Post-Seminar questionnaire completion Closing of the Seminar	1 hour

³ Net Duration (excluding breaks) of a 3-day Seminar with total duration 24 hours

⁴ Net Duration (excluding breaks) of a 5-day Seminar with total duration 40 hours

ANNEX 5. PowerPoint Presentation templates [available in *.ppt & *.pptx format]

GEAR against IPV II

Gender Equality Awareness Raising against Intimate Partner Violence II

JUST/2013/DAP /AG /5408



Training Seminar

Trainer's Name
Identity

Title

- Text
 - Text
 - Text



ANNEX 6. Folder's label template for the Teacher's Seminar

GEAR against IPV



With financial support from the
EU DAPHNE III Programme

Teachers' Seminar



[Date]

[Place]

[Your Organization]

“Gender Equality Awareness Raising against Intimate Partner Violence - II”

[JUST/2013/DAP/AG/5408]

GEAR against IPV



With financial support from the
EU DAPHNE III Programme

Teachers' Seminar



[Date]

[Place]

[Your Organization]

“Gender Equality Awareness Raising against Intimate Partner Violence - II”

[JUST/2013/DAP/AG/5408]

