

Conference “Violències masclistes a l’adolescència: obstacles i noves estratègies de prevenció”

FACT SHEET 2016

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The aim of this factsheet/publication is to briefly present content and evaluation results of the National Conference “Violències masclistes a l’adolescència: obstacles i noves estratègies de prevenció” that took place in Barcelona on 26th May 2016 in the context of Project “Acció de sensibilització per la igualtat de gènere i prevenció de la violència masclista” [“Gender Equality Awareness Raising against Intimate Partner Violence (GEAR against IPV-II)”]

The Project “Acció de sensibilització per la igualtat de gènere i prevenció de la violència masclista” in Spain

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, that are guided by specially designed educational material and are 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:

- the characteristics of healthy and unhealthy relationships
- the influence that gender stereotypical attitudes and socially imposed gender roles have on their relationships
- how power inequality between the sexes is related to psychological, physical and/or sexual abuse against women/girls and
- 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 invited, 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.

Project’s Identity


TITLE:	Gender Equality Awareness Raising against Intimate Partner Violence II (GEAR against IPV II)
PROJECT NO:	JUST/2013/DAP/AG/5408
DURATION:	01.10.2014 – 30.11.2016
COORDINATOR:	European Anti-Violence Network – EAVN (Greece)
PARTNERS:	Mediterranean Institute of Gender Studies - MIGS (Cyprus) Center for Education, Counselling and Research - CERI (Croatia) A.L.E.G - Association for Liberty and Equality of Gender (Romania) Plataforma unitària contra les violències de gènere (Spain) The Smile of the Child (Greece)
EXTERNAL EVALUATOR:	Prof. Carol Hagemann-White


Plataforma unitària contra les violències de gènere

Contact details

E-mail: prouviolencia@pangea.org
Website: www.violenciadegenere.org
FB: @prouviolencia

The Conference took place in the context of European Project [GEAR against IPV - II](#) with financial support from the DAPHNE III Programme of the European Union

 European Commission
Directorate General Justice

 Co-funded by the DAPHNE III Programme of the European Union

Educational Material

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

Booklet III provides step-by-step instructions for the implementation of a series of experiential activities while **Booklet IV** includes all necessary worksheets and handouts for adolescents.

The full text material is available free of charge at the Project’s website www.gear-ipv.eu/download

This material has been developed in the context of the two European Projects “GEAR against IPV I & II” with financial support from the DAPHNE III Programme of the European Union.





The Conference

The Conference was held in Barcelona on the 26th May 2016; during the conference 126 participants had the opportunity to attend speeches of students and teachers presenting their activities and their own experience from their participation in the 18 GEAR against IPV workshops implemented in their schools in Barcelona County during the school year 2015-2016. More specifically, there were implemented experiential workshops in 8 schools in 5 areas of Catalonia (Spain) and in 1 support service in Barcelona (Spain).

The Conference's Program is available [here](#)

Moreover, during the conference an exhibition took place presenting the materials created by adolescents by the end of the workshops in the framework of the implementation of an information and awareness raising campaign aiming to convey to their peers nationwide messages about gender equality, healthy and equal relationships, how to recognize violence in adolescents' relationships as well as how to react and reject any kind of GBV.

The 18 adolescents' creations are available [here](#)

Evaluation of Conference

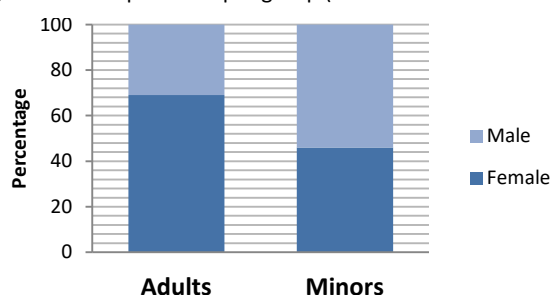
“Violències masclistes a l'adolescència: obstacles i noves estratègies de prevenció”

Conference Participants' Demographics

A total of 126 people attended the conference (48.41% minors and 51.59% adults) and 92 completed the Conference's evaluation form (66.3% minors and 33.7% adults).

Gender

Figure 1: Participants sex per group (N=27 adults N=59 minors)



Female had a higher representation on adults group (69% female and 31% male) and on the contrary male had a slightly higher representation on minors group (54% male and 46% female). Moreover the percentage of empty answers in this variable was 9% higher for adults group.

Age

Figure 2: Participants age per group and sex (N=88)

	Adults		Minors	
	Men (n=10)	Women (n=19)	Boys (n=31)	Girls (n=28)
Mean	43.25	37.20	14.50	14.50
Mode	38	31	14	14
SD	7.02	11.22	1.03	0.86
Minimum age	38	24	12	13
Maximum age	54	56	16	17

The mean for adults' age was higher than for the rest of the project's activities involving adults (M=37.94) as adult attendants at the National Conference were not only trained teachers but also professionals and institutional representatives.

Regarding the mean for children's age it was slightly lower (M=14.72) as not all the students that participated in the workshops attended to the Conference.

Identity

Minors

All children that attended the conference were students of junior high school that had participated to the “Building Healthy Intimate Relationships” workshops implemented in the context of the GEAR against IPV II project.

Adults

In their majority (60%) adults were teachers, of whom 24% were workshops implementers and 42% trainees of the GEAR against IPV II Teachers Training Seminars and 34% were teachers from other schools (6% primary schools and 94% secondary schools) that had been invited to approach the experience of the project and promote future implementations.

Apart from teachers, the conference was attended by other professionals such as social scientists (psychologists 25% and social workers 21%), 21% NGO representatives, 19% Public Institutions representatives, 9% gender experts and 3% health professionals.

Satisfaction from the Conference

How satisfied you are with:	Adults	Minors
Overall conference	9.5	8.9
Open discussion with experts	9.4	7.5
Presentations of the teachers and students	9.6	9.8
Exhibition of the campaigns and project	9.3	10.0
Duration	9.1	7.8
Venue	8.8	8.3
Organization	9.7	10.0
Mean (7 aspects included)	9.3	8.9
	9.1	

Figure 3: Mean score (0=Not at all ... 10=absolutely) of satisfaction for seven general aspects of the conference (venue, organization, exhibition, the presentations/speeches, open discussion with experts, duration and the overall conference) per age group (N=91).

Both, teenagers and adults evaluated very positively the conference concerning the seven general aspects of the conference.

Adults provided higher mean scores than children concerning the satisfaction on the overall conference, the open discussion with experts and the duration.

Children provided higher mean scores than adults concerning the satisfaction on students' and teachers presentations, exhibition and organization of the conference

In future, to what extent you would like to learn more about...

In future, to what extent you would like...	Adults	Minors
gender stereotypes and gender (in)equality	9.0	8.3
healthy and unhealthy relationships	9.1	9.9
intimate partner violence	9.5	9.7
how to react if you encounter with violence in a relationship (yours or somebody's else)	9.6	9.9
Mean (4 aspects included)	9.3	9.4
	9.3	

Figure 4: Mean scores (0=Not at all ... 10=absolutely) concerning expression of interest to obtain further information for each of the four modules of the project per age group of participants (N=89).

Both teenagers and adults expressed a high interest to obtain further information for each of the four modules of the project.

The lowest rate was for the “gender stereotypes and gender (in)equality” module and the highest rate was for “how to react if you encounter with violence...” module for both children and adults.

Children also rate “healthy and unhealthy relationships” module as the most interesting for them.

Adults expressed a high interest to receive further training and to implement in the future. This data is also relevant as most of the adults respondents were non implementers trained teachers (N=14) and untrained professionals in contact with teenagers (N=7).

Children had a higher interest to participate in a future GEAR against IPV workshop with a rate of 9.2. This is also a remarkable data as all children respondents had already participate in a GEAR against IPV workshop.

In future, to what extent you would like...	Adults	Minors
to be trained on the use of the material in order to be able to implement workshops	9.1	
to implement, as facilitator, GEAR against IPV workshops with students or with other groups of children or teens?	8.6	
to participate in a GEAR against IPV workshop?		9.2
Mean (implementation-participation in workshops)	8.9	

Figure 5: Mean scores (0=Not at all ... 10=absolutely) of expression of interest to receive further training a) on the use of the material (adults N=29) and b) the implementation of adolescents' workshops per age group (adults N=29, minors N=60).

Evaluation of Conference's Content: gaining new knowledge

The evaluation of these variables was very similar for both age groups. Adults rated the new knowledge acquirement 6.9 and teenagers 7.1

When they were asked whether they liked or not this new knowledge, teenagers had a slightly higher satisfaction but both groups assessed the conference as an activity that was enriching for them.

During the Conference, did you hear information...

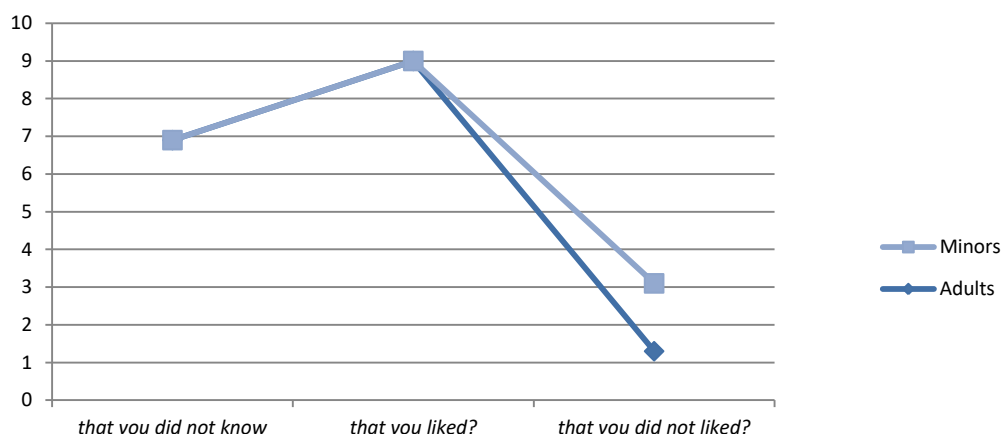


Figure 6: Mean scores (0=none ... 10=too many) concerning new knowledge acquired during the conference and qualitative evaluation (like/don't like) per age group (adults N=31, minors N=61).

Evaluation of Conference's Content: relevance and usefulness of new knowledge

Although there were some adult respondents (professionals working with teenagers outside the educational field) that had less previous knowledge on the project activities the evaluation on the relevance (9.2) and the usefulness (8.3) was very high. This assessment reinforces the previous detection of the need of the project, its activities and materials, for teachers and other professionals.

During the Conference, did you hear information...

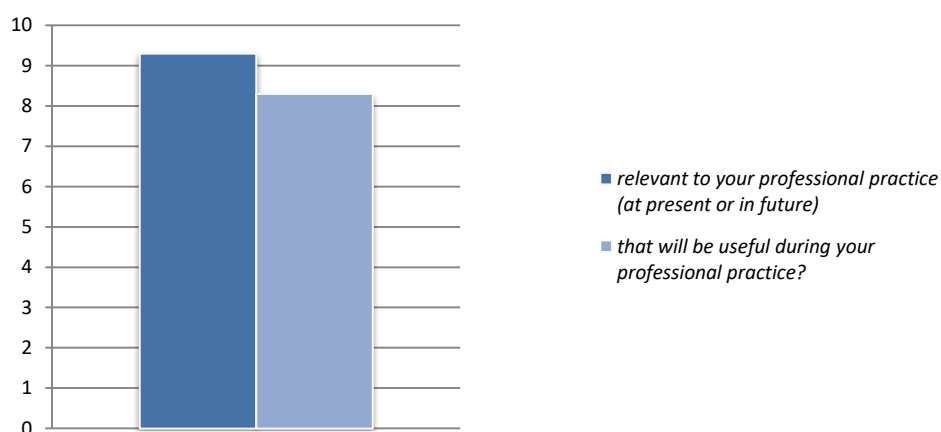


Figure 7: Mean scores (0=none ... 10=too many) concerning relevance and usefulness of new knowledge in regards to their professional practice (adults) (N=31).

Students also evaluated the relevance and usefulness of the information received in the conference as strongly positive. They unanimously agreed on its relevance with a very high rate of 9.6 and 9.5 for usefulness.

As all the students had participated in the GEAR against IPV workshops we can suppose that the conference provided them the opportunity to exchange and broaden their experience with the workshop and know a greater impact of the project.

During the Conference, did you hear information...

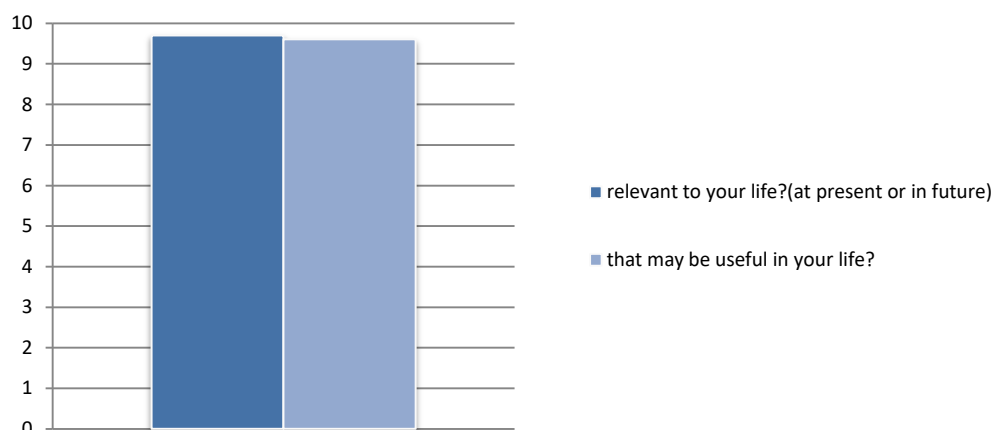
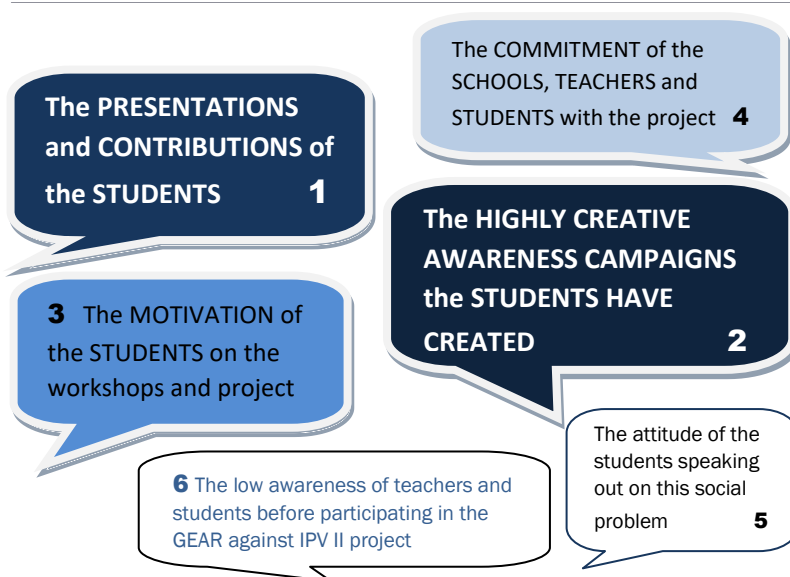


Figure 8: Mean scores (0=none ... 10=too many) concerning relevance and usefulness of new knowledge concerning their life at present or in future (children) (N=60).

In this Conference, what made the biggest impression on me, was...

Adults said:



The most common replies adults provided that are illustrated in Figure 9 correspond to:

	%	N=
1	30.43	7
2	21.73	5
3	17.40	4
4	13.04	3
5	8.70	2
6	4.35	1

The results highlighted that 69.56% of adults were impressed by the students' contributions and motivation with the workshops, the campaigns and the project. That should also suggest that some teachers or professionals may have had a previous stereotypical pattern on teenagers' capabilities, motivation and commitment, and therefore a stereotypical approach of the teaching relationship with their students.

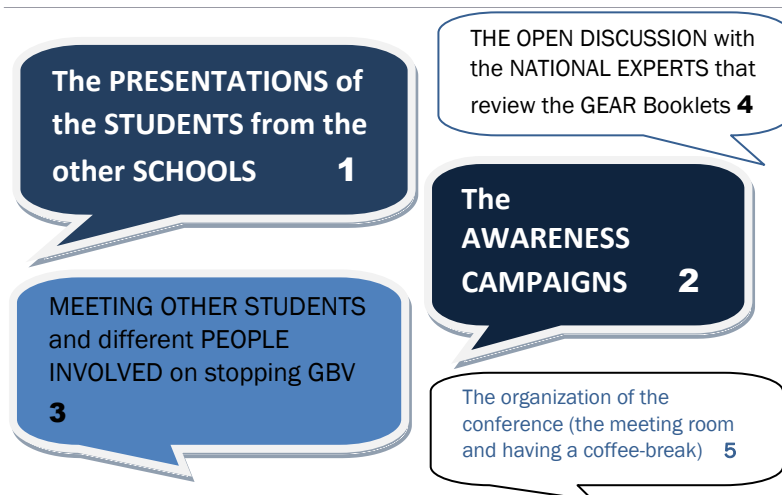
Only one adult respondent commented on another topic: the experts' contribution at the open discussion.

Figure 9: Frequencies (%) of the most frequent responses provided by adult participants (N of replies=23).

In this Conference, what made the biggest impression on me, was...

- ♦ ... "The students presentations and campaigns are awesome"
- ♦ ... "The students involvement with the workshop and the project"
- ♦ ... "The high participation and involvement of schools"

Children said:



The most common replies children provided that are illustrated in Figure 10 correspond to:

	%	N=
1	37.21	16
2	30.23	13
3	18.60	8
4	9.30	4
5	2.32	1

The 86.04% of the responds were related to the GEAR project experience exchange and the opportunity of meeting peers with common concerns.

Unlike adults, some students (4.15%) commented on different aspects of the organization of the conference.

Only one teenager respondent commented on another topic: the food served at the coffee-break.

Figure 10: Frequencies (%) of the most frequent responses provided by children (N of replies =43).

In this Conference, what made the biggest impression on me, was...

- ♦ ... "I enjoyed and learn a lot from other students presentations"
- ♦ ... "The awareness campaigns are great and very different between them, that will be useful"
- ♦ ... "I didn't know there are many students involved in the project and we could meet each other"

Assessment of the necessity for inclusion of relevant modules in the official school curriculum of education

Currently the school curricula in Spain does not include activities and projects relevant to gender equality or prevention of IPV. However, many schools (mainly junior high schools) include some activities in their free choice programs but the time devoted to them is not significative.

Participants (adults and children) were asked in the evaluation form **whether** according to their opinion **information and sensitization activities relevant to a) gender stereotypes and gender (in)equality, b) healthy and unhealthy relationships, c) intimate partner violence and d) ways of protection and resistance against IPV should be included in the official school curricula nationwide** (including kindergarten, elementary school, junior and senior high school).

The results are presented in the figure below per subject, educational level and age group of respondents.

	Kindergarten		Primary school		Junior High School		Senior High School	
	Adults	Minors	Adults	Minors	Adults	Minors	Adults	Minors
gender stereotypes and gender (in)equality?	100	77.14	100	85.71	100	92.31	100	85.71
healthy and unhealthy relationships?	92.50	72.86	87.50	87.14	89	96.67	87.50	95
intimate partner violence?	100	51.43	100	70	100	83.33	100	100
protection and resistance against IPV?	100	50	100	71.43	100	91.67	100	100

Figure 11: Extent of agreement (%) of participants concerning potential inclusion of each of the four modules of the GEAR against IPV Project into school curricula of each educational level (kindergarten, elementary, junior & senior high school) (N=90).

The percentage of agreement was lower in minors for all educational levels and modules of the GEAR against IPV Project but still children's rates were from 50% to 100%.

The tendency for minors was: higher agreement for a higher educational level for the 2nd, 3rd and 4th module. But for the 1st module regarding gender stereotypes and gender (in)equality it was observed an increase from kindergarten to junior high school and a decrease again for senior high school. The lowest rate was for the inclusion of the 4th module on protection and resistance against IPV in kindergarten (50%) and the highest was for the inclusion of this same module and the 3rd module on IPV in senior high school (100%).

Adults unanimously agreed (100%) for the inclusion of modules 1st, 3rd and 4th in all educational levels.

Regarding the 2nd module data on healthy and unhealthy relationships module adults assessed as more convenient for the lowest educational level (92.50% Kindergarten) and less convenient for primary and secondary school (M=88%). This result is quite surprising as in adults' opinion the inclusion of Intimate Partner Violence and Protection against IPV modules is 100% convenient for all educational levels including kindergarten but the convenience is lower for this 2nd module that provides learning on building the capacity to identify what is healthy/unhealthy in relationships, which is a core basis to prevent IPV in the future. Usually the trend is to have more resistance to include the modules related to violence at the younger ages, as it can be clearly observed in teenagers' assessment of the necessity for inclusion.

The high agreement percentages in all cases reinforce the idea and the need previously identified that teachers and children do believe that it is really important to include these topics on curricular programs of kindergarten, primary and secondary education. There is a clear need to improve curricular programs with gender equality and IPV contents as essential topics of emotional and life education, not only to improve relationships between peers but also extend relationships with adult and build a society that rejects violence with an active involvement of people to end it.

What I liked most of all in this Conference was....

Adults said:

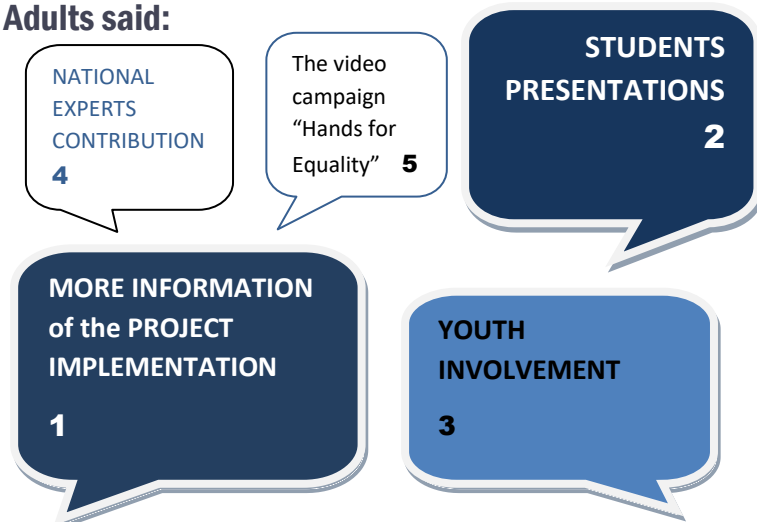


Figure 12: Frequencies (%) of the most frequent replies provided by adult participants (N of replies=26).

The most common replies adults provided that are illustrated in Figure 12 correspond to:

	%	N=
1	34.61	9
2	26.92	7
3	19.23	5
4	7.70	2
5	3.84	1

Again the results highlighted that 49.99% of adults were very impressed by the students' contributions and motivation with the workshops, the campaigns and the project.

It is also very important the value that they gave to have known more deeply the project and its scope through their participation on the Conference (34.61%).

Two adult respondents commented on another topics related to the organization and the venue.

What I liked most of all in this conference was....

- ♦ ... "Getting to know the process and results of the implementation of the GEAR against IPV II in schools."
- ♦ ... "The students contributions to the Conference."
- ♦ ... "The active role of adolescents in the workshop and campaign creation"
- ♦ ... "The national experts approach on the open discussion part"

Children said:

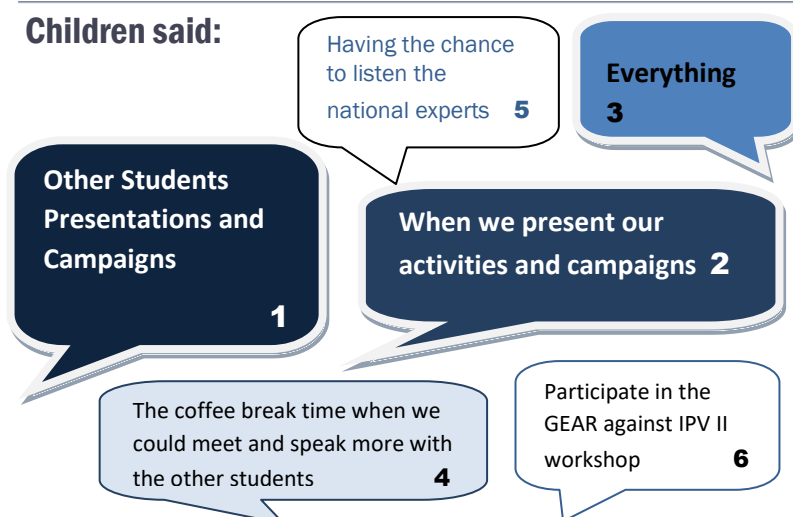


Figure 13: Frequencies (%) of the most frequent replies provided by children (N of replies=47).

The most common replies children provided that are illustrated in Figure 13 correspond to:

	%	N=
1	38.46	18
2	21.46	10
3	18.31	9
4	10.80	5
5	6.56	3
6	4.41	2

Teenagers assessed that what they liked most was listening other students presentations and campaigns and also presenting their own. The results suggest that the presentation space in the Conference is core for teenagers as a space of speaking out and sharing with peers, as well as, the coffee break time were they had informal space to meet closer and speak to each other.

Some also gave value to the experts' contributions and the participation not only in the conference but in the whole project.

What I liked most of all in this conference was....

- ♦ ... "It was very interesting listening to the experience of the students from other schools"
- ♦ ... "I've liked a lot sharing our experience with the activities in the GEAR against IPV workshop"
- ♦ ... "What I liked most was the presentations and campaigns of the other students. Together we can change the situation!"
- ♦ ... "Everything!"

Something that I didn't like was...

Adults said:



Figure 14: Frequencies (%) of the most frequent replies provided by adult participants (N of replies=26)

The most common replies adults provided that are illustrated in Figure 14 correspond to:

	%	N=
1	84.61	22
2	11.53	3

The satisfaction with the Conference organization, topics and activities was very high (84.61% said there was nothing they didn't like). However, the adult respondents represented the 35.50% of the total adult attendants that didn't complete the evaluation form.

Other responses (N=2) were related to the meeting room as that the air conditioned was too high or that the meeting room was quite small for all the attendants.

♦ ... "Nothing. It has been very interesting the whole conference and very complete with the participation of the national experts, the project team, the teachers, the students and the great exhibition outside"

Children said:

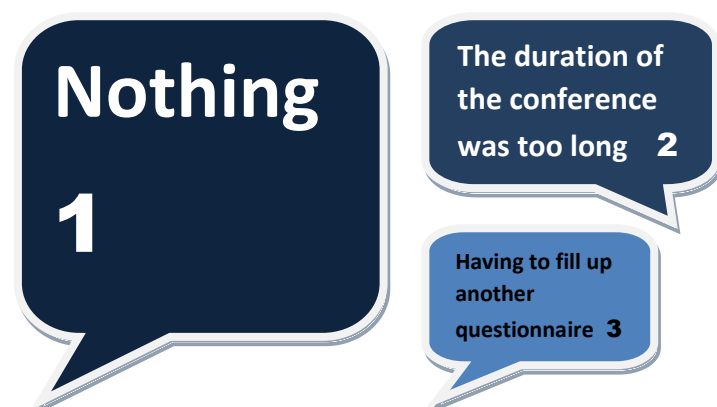


Figure 15: Frequencies (%) of the most frequent replies provided by children (N of replies=47)

The most common replies children provided that are illustrated in Figure 15 correspond to:

	%	N=
1	61.70	29
2	25.50	12
3	6.40	3

Children contributed with some comments related to what they didn't like as the duration of the conference that they assessed as too long (the duration was 1 morning = 5 hours) and the completion of a specific questionnaire for the Conference after having complete the questionnaires related to the workshop evaluation. However there was also a high rate

Other responses (N=4) were related to the perception of noise or naughty behavior by other students.

♦ ... "Nothing. It has been very interesting the whole conference and very complete with the participation of the national experts, the project team, the teachers, the students and the great exhibition outside"

Awareness of participants for the "GEAR against IPV" Workshops

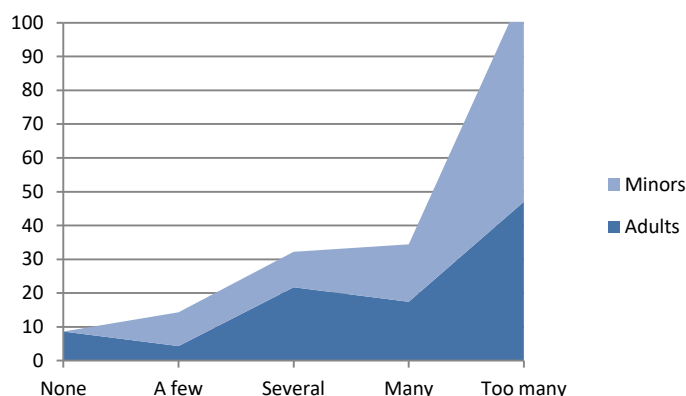


Figure 16: Frequencies (%) of replies per age group (N=91).

Children assessed a higher awareness of the GEAR against IPV workshops as all of them had participated in the workshops. Therefore, their evaluation of awareness was: 79.50% (many and too many), 10.50% (several), 10% (a few) and 0% (none).

Adults had a lower awareness than minors as some adult attendants were non implementers teachers and professionals outside the educational field. In their case the evaluation was: 64.40% (many and too many), 21.70% (several), 4.3% (a few) and 8.6% (none)

Adults said...

If you would like to **describe** to another person the GEAR against IPV workshop “Construint relacions igualitàries i saludables” by **using one single word**, which would that be?

The most common word was Tool for 16.13% of the respondents. Followed by four words with 9.67% of the respondents each: Needed, Empowerment, Youth involvement and Peer Education. Four more words had 6.45% of the respondents each: Amazing, Healthy Relationships, Equality and Great. Finally, the 6 words with 3.22%: Commitment, Participation, Awareness, Prevention, Social change and Justice. N=31



More photos are available here [link](#)



Children said...

If you would like to **describe** to a friend of yours the GEAR against IPV Workshop “Construint relacions igualitàries i saludables” by **using one single word**, which would that be?

The most common word was Great for 13.11% of the respondents. Followed by two words with 9.83% of the respondents each: Fun and Help. Two more words had 8.19% of the respondents each: Learning and Equality. Followed by Respect, Amazing and Participation (6.55%) Finally, words with 4.91% Interesting, Important and Courage 3.27%Network, Opportunity and Speaker and 1.64% Different, Active, Needed and Surprising. N=61

