

Gender Equality Awareness Raising against Intimate Partner Violence II

GEAR against IPV II

Report

Teachers' Training Seminars in Greece: Implementation and Evaluation Report



European Anti-Violence Network (EAVN)

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Credits

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Project Identity

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Partners

- Mediterranean Institute of Gender Studies (MIGS), Cyprus
- Center for Education, Counselling and Research (CESI), Croatia
- Association for Gender Equality and Liberty (ALEG), Romania
- Plataforma Unitària contra les Violències de Gènere, Spain
- The Smile of the Child, Greece

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Contents

Preface	I
Background	1
Objectives of training seminars	1
Preparatory phase	1
A. First Teachers' Seminar in Greece	3
A.1. Trainees	3
A.2. Trainers	3
A.3. Implementation Description	4
B. Second and Third Teachers' Seminar in Greece	13
B.1. Trainees	13
B.2. Trainers	14
B.3. Implementation Description	14
C. Seminars' Evaluation	17
C.1. Method	17
C.2. Results	18
D. Success Factors, Barriers & Suggestions for Improvements	60
Conclusion	63
Annexes	64
1st Seminar	65
<i>Agenda</i>	65
<i>Trainees' Attendance Form (per day)</i>	70
<i>Photos</i>	74
2nd Seminar	77
<i>Agenda</i>	77
<i>Trainees' Attendance Form (per day)</i>	82
<i>Photos</i>	89
3rd Seminar	91
<i>Agenda</i>	91
<i>Trainees' Attendance Form (per day)</i>	96
<i>Photos</i>	100

Preface

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

The GEAR against IPV Approach

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

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

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

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

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

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

The GEAR against IPV Approach addresses:

- **students** (12+ years old) of secondary education

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

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

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

Main Activities of the GEAR against IPV Approach are:

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

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

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

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

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

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

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

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

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

This Report describes the implementation and evaluation of the “GEAR against IPV” Training Seminars that were conducted with teachers and psychologists in Greece in the context of the “GEAR against IPV II” Project.

Detailed reports for the implementation and evaluation of training seminars in the five countries are available [here](#) per country and a short description for all countries can be accessed at the [Policy Brief](#) entitled *“Building Healthy Intimate Relationships. The Role of School: Evidence-based Policy Recommendations for Teachers' Trainings*.

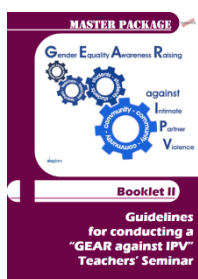
Background

Objectives of training seminars

The aim of training seminars was to build teachers' capacity to implement preventive interventions, as well as to screen, support and protect victimized teens. More specifically, the objectives of training seminars were:

- Sensitization of teachers on gender stereotyping, IPV/dating/sexual violence in adolescents and child abuse and neglect (theoretical training)
- Building capacity of teachers in order to be able to implement Workshops with children and adolescents in school or other settings (mainly experiential training in small groups, but also theoretical training)
- Building capacity of teachers in order to be able to identify, handle and appropriately refer for further support children who are victims of CAN and/or who are exposed on IPV at home (witnesses of IPV), as well as adolescents who are victims of IPV, dating violence or sexual violence.

Preparatory phase



The training seminars' organization, implementation and evaluation was based on **Booklet II "Guidelines for Conducting a GEAR against IPV Teachers' Seminar"** that includes in detail the suggested way of conducting a Teachers' Seminar. **Master Booklet II** -that was developed in the context of the 1st "GEAR against IPV" Project¹ and revised in the context of the "GEAR against IPV II" Project²- proposes, in three separate sections, a step-by-step description for

organizing, implementing and evaluating Seminars in order to guide as much as possible uniform trainings of teachers and/or professionals who intend to implement "GEAR against IPV" Workshops with secondary school students in classroom (or in a different setting) either in the same or in different countries.

The training is designed in a way that includes separate parts of the Seminar that focus on teachers' sensitization and training on: a) gender equality issues and stereotypical attitudes regarding gender roles, as well as how they relate to intimate partner violence, b) how to handle cases of abuse

¹ The **Master "GEAR against IPV" Booklet II** (in English language) is available on www.1st.gear-ipv.eu/sites/default/files/1/Master_GEAR%20against%20IPV%20Booklet%20II_English.pdf

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

(intimate partner violence or child abuse and neglect) and c) the methodology for organizing, conducting, monitoring and evaluating the “GEAR against IPV” Workshop in their classes.

The Booklet also includes tables that were specifically created with the aim to link each part of the Seminar with the respective supportive material in Booklets III (Teacher’s Manual) and IV (Students’ Activities Book), while its Annexes provide useful tools for organizing and evaluating a Seminar.

On the basis of the Master “GEAR against IPV” Booklet II in the English language, European Anti-Violence Network translated Booklet II in Greek and completed and culturally adapted (wherever necessary) specific sections by following the instructions that were included in Master Booklet II (appearing in orange font). In the context of the GEAR against IPV II project, the revisions made in Master Booklet II were incorporated in the Greek Booklet II and therefore, the revised Greek Booklet II³ was developed and used for the organization, implementation and evaluation of the Teachers’ Seminars.

In Greece, three 3-day training seminars were conducted in Athens by the European Anti-Violence Network (EAVN). A total of 93 trainees attended the seminars⁴. More specifically:

- On 1st - 3rd April 2015 was held the 3-day Training Seminar of Teachers and Psychologists who work with children/adolescents/young people who are either hosted or visiting the facilities of organizations offering services to vulnerable and/or high risk groups of children/adolescents. The Seminar was organized by EAVN in collaboration with “The Smile of the Child” and a total of 20 trainees attended the seminar that was held in the Studio “YouSmile“
- On 31st October - 2nd November 2015 was held the 2nd 3-day Training Seminar of Secondary Education Teachers in Greece. A total of 52 trainees attended the seminar.
- On 5th – 7th December 2015 was held the 3rd 3-day Training Seminar of Secondary Education Teachers in Greece. A total of 21 trainees attended the seminar.

³ Available at: www.gear-ipv.eu/educational-material/national-packages

⁴ The initial design provisioned 91 trainees

A. First Teachers' Seminar in Greece

A.1. Trainees

Target group

The 1st “GEAR against IPV II” Training Seminar in Greece⁵ was designed in order to approach **16 teachers and psychologists** who work with children/adolescents/young people who are either hosted or visiting the facilities of organizations offering services to vulnerable and/or high risk groups of children/adolescents.

Trainees' recruitment

The trainees' recruitment was undertaken by “The Smile of the Child” (‘The Smile’) which was the project's partner organization in Greece. A total of 13 teachers and 4 psychologists were recruited by ‘The Smile’; 13 of the trainees were working at the 10 Community Homes of ‘The Smile’⁶ where children victims of abuse or neglect live; 3 of the trainees were working at the 3 Day Care Homes of ‘The Smile’ where children from families facing financial, social or other problems are being supported⁷ and the 17th trainee was a psychologist that is coordinating the Children, Parent and Teacher Information Department of ‘The Smile’. In addition, EAVN invited to the training one teacher and one psychologist working at the Shelter of Abused Women and their children of the Municipality of Athens and one psychologist working at EAVN.

A.2. Trainers

The 1st Training Seminar was conducted by:

- Ms. Kiki Petroulaki, Ph.D., Experimental Psychologist (Leader of the Project “GEAR against IPV II”)
- Ms. Antonia Tsirigoti, M.Sc., Psychologist (Coordinator of the Project “GEAR against IPV II”)

Both trainers have years of experience in gender equality awareness raising, intimate partner violence prevention and issues related to child abuse and neglect as well as in teachers' and other professionals' (e.g. psychologists, social workers) training and youth awareness raising activities. They were qualified to facilitate a simulation of a “GEAR against IPV” Workshop during the training, namely to implement a set of activities exactly as it was expected to be implemented in the

⁵ This seminar was video taped and provided to the project's partners in order to use it as a model for conducting the training seminars in their countries.

⁶ Corinth, Aigio, Corfu, Kareas (Athens), Melissia (Athens), Kyllini, Peristeri (Athens), Marousi (Athens), Moschato (Athens), Foinikas - Thessaloniki

⁷ Vrochitsa, Agrinio, Mitikas (Evia)

classroom by the teachers. In addition, they were considerably well familiarized with the entire “GEAR against IPV” Educational Material as they are the two of the creators of the *GEAR against IPV* approach and very experienced in its use with adolescents.

A.3. Implementation Description

The Seminar consisted 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: practical training of participants on how:

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

PART III. Theoretical training of participants on:

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

Parts I and II aimed to build trainees’ capacity on implementing “GEAR against IPV” Workshops in their facilities while the aim of Part III was to build their capacity on handling cases of abuse. In addition to these Parts, there was also an Introductory and a Closing section and the completion of Post-Seminar evaluation questionnaires⁸.

Table 1 illustrates the outline of the Agenda of the 1st “GEAR against IPV II” Training Seminar in Greece per day as well as the training hours. The total duration of the seminar was 24 hours (18 hours net duration, excluding breaks).

All trainees attended the three day seminar apart from two who could not attend the last day.

⁸ Completion of Pre-Seminar questionnaires was conducted some days before the onset of the seminar via distance online completion of the questionnaire

Table 1. Agenda of the 1st “GEAR against IPV II” Teachers’ Seminar in Greece⁹

1ST DAY: WEDNESDAY, 1 APRIL 2015	
Introductory Section (through teachers’ eyes)	
9:00 – 10:00	<ul style="list-style-type: none"> ▪ Short introduction ▪ Expectations and gender inequality assessment
PART I. Simulation of the Implementation of the “GEAR against IPV” Workshop (Experiential part: through adolescents’ eyes)	
10:00 – 17:00	Module 1. Introductory Section
10:30 – 11:00	<i>Coffee-Break</i>
	Module 2. Gender Stereotypes and Gender Equality
12:30 – 13:30	<i>Lunch-break</i>
	Module 2 (continued)
15:00 – 15:30	<i>Coffee-Break</i>
	Module 3. Healthy and Unhealthy Relationships
17:00	Closure of 1 st day
2ND DAY – THURSDAY, 2 APRIL 2015	
10:00 – 15:30	Module 4. Intimate Partner Violence
11:30 – 12:00	<i>Coffee-Break</i>
	Module 4 (continued)
13:30 – 14:30	<i>Lunch-break</i>
	Awareness raising campaign of adolescents
	Closure of simulated workshop
15:30 – 16:00	Reflection, suggestions and discussion about the “GEAR against IPV” Workshops and their implementation (through teachers’ eyes)
16:00 – 16:30	<i>Coffee-Break</i>
PART II. How to use Booklet III: “GEAR against IPV” Teachers’ Manual (through teachers’ eyes)	
	Practical issues: how to organize, conduct, evaluate and report a “GEAR against IPV” Workshop implementation
18:00	Closure of 2 nd day
3RD DAY – FRIDAY, 3 APRIL 2015	
09:00 – 10:30	Practical issues (continued)
10:30 – 11:00	<i>Coffee-Break</i>
PART III. Theoretical training (through teachers’ eyes)	
11:00 – 16:00	Awareness raising on issues related to: <ul style="list-style-type: none"> ▪ Gender Stereotypes ▪ Intimate Partner Violence and ▪ Child Abuse and Neglect How to handle cases of abuse
12:30 – 13:30	<i>Lunch-break</i>
	Part III. Theoretical training (continued)
15:00 – 15:30	<i>Coffee-Break</i>
16:00 – 17:00	<ul style="list-style-type: none"> ▪ Post-Seminar questionnaire completion ▪ Closing of the Seminar

The Seminar’s content, which was developed and conducted by following the recommended procedure that is described in Booklet II, is elaborated in more detail in the entities that follow.

⁹ The original Agenda of the Training is available in the Annex (in the Greek language); Duration of each training day: **8 hrs** (breaks included) - **6 hrs net duration per day**

Seminar's description – 1st day

During the 1st day, trainees worked in **one group** of 20 trainees that was facilitated by the two trainers working either as a pair of co-facilitators in some activities, or as single facilitators in other activities, alternatively. The steps followed on the 1st and 2nd day of the Seminar were the following:

Upon arrival at the venue of the Seminar, each participant was handed her/his name badge and her/his Seminar folder that included:

- the agenda of the Training Seminar
- a notebook and pen



Introductory Section

Short Introduction: Ms Kiki Petroulaki **opened the Seminar** on behalf of the European Anti-Violence Network. She welcomed the participants and briefly presented a) the aims of the project, b) the identity of the organization (EAVN) conducting the training, and c) the objectives and the outline of the Seminar; she also explained to the trainees the purpose of the questionnaires, namely that the data collected along with the data that would be collected from them at later stages were going to be used for the evaluation of this Seminar.

Self-presentation of Trainees and Facilitators: before starting the Simulation Part (Part I), the facilitators introduced themselves and trainees introduced themselves by mentioning their name, their specialty, where they work and their what are their duties with children and adolescents, how many years they had been teaching or other teaching experience they may had with children and adolescents, and what their motivation was for participating in this Seminar.

Trainees' Expectations and Seminar's Aims: trainees were asked to express their expectations in regards to the Seminar (what the issues were that they expected to be addressed and what they expected to gain from their participation); the facilitator compared participants' expectations with the real aims of the Seminar and –whenever needed- she corrected any misconceptions or expectations that were not going to be fulfilled during this particular Seminar.

Gender Inequality in the school or other setting: during this part the activity that is described in Booklet II (Part B.2., p. 21 of Master Booklet II) was used to guide trainees to discuss among themselves and assess their own point of view in regards to gender inequality in the school or other setting, namely:

- the existence of stereotypical attitudes and/or behaviors in school or other setting expressed by teachers and/or students/children/adolescents, which result in discriminating between male and female students/children/adolescents as well as male and female teachers
- the use of sexist language in the school or other setting (in everyday conversation, school announcements, in text books and/or other activities)

During this activity, participants worked first in pairs and then in small groups by describing, discussing and sharing their own -or somebody else's- experiences and reactions related to the aforementioned topics. This activity allowed participants to exchange relevant experiences and points of views among each other regarding topics related to the content of the training and also constituted a smooth introduction to one of the core parts of the training, namely to gender stereotypes and inequality, which followed, during the Simulation Part.

PART I. “GEAR against IPV” Workshop Simulation

During this part only **interactive activities** (from Booklet III) were used so that teachers (in the same way as adolescents) were actively involved in identifying and considering their own gender stereotypes as well as in the process of deconstructing them. Thus, trainees’ awareness raising, as well as part of their capacity building to implement the “GEAR against IPV” Workshop was based on the use of active learning techniques. At the beginning of this part, the facilitator explained to the group the approach “**through students’/adolescents’ eyes**”, namely that this part would consist of an exact simulation of the “GEAR against IPV” Workshop where trainees were requested to adopt the role of adolescents. Thus, participants were requested to decide if they would like to be a boy or a girl, to keep their real name or not, to be an obedient participant or not, etc. All participants were handed out “post-it” papers where they wrote their “teen name” and stuck their “name label” on their badge. Due to the fact that 19 of the 20 trainees were women, ‘Post-it’ papers of two colors were handed out to the participants: whoever took an orange coloured paper had to adopt the role of being girl and whoever took a yellow colored paper¹⁰ had to adopt the role of being a boy; the papers were distributed interchangeably and were also numbered from 1 to 20 in order these numbers to be used later on for the equal distribution of ‘boys’ and ‘girls’ to small groups. Immediately afterwards, the facilitators started the simulation part by conducting a “GEAR against IPV” workshop with a group of adolescents (trainees “transformed” into adolescents)!

During the simulation part, the facilitators also modelled situations that a teacher was likely to face during the “GEAR against IPV” Workshop’s implementation in order to get participants acquainted with potential unexpected situations and to guide them in realizing that the “GEAR against IPV” material is a “live” material which, in order to effectively achieve its aims, must be adapted by the facilitator in a way that will cover the needs of the group in the best possible manner.

Twelve activities were selected to be simulated during this part (see Table 2) as well as 3 back up activities, which derived from all four Modules of Booklet III.

¹⁰ The colors used for boys and girls were intentionally non stereotypical

Table 2. Activities selected to be simulated

Module 1. Introduction and Setting Goals

- Activity 1.2. Expectations and Objectives
- Activity 1.3. Ground Rules

Module 2. Gender Stereotypes and Gender Equality

- Activity 2.1.1. How it is Being a Girl... how it is Being a Boy
- Activity 2.1.2. Social Gender Roles
- Activity 2.1.3. What I Like – What I don't Like (*back up activity*)
- Activity 2.1.6. Sex and Gender
- Activity 2.1.8. Quiz: Professions, roles & activities of men and women (*back up activity*)
- Activity 2.1.11. Gender Box
- Activity 2.2.4. Continuum of Harmful Behaviours to Girls and Boys

Module 3. Healthy and Unhealthy Relationships

- Activity 3.3. Healthy and Unhealthy Relationships – Recognizing the Warning Signs
- Activity 3.4. Persons and Things

Module 4. Intimate Partner Violence

- Activity 4.1.2. Anna and Dimitris
- Activity 4.1.3. Relationship violence stories (*back up activity*)
- Activity 4.1.7. Myth or Reality?
- Activity 4.2.1. What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies

The activities were selected on the basis of the instructions in Booklet III which means that among these 15 activities, there were some “back-up activities” also included. The facilitators simulated 11 activities with the group of trainees (one activity -2.1.6.- was skipped due to lack of time); activities from all 4 Modules of Booklet III were simulated. The time dedicated to the simulation of activities is considered to be sufficient enough; the participants had the chance to experience a significant number of activities from each Module. By the end of the 1st day, there were implemented the activities 1.2., 1.3., 2.1.1., 2.1.2., 2.1.11., 2.2.4., and half of the Activity 3.3. In addition, it was provided to the trainees a leaflet containing information about the campaign that adolescents would be asked to take part¹¹. At the end of the day, participants were asked to reflect on the day; to help people to reflect on the activities of the day, a ball was made out of paper and the group asked to throw the ball to each other in turn. When they had the ball, participants said one thing they thought about the day. The thoughts that they shared were:

- *“It was really interesting and, most of all, interactive”*
- *“Very enlightening”*
- *“Experiential” (2)*
- *“Constructive”*
- *“Playful”*
- *“Fun” (2)*
- *“If offered knowledge”*

¹¹ Following their own sensitization, the participants of the adolescents’ workshops were invited –as experts in adolescent relationships- to create messages and products that were included in an awareness raising campaign targeting the general adolescent population in each country.

- *"We got knowledge with a really pleasant way because we took part in all that" (2)*
- *"Really interesting" (2)*
- *"It made me think" (3)*
- *"Substantial"*
- *"I noticed things that I hadn't seen in my everyday life"*
- *"A different approach to the matter"*
- *"Interesting and fun"*
- *"Really nice group"*
- *"Really nice day"*

Seminar's description – 2nd day

The 2nd day started with the continuation of the simulated part. Activity 3.3 was finalized as it remained open the previous day due to lack of time and the rest activities (4.1.2., 4.1.7., 4.2.1.) were implemented. Just before the end of the simulation, participants were asked to stick a piece of paper on their backs. Each participant then wrote something they like, admire or appreciate about that person on the paper on their backs. When they had all finished, participants were asked to express anything they wanted either about their paper or about the group (e.g. how they felt) and then they took their papers home with them as a reminder. What participants expressed was:

- *The group helped me feel very well; I have very positive feelings and I am really proud to be part of this group*
- *I had an amazing time; I really enjoyed our talks, our discussions and all that I've learned in the group. I'd gladly do it again. Thanks for your kind words. They made me feel really nice. I'm also glad I am part of this group.*
- *I think our group rocks. You were excellent... and all the "boys" and "girls" were also amazing. Great ideas, lovely smiles, beautiful viewpoints. I had a great time on those two days... and I hope tomorrow is also another great day.*
- *I'd like to thank the group because I learned while having fun. When that happens, it's ideal.*
- *I had a lovely time and would like to thank you all (male and females). I finally learned that! I love what's on my sheet. I really enjoyed all this.*
- *I had a lovely time, had amazing laughs in here. I got to know more some people. My only question is... Is it "Thanks, boys and girls" or "Thanks, girls and boys?"*
- *Many of you have written on my sheet... that I'm a happy and smiling person. I'm glad that what I felt was apparent to all of you. I had a great time, I laughed and enjoyed myself.*
- *It was great, loads of fun activities and I've learned many things.*

- *I'd like to tell our friend who raised the issue... that according to grammar... when there's male and female in a sentence, the male element wins but we can raise our objection by appealing to the Ministry...*
- *I feel complete and lucky to have been a part in all of this. Thanks a lot.*
- *I had a lovely time. We've had some very interesting arguments. I learned a lot out of this process... and I really enjoyed the last activity with the sheets. Great idea.*
- *The group was very warm and friendly... and thanks for your kind words.*
- *Thanks a lot. You taught us some things in a great way... and thus we managed to express our thoughts better. I loved the last activity... because it's better to focus on the positive side of each person... and not judge them harshly.*
- *The group had a pleasant and familiar atmosphere to it. Thank you all for everything, I had a lovely time.*
- *I had an amazing time, thanks a lot. I feel that I'm leaving having acquired valuable knowledge. I've learned things I didn't know up until now. Thanks for your kind words. It was all really lovely.*
- *I also had a lovely time. I'm glad I met all the people in the group. I learned new things and been through new experiences. I'm sure it'll all be very useful in the future. It was great how time passed through all those games... that helped us learn all those things about ourselves.*
- *It's something I won't forget, a great approach on things. I didn't expect it to be this practical or experiential. I thought there'd be just people talking to us, like in class. I'm talking as a teenager. Thanks for your kind words. Many people seem to think that I'm very "rational". I think you got that one wrong. It was a lovely memory to hold on to.*
- *I thank you all, boys and girls. Maybe the opposite. Thanks, girls and boys, for being such a great team. For really coming in and giving it your all. I learned loads from each one of you and I'd like to thank you (facilitator's comment).*
- *I'd also like to thank the group. I had a brilliant time. This really worked as a therapy group for me. I hope I'll have the chance to be part of something similar in the future.*
- *I feel all what you've already said. I'd just like to read to you a comment I really liked. It's by "my thing"¹². "I'm glad you didn't kill me. Love- your thing."*
- *It was a unique experience. I had a great time. I feel complete... and I've never expected to have such a great time... and to learn so many things in such a unique and pleasant way.*
- *It was great meeting you all, girls and boys, boys and girls. I'm glad that you all enjoyed what we did here... that you feel that you've learned things... and felt comfortable throughout the process. I hope it all proves to be useful. (facilitator's comment)*

¹² Internal communication code developed by the members of the group after the activity No. 3.4. Persons & Things

After the simulated part and before the last session of Part I, participants were “transformed back” into adults in order a) the facilitators to provide to the trainees some tips concerning the simulated activities and to explain some do’s and don’ts per activity and b) to **reflect on the “GEAR against IPV” workshop**. All trainees were asked to provide feedback (e.g. thoughts, feelings) and suggestions for improvement of a) the simulated workshop and b) the teens’ real workshop. They also shared thoughts about potential difficulties they anticipated that they might face as facilitators of a “GEAR against IPV” workshop.

Last but not least, at the end of the 2nd day, trainees were provided with supplementary material that consisted of:

- A book entitled *Guide on "How to Escape" a Violent Relationship*
- The CD-ROM containing the educational material and copies of bookmarks for students that were developed in the context of the previous GEAR against IPV Project

The Greek Revised Booklets III and IV were sent to the trainees electronically and in hardcopy after the end of the training seminar. During the training, a sample of the Greek Booklets III and IV in hardcopy was available for the trainees for overview.

Seminar’s description – 3rd day

PART II. How to use Booklet III: “GEAR against IPV” Teachers’ Manual

This part of the Seminar focused on how teachers can use Booklet III in order to **organize, conduct** and **evaluate a “GEAR against IPV” Workshop** as well as on how to **report** the implemented workshop.

At the beginning of the day, the structure and contents of Booklet III were presented, explained and discussed. Information was provided on the suggested steps to be followed for the preparation and organization of the “GEAR against IPV” workshops (as described in Part B of Booklet III, e.g. teachers’ self-preparation, how to inform teens, conduct the needs assessment, select activities, develop the workshop’s program). Participants were informed of the suggested minimum duration of each workshop (10 hours or 13 teaching hours) and about the campaign that teens would be invited to develop.

The trainers also presented trainees with the methods they may use for their workshops’ documentation as well as the aim, the method and the way they would evaluate their workshop’s effectiveness (via pre-, post- questionnaires completion). The process that they would have to follow in order to collect data from teens was also explained.

Last but not least, the Reporting Forms (Annex C of Booklet III) were presented; trainees were asked to use these Forms in order to report the implementation of the workshops; the way to complete the Forms was also explained and discussed with trainees.

In addition, during this session practical issues were also discussed with the trainees concerning the workshops’ implementation, such as:

- a) anticipated starting date of workshops,
- b) anticipated number of participants,

- c) anticipated workshops' duration,
- d) ways EAVN will provide assistance to implementers during the workshops' implementation.

PART III. Theoretical Training

This part of the Seminar, which focused on trainees' theoretical training, aimed to build their capacity to handle cases of revealed and/or suspected abuse that might arise, either during or after the implementation of the "GEAR against IPV" Workshop, by also providing them with all information available, systematized in a way that would facilitate their use.

More specifically, during this theoretical part of the Seminar information was provided to trainees regarding:

- 1. Gender Inequality Issues:** for example, what the relationship is between gender stereotypes, gender roles, gender inequality and IPV, what we can do in order to change this situation
- 2. Intimate Partner Violence:** for example, what IPV is, forms of violence, consequences of violence for the victim, the vicious cycle of violence, the magnitude of IPV globally, at EU and at national levels, exposure of children to IPV, consequences of IPV for children, statistics, the relationship between IPV and child abuse, sources for support
- 3. Child Abuse and Neglect (CAN):** for example, what child abuse is, forms of child abuse, statistics, what the signs are and how to recognize them, what neglect is, signs of neglect, the role of teachers (what to do, what not to do, legal framework, how to react in case of CAN disclose or suspicion of CAN, how to report and where).

At the end of the 3rd day of the Seminar, trainees were invited to evaluate the Seminar via completing the Post-Seminar Questionnaire and Certificates of Attendance were distributed to them.

Last but not least it should be noted that a closed meeting was not held with this group of trainees because almost all of them were potential implementers (15 confirmed implementers and 2 potentially) and therefore all information and discussion that would have been held in a closed meeting with implementers was integrated in the entire groups' training.

Photos from the 1st Seminar in Greece are available in the Annex and on the project's website (<http://www.gear-ipv.eu/core-activities/teachers-training-seminars/item/22-greece>).

B. Second and Third Teachers' Seminar in Greece

B.1. Trainees

Target group

The 2nd and 3rd “GEAR against IPV II” Training Seminar in Greece was designed in order to approach **75 teachers of secondary education** from different areas of Greece. In the 2nd seminar, it was planned to be trained 50 trainees (from Attika and other cities of Greece) and 25 teachers (mainly from Attika) in the 3rd seminar.

Trainees' recruitment

The trainees' recruitment for both the 2nd and 3rd seminar was conducted by EAVN. An Open Call for declaration of interest and online application form (concerning both seminars) was published on 30th August 2015. The call for applications provided information about the aim of the seminar, the duration and logistics, the duties of teachers that would undertake the implementation of workshops, the duties of EAVN etc. as well as the criteria to be used in case of receiving more applications than planned. The call for applications remained open for one month and a total of 253 applications were submitted, of which more than 70% were from teachers working in schools of the Periphery of Greece. Therefore, the selection of trainees was based on the following criteria (as they were included in the Call):

- a) teachers' possibility/will to implement the students' awareness raising workshop (minimum duration of workshop: 13 teaching hours)
- b) the geographical area of the school they teach
- c) the educational level (Junior or Senior High School) and the class (A, B, C) that teachers are currently assigned to [those who teach in B class of Junior High School or in the A Class of Senior High School will be prioritized]
- d) the application's order of priority, on the basis of date of submission (unless criterion e is applied)
- e) the number of teachers who teach in the same school. Given the limited number of trainees, it is highly possible that one teacher per school will be selected in case more applications originating from the same school are received.

An effort to recruit teachers working in as many different areas other than the capital of Greece was made, not only because the implementation of the “GEAR against IPV” workshops was planned to be conducted in 7 schools in areas other than Attika Prefecture, but also due to the fact that, in Greece, trainings are usually conducted in the two cities with the largest populations, namely Athens and Thessaloniki, leaving teachers working outside of Attica with very limited opportunities to participate. EAVN had the intention of providing the opportunity to participate in this training also to teachers outside of Athens, in order to increase the chances of spreading the workshops' implementation -not only in the

framework of this project but also in the future- in various areas all over Greece. Therefore, 48% of the trainees (36 out of the 75 teachers) were anticipated to be from Regions other than the capital's.

A total of 54 trainees were selected and confirmed their participation in the 2nd seminar; fifty two attended the seminar; one teacher did not show up (no explanation provided) and the other one attended only the 1st day due to sickness that affected her the rest of the days.

A total of 24 trainees were selected and confirmed their participation in the 3rd seminar; twenty one attended the seminar; one teacher did not show up (no explanation provided) and unexpected factors prevented other two trainees from attending the seminar.

Therefore, a total of 73 teachers attended the 2nd and 3rd training seminars.

B.2. Trainers

The 2nd and 3rd Training Seminar was conducted by:

- Ms. Kiki Petroulaki, Ph.D., Experimental Psychologist (Leader and Scientific Supervisor of the Project “GEAR against IPV II”)
- Ms. Antonia Tsirigoti, Psychologist (Coordinator and Trainer of the Project “GEAR against IPV II”)
- Mr. Athanasios Ntinapogias, Psychologist (Researcher and Trainer of the Project “GEAR against IPV II”)

In addition, invited speakers were:

- 2nd Seminar: Mr Stefanos Alevizos, Psychologist (local coordinator of the Project “GEAR against IPV II” and Coordinator of the Children, Parent and Teacher Information Department of ‘The Smile’)
- 2nd and 3rd Seminar: Ms Vassiliki Syriopoulou and Theodora Dellaporta, Teachers who had implemented the GEAR against IPV Workshops during the 1st GEAR against IPV project

B.3. Implementation Description

The structure of the 2nd and 3rd Seminar was the same with the 1st seminar.

All trainees attended the two three-day seminars (there were no absences).

Table 3. Agenda of the 2nd and 3rd “GEAR against IPV II” Teachers’ Seminar in Greece¹³

1ST DAY: SATURDAY, 31 OCTOBER 2015 & SATURDAY, 5 DECEMBER 2015	
Introductory Section (through teachers’ eyes)	
10:00 – 11:00	<ul style="list-style-type: none"> ▪ Short introduction ▪ Expectations and gender inequality assessment
PART I. Simulation of the Implementation of the “GEAR against IPV” Workshop (Experiential part: through adolescents’ eyes)	
11:00 – 18:00	Module 1. Introductory Section
11:30 – 12:00	<i>Coffee-Break</i>
	Module 2. Gender Stereotypes and Gender Equality
13:30 – 14:30	<i>Lunch-break</i>
	Module 2 (continued)
16:00 – 16:30	<i>Coffee-Break</i>
	Module 3. Healthy and Unhealthy Relationships
18:00	Closure of 1 st day
2ND DAY – SUNDAY, 1 NOVEMBER 2015 & SUNDAY, 6 DECEMBER 2015	
10:00 – 15:30	Module 4. Intimate Partner Violence
11:30 – 12:00	<i>Coffee-Break</i>
	Module 4 (continued)
13:30 – 14:30	<i>Lunch-break</i>
	Awareness raising campaign of adolescents
	Closure of simulated workshop
15:30 – 18:00	Reflection, suggestions and discussion about the “GEAR against IPV” Workshops and their implementation (through teachers’ eyes)
16:00 – 16:30	<i>Coffee-Break</i>
18:00	Closure of 2 nd day
3RD DAY – MONDAY, 2 NOVEMBER 2015 & MONDAY, 7 DECEMBER 2015	
09:00 – 15:30	Presentation of the European Anti-Violence Network
PART II. How to use Booklet III: “GEAR against IPV” Teachers’ Manual (through teachers’ eyes)	
	Practical issues: how to organize, conduct, evaluate and report a “GEAR against IPV” Workshop implementation
10:30 – 11:00	<i>Coffee-Break</i>
PART III. Theoretical training (through teachers’ eyes)	
	Awareness raising on issues related to: <ul style="list-style-type: none"> ▪ Gender Stereotypes ▪ Intimate Partner Violence and ▪ Child Abuse and Neglect How to handle cases of abuse
13:00 – 14:00	<i>Lunch-break</i>
	The 1 st GEAR against IPV Project
15:30 – 16:00	<i>Coffee-Break</i>
16:00 – 17:00	<ul style="list-style-type: none"> ▪ Post-Seminar questionnaire completion ▪ Closing of the Seminar
16:00 – 18:00	Closed meeting with high school teachers interested to implement the GEAR against IPV workshops during 2015-2016 school year

The Seminars’ content was the same as it was in the 1st seminar. The only differences are the following:

¹³ The original Agenda of the Training is available in the Annex (in the Greek language); Duration of each training day: **8 hrs** (breaks included) - **6 hrs net duration per day**

In the 2nd Seminar, during the 1st and 2nd day, trainees worked in **3 small groups** of 17-18 teachers. The trainees were divided into 3 small groups that were facilitated by each of the three trainers.

By this way Part I of the teachers' Seminar constituted an as much as possible exact simulation of the implementation of the "GEAR against IPV" Workshop in the classroom. Dividing trainees into small groups facilitated the application of active learning methods and the encouragement of trainees' active participation. Furthermore, because most of the teachers would implement the "GEAR against IPV" workshop in an entire class of children, the trainers tried to form groups that would be neither much larger nor much smaller than the usual size of a typical classroom in Greece (~20 students).

The Greek Revised Booklets III and IV were provided to the trainees in hardcopy at the end of the 2nd day of the training seminar. No other supplementary material was provided to the trainees (in hardcopy format) but trainees were recommended to read electronically the book entitled *Guide on "How to Escape" a Violent Relationship*.

In regards to the 3rd day of both seminars, at the beginning it was presented to the audience the profile and activities of European Anti-Violence Network. Then, the structure and contents of Booklet III were presented, the documentation methods, and the evaluation (as described above for the 1st seminar). After the theoretical training, it was presented to the trainees by EAVN the former GEAR against IPV project and its results and two teachers who had implemented the Workshops during the 1st GEAR against IPV project presented to the trainees their own experience from the implementation and responded to their questions.

Closed Meeting with Implementers

After the closure of the 3rd day of the Training Seminar, a closed meeting was held only with teachers that had expressed interest and committed themselves to implementing the "GEAR against IPV" Workshops in the framework of the project, namely during the school year 2015-16. The topics discussed during that meeting were mainly practical issues, such as the duties of implementers, steps to be followed for the onset of the workshops, what information and material implementers have to send to EAVN, what will be the support of EAVN etc.

Photos from the 2nd and 3rd Seminar in Greece are available in the Annex and on the project's website (<http://www.gear-ipv.eu/core-activities/teachers-training-seminars/item/30-greece> and <http://www.gear-ipv.eu/core-activities/teachers-training-seminars/item/32-greece>).

C. Seminars' Evaluation

C.1. Method

The evaluation design was a simple within-subjects design with “time interval” (pre- vs. post-Seminar) being the independent variable. The evaluation tools¹⁴ and the steps of the process followed in order to evaluate the “GEAR against IPV” Teachers’ Seminars were the following:

1. all trainees completed the **Pre-Seminar Questionnaire [T-S(pre)]**¹⁵ before the onset of the Seminar electronically (online completion and submission via the use of an online questionnaire development software)¹⁶
2. at the end of the Seminar, trainees completed the **Post-Seminar questionnaire [T-S(post)]**

Outside of the project’s scope, it is also planned to test the **long-term sustainability of the immediate effects observed**, namely to measure whether the modifications that were observed immediately after the Seminar were preserved over time; this can be achieved via the comparison of the post-Seminar questionnaire results with two follow-up questionnaires (that can be completed several months after the Seminar and after the end of the GEAR against IPV Workshops with adolescents).

The **1st follow-up questionnaire [T-S(fol. 1)]** sent (invitation for online completion) to 72 trained teachers on the 14th of July 2016, after all students’ workshops had finished (about 7 and 8 months after the 2nd and 3rd Seminar); these results are not presented in this Report as they are out of the scope of the project.

The **2nd follow-up questionnaire [T-S(fol. 2)]** will be sent on April-May 2017, which will be about a year after the end of Students’ Workshops and about 1,5 year after the Teachers’ Seminar.

The main objective of the evaluation was to test whether the “GEAR against IPV” Teachers’ Seminar achieved its objectives, namely to test if the intended modification in trainees’ **knowledge**, held **attitudes** and **self-reported behaviour** regarding gender inequality and IPV issues is induced. This was measured on the basis of the comparison of teachers’ answers in the pre- and post-Seminar self-completed questionnaires.

¹⁴ The Seminars’ Evaluation Questionnaires in the English language are available in the Revised Master Booklet II (Annexes 1-2)

¹⁵ The areas assessed by each set of questions in the 2 questionnaires are summarized on page 32 of Booklet II.

¹⁶ in the abbreviations for the evaluation tools, T stands for “Teacher” and S for “Seminar” while the parenthesis designate the time of questionnaire delivery (pre, post or follow-up 1st or 2nd)

¹⁶ This method of online completion offered many advantages in comparison to either paper or electronic document completion: the application does not allow missing values by indicating questions left unanswered, it facilitates more the trainees (easier completion for the trainees, as specific questions “are hidden”, according to the respondent’s answer in filter questions- more user friendly and also trainees can pick a time that suits them best). Additional benefits are the immediate/automatic coding and extract of responses to excel or SPSS (less time consuming process, cost-effective and easy and faster way of data collection and avoidance of mistakes during coding -human error- compared to traditional methods of data collection).

In addition, trainees' **expectations and their fulfilment** were also measured in pre- and post-questionnaires. Trainees were also asked to evaluate prior to and after the Seminar **how comfortable** they feel **to implement activities targeting specific topics**, such as gender equality and stereotypes, romantic relationships, as well as physical, psychological and sexual abuse in order to test if the Seminar was beneficial to them regarding this aspect.

Via the post-questionnaire, trainees are also asked to **evaluate** their group's facilitator as well as the Seminar in terms of their **personal satisfaction** in regards to its content, processes and self-assessed usefulness; they were also asked to provide **proposals for the Seminar's improvement** as well as **to identify potential facilitators/barriers** for the "GEAR against IPV" Workshop's future implementation in the school (or other) setting. In order to test how close to reality are teachers' opinions, this aspect was also assessed (in the implementers' group) after the Workshops, where they are asked to report any real facilitators/barriers they faced during their implementation.

In addition, the pre-questionnaire includes **demographic information** and trainees' **related experience**. The **extent of gender inequality** in Greece was also measured via a series of questions in the same questionnaire.

The steps of the process followed in order to evaluate the "GEAR against IPV" Teachers' Seminars in Greece, by use of the evaluation tools, were:

- all trainees were asked to complete online the **Seminar Pre-Questionnaire [T-S(pre)]** a few days before the onset of the training
- at the end of the 3rd day of each training (3rd April 2015, 2 November 2016 and 7 December 2016), trainees were asked to complete hardcopies of the **Post-Seminar questionnaire [T-S(post)]**.

C.2. Results

All trainees completed the pre- and post-Seminar questionnaires (except for one who was absent during the 3rd day of the Seminar, and 5 who completed their pre-questionnaire but did not attend the training). Therefore a total of 98 pre- and 92 post-questionnaires were collected; after excluding the 5 pre-questionnaires from the persons who did not attend the training, the database that was used for the analyses included data from 93 pre- and 92 post-questionnaires.

C.2.1. Trainees' characteristics

Out of the 98 trainees that enrolled, 4 teachers did not show up and one discontinued, therefore, 93 trainees attended the Seminar (85 Teachers, 7 Psychologists and 1 Social Worker). The trainees' group comprised of 86% females and 14% males (Table 4) and their (N = 93) mean age was 42,2 years (ranging from 27 to 55 years old). The group (N=87¹⁷) had, on average, 15,26 years (SD = 5,86) of teaching experience, ranging from 1 month to 27 years of teaching.

Table 4. Trainees' specialty

Trainees' specialty		Sex		Total
		Male	Female	
Secondary school teachers	Literature (Greek, German, English, French)	3	47	50
	Gymnastics	3	4	7
	Sociology/Economics/Technology	2	5	7
	Theology	3	3	6
	Natural Sciences (Physics, Chemistry, Biology)	1	4	5
	Information technology	-	5	5
	Mathematics	-	2	2
	Home economics	-	1	1
	Arts	-	1	1
Kindergarten teacher		-	1	1
Social worker		-	1	1
Psychologist		1	6	7
Total		13	80	93

Trainees' **specialties** are presented in Table 4 while Table 5 illustrates their **geographical origin** where it is evident that **all 13 Peripheries** of Greece were represented at the training seminars: 33 (35,5%) were working in the four districts of Attica Region (which is the Region where the capital is located) while 60 (64,5%) were working in cities belonging to 28 out of the 46 Prefectures of Greece.

Table 5 also presents the Prefectures in which **Students'/Adolescents' Workshops were conducted** by the trained teachers (in 20 Prefectures belonging to 11 Peripheries).

¹⁷ Six psychologists had no teaching experience

Table 5. Number of trained trainees and implementers per geographical area

Periphery	Prefecture	Trainees		Implementation of workshops	
		Schools	Other settings	Schools	The Smile of the Child
Eastern Macedonia and Thrace	Drama	1			
	Kavala	1			
	Xanthi	3		1	
Central Macedonia	Imathia	2		1	
	Thessaloniki	1	1		1
Western Macedonia	Kastoria	1			
	Kozani	1			
	Florina	2			
Epirus	Arta	1			
	Preveza	1			
Thessaly	Karditsa	1			
	Larissa	1			
	Trikala	3		1	
Ionian Islands	Zakynthos	1		1	
	Cephalonia	2			
	Corfu (Kerkyra)		1		1
Western Greece	Achaia	5	1	3	1
	Elis	1	2		1
	Aetolia-Acarnania		1		1
Peloponnese	Corinthia	2	2	1	1
	Messenia	4		1	
Central Greece	Boeotia	1			
	Euboea		1		1
North Aegean	Chios	2		1	
South Aegean	Cyclades	4		1	
Crete	Lasithi	2		1	
	Rethymno	1		1	
	Chania	2		2	
Attica	Athens	6*	14**		4***
	East Attica	15		4	
	West Attica	4			
	Piraeus	2		2	
		73	20	21	11

* Athens (3), West (1), South (2) Athens Regional Unit

** Athens (5), North (3), West (1), Central (1), South (1) Athens Regional Unit

*** North (2), Central (1), South (1) Athens Regional Unit

In regards to the group's **previously received training on the topics** the Seminar addressed, as it is illustrated in Table 6, before the GEAR against IPV II Seminar, 35,5% of the trainees had attended similar training(s) regarding gender equality issues and 19,4% regarding child abuse and neglect (CAN), while a great fewer had participated in a training regarding the topics of dating violence (3,2%) and IPV (7,5%).

Table 6. Percentage of trainees' having related experience with similar trainings and projects (Q. 5 & 6-pre, N=93)

Trainees Related Experience		Topic/ Project			
		Gender Equality	Dating Violence	IPV	Child Abuse & Neglect
Have you ever received any training related to:	No	64,5	96,8	92,5	80,6
	Yes	35,5	3,2	7,5	19,4
Do you have any experience in implementing projects related to:	Not at all	46,2	80,6	79,6	62,4
	Very little	21,5	14,0	14,0	17,2
	Moderate	21,5	3,2	3,2	8,6
	Adequate	9,7	2,2	3,2	10,8
	Great	1,1	-	-	1,1

Similarly, trainees' reported **experience in implementing projects** related to the aforementioned topics was greater in regards to gender equality projects (32,3% of participants reported having "moderate", "adequate" or "great" experience) than with projects related to CAN (20,5%), which was followed by projects related to dating violence and IPV (for which none reported having "great" experience while the percentages for "adequate" and "moderate" experience were much lower, namely 5,4% and 6,4%). Similarly, while 46,2% and 62,4% of the trainees declared having no experience with projects related to gender equality and CAN, the respective rates for the issues of dating violence and IPV neared 80%.

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

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

	Frequency	
	N	%
Enrich my knowledge (14) (theoretically and experientially) (1) / Enrich my knowledge on child abuse (2)/ on intimate partner violence prevention (4)/ on different kinds of violence (1)/ enrich my knowledge and skills on gender equality and child abuse (1)/ To get informed about IPV and how healthy relationships can be built (2)/ enrich my knowledge and skills on identification of warning signs of violence in order to offer help to students (5) / interest on gender equality and violence (1)/ Interest on gender equality issues (4)	35	37,6
How to implement this in classroom (5)/ get tools and knowledge in order to endorse them in my daily work at school (7)/ To implement the building healthy intimate relationships workshop in class with my students (4)/ obtain skills on how to raise students awareness on this topic (5)/ to help students to build healthy relationships (1)/ how to combine my lesson with GBV (1)/ my interest on violence against women, gender equality and human rights and the implementation of such projects at school (1) / to obtain knowledge in order to conduct experiential activities with my students (1)/ To obtain related educational material (1)/ To learn about new projects and new ways of approaching topics where I have not adequate knowledge (3)	29	31,2
Professional interest (3) / Professional interest about abuse/violence (1) / I work with abused/neglected children (2)/ Get experience useful for my work (3)/ Interest on trainings related to human rights (1)	10	10,8
Obtain skills on how to handle such issues of violence at school (8)/ Children and adolescents face difficulties handling their relationship issues (2)	10	10,8
How to deal with this kind of violence, to early intervene and prevent it (7)/ To sensitize the children that I work with them in order not to get victims of abuse in their relationships (1)	8	8,6
To help adolescents with their relationship problems (we see that daily and it affects their behaviour) (1)/ to be able to help children (3) / Daily conflicts between students at school/ To learn about ways of conflict resolution between boys and girls at school (4)	8	8,6
Personal and professional interest (2)/ Interest topic that will help me both at professional and personal level (5)	7	7,5
Interesting topic/ the topic of relationships (6)	6	6,5%
Get trained on issues that concern my students and to improve the communication with them (3)/ improve the relationship of teacher-student (1)	4	4,3
Other	2	2,2

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

	Frequency	
	N	%
Intimate partner violence in adolescents relationships/ IPV / ways of screening IPV/ domestic violence/ causes/ violence against women/ profile of victims	55	59,1
Gender equality/ gender stereotypes	42	45,2
Prevention/ How to deal with this phenomenon/ How to intervene/ handle cases of violence / crisis cases/ the role of school	36	38,7
New teaching methods/ how to implement such a project/ how to approach such issues/ How to implement a prevention project of violence in adolescents relationships – concrete instructions/ capacity building/ experiential examples/ method of implementation of the project/ Experiential activities/ material to be used	28	30,1
Child abuse and neglect/ the psychology of abused children/ how to approach children victims of abuse/ how to support abused children/ capacity building concerning identification, handling and referral of cases of child abuse	23	24,7
How to recognize abuse	10	10,8
Adolescents' relationships	10	10,8
Bullying, conflict resolution	8	8,6
Development of communication skills / empathy	5	5,4
Adolescent's psychology	5	5,4
Legislation	3	3,2
How to improve the relationship between adolescents and their teachers	3	3,2
Evaluation skills	2	2,2
Other (e.g. hate speech)	6	6,5

It seems that most of participants' expectations from the Seminar coincided with the objectives and topics of the Seminar and only a few of them were not consistent with the Seminars' aims. This is also reflected in their **expectations' fulfilment** assessment (Q10-post) in Table 7, where trainees, on average, rated with 9,23 that the Seminar *adequately trained them on the subjects they considered vital to be trained on* and with 9,35 that it *fulfilled their initial expectations*. It is worth noticing that trainees' mean ratings (on a scale 0-10) were extremely high for all items, ranging from 9,08 to 9,35.

Table 7. Mean ratings (0=not at all, 10=absolutely) of trainees' fulfilment of expectations (N=90).

On a scale of 0 to 10, in what extent this particular Seminar:	Mean	S.D.
provided answers to the questions you had?	9,08	1,192
provided you new knowledge?	9,10	1,181
supplemented knowledge you already had?	9,34	1,007
provided you with the opportunity to obtain new skills?	9,21	1,065
provided you with the opportunity to enhance skills you already had?	9,29	0,939
adequately trained you on the subjects that you considered vital to be trained on?	9,23	1,006
fulfilled your initial expectations?	9,35	1,051

C.2.3. Trainees' evaluation of the seminar

Trainees' were asked to evaluate several aspects of the Seminar via a series of questions included in the T-S(post) questionnaire. More specifically, they had to rate on an 11-point scale (ranging from 0= not at all to 10= absolutely):

- their **personal satisfaction** (Q1) in regards to the 13 dimensions that are presented in Table 8. Personal satisfaction was also measured indirectly (Q4), by asking teachers to rate the probability to participate again or to recommend this Seminar, as well as to implement the GEAR against IPV Workshop
- their **self-perceived usefulness** (Q3) of 8 aspects of the Seminar a) for their everyday work and b) for the implementation of the "GEAR against IPV" Workshops in classrooms (see Table 9)
- Booklets III and IV** (Q9) in regards to the 12 dimensions that are presented in Table 10
- their **facilitator(s)** in the Simulated Workshop and the **instructors** of the theoretical part (Q2) in regards to the 7 dimensions illustrated in Table 11.

a. Personal Satisfaction with the Seminar. Participants' mean satisfaction ratings with the Seminar in Greece, as presented on Table 8, are very high (8,92 – 9,70/9,84) for all of the assessed aspects. All items received mean ratings above 9 apart from two items that received almost 9 mean rating. The highest satisfaction rates (over 9,5) were given to the facilitators/instructors' adequacy, the way the seminar was organized, to Booklets III and IV and to the supplementary material provided.

Table 8. Trainees' mean rate of satisfaction (0=not at all, 10=absolutely) with the Seminar in Greece (Q.1-post, N=91, unless it is indicated differently)

How satisfied are you from:	Mean	S.D
i. the overall Seminar? (N=92)	9,27	1,110
ii. the topics addressed?	9,35	1,079
iii. the simulated "GEAR against IPV" Workshop? (N=92)	9,21	1,134
iv. the theoretical part of the Seminar?	8,98	1,390
v. the knowledge that you obtained during the Seminar?	9,08	1,335

vi. the skills that you obtained and/or enhanced during the Seminar?	8,92	1,128
vii. the Booklet III: <i>Teacher's Manual</i> , that you were given? (N=89)	9,61	,701
viii. the Booklet IV: <i>Students' Activities Book</i> , that you were given? (N=89)	9,70	,592
ix. the supplementary material that you were given? (N=19) ¹⁸	9,84	,375
x. the adequacy of the facilitator(s)/instructor(s)?	9,52	1,037
xi. the total duration of the Seminar	9,03	1,269
xii. the way the Seminar was organized?	9,52	,993
xiii. the place the Seminar conducted? (N=90)	9,48	1,052

The **indirect measure** (Q4-post) of participants' satisfaction with the seminar that was assessed via their responses to the questions "**Please rate (on a scale from 0% - 100%) the probability that you...**", was also equally high. More specifically, on average, trainees declared that there is a probability of:

- **95,0%** that they *would choose to participate in a similar Seminar in the future*
- **98,0%** that they *would recommend to a colleague of them to attend a Seminar like this*
- **93,5%** that they *would decide to implement a GEAR against IPV workshop in their classroom*"

b. Self-perceived Usefulness of the Seminar. Trainees' ratings were also high (8,87 - 9,82) concerning the self-perceived usefulness of various aspects of the seminar, with Booklets III and IV occupying the first two positions. Teachers considered that all of the aspects presented in Table 9 would be almost "absolutely" useful for both their everyday work as well as for the implementation of the "GEAR against IPV" workshops in classrooms.

Table 9. Mean ratings (0=not at all, 10=absolutely) of trainees' self-perceived usefulness of various aspects of the Seminar (Q.3-post, N=92, unless indicated differently)

Independently of whether you intend to conduct "GEAR against IPV" Workshops in your classroom or not, please rate, how useful do you consider that it will be:			
a. for your everyday work the:¹⁹		b. for the implementation of "GEAR against IPV" Workshops in classrooms the:²⁰	
9,43	i. overall Seminar?	9,58	i. overall Seminar?
9,40	ii. simulated "GEAR against IPV" Workshop?	9,59	ii. simulated "GEAR against IPV" Workshop?
8,87	iii. theoretical part of the training	9,11	iii. theoretical part of the training
9,20	iv. knowledge you obtained	9,36	iv. knowledge you obtained
9,09	v. skills you obtained or enhanced	9,33	v. skills you obtained or enhanced
9,48	vi. Booklet III: Teachers Manual (N=89)	9,74	vi. Booklet III: Teachers Manual (N=89)
9,53	vii. Booklet IV: Student's Activities Book (N=89)	9,82	vii. Booklet IV: Student's Activities Book (N=89)

¹⁸ This question was included only in the 1st seminar's post-evaluation questionnaire and not in the other two seminars since no other supplementary material was provided in hardcopy.

¹⁹ Standard deviations range from 1,119 to 1,577

²⁰ Standard deviations range from 0,49 to 1,464

On the basis of the responses of 92 trainees to an open-ended question included in the post-questionnaire (pQ.22.b.) regarding: “*in this particular seminar what will be most useful to me as a teacher, was...*” it can be concluded that the aspects that were assessed as the most useful were related to the **material** and the **knowledge and skills** the trainees gained both regarding ways to offer help to abused persons and on how to implement the project, the **learning methodology** used during the Seminar and the **activities**.

	Frequency	
	N	%
Booklets III and IV	42	45,7
The knowledge I learned – the skills – the ways I can help someone that is being abused – I can recognize abuse – knowledge about healthy relationships and gender stereotypes – knowledge on how to implement the project	30	32,6
The learning methodology used / simulation / experiential learning/ the educational techniques / theoretical and experiential learning	27	29,3
The activities/ the experiential activities	20	21,7
Everything/ the whole experience	7	7,6
The experience of prior implementers/ other colleagues/ exchange of experiences with other colleagues/ communication - contact with the facilitators – the support to be provided by EAVN	7	7,6
Other (e.g. the legal framework)	2	2,2

c. Evaluation of Booklets III and IV. When trainees were asked to rate the two Booklets (III and IV) in regards to the aspects presented in Table 10, both of them received extremely high ratings (9,36/9,37 – 9,85/9,86), showing that teachers were very satisfied with them, considered that they were related to their professional needs and would consist of a useful tool for them in order to recognize and help abused adolescents, as well as to implement the GEAR against IPV Workshops.

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

Please rate each Booklet (Booklet III: <i>Teacher's Manual</i> and Booklet IV: <i>Students' Activities Book</i>), on the following aspects: ²¹	Booklet III	Booklet IV
i. It is understandable (N=84, 83)	9,70	9,75
ii. It is user friendly (N=84, 83)	9,69	9,69
iii. It will be useful for me as a teacher (N=86, 85)	9,62	9,59
iv. It adequately covers the subjects (N=85, 84)	9,71	9,65
v. It includes information directly related to my profession (N=86, 86)	9,37	9,36
vi. It adheres to the professional needs of teachers (N=85, 84)	9,38	9,42

²¹ Standard deviations range from 0,448 to 1,019 and from 0,441 to 1,137.

vii. It contains information that I intend to use in my teaching practice (N=86, 85)	9,51	9,49
viii. It contains material that I intend to use in my teaching practice (N=86, 85)	9,53	9,48
ix. It will facilitate the implementation of GEAR Workshops in classroom (N=86, 85)	9,85	9,86
x. It will help me to identify signs of abuse in my students (N=85, 84)	9,52	9,50
xi. It will help me to feel more comfortable to approach abused students (N=86, 85)	9,42	9,41
xii. It will help me to obtain skills on how to assist abused students (N=86, 85)	9,48	9,48

d. Evaluation of Facilitator(s) of the Seminar by the Trainees. As it is presented in Table 11, trainees were almost absolutely satisfied with their facilitator(s) in the Simulated Workshop (ratings 9,33 - 9,66) as well as with the instructors of the Theoretical Part (ratings 8,97 - 9,66).

Table 11. Trainees' mean evaluation ratings (0=not at all, 10=absolutely) for Facilitator(s)/Instructor(s) of the Teachers' Seminar (Q.2-post, N=91 and 87)

Please rate the facilitator(s)/instructor(s) on the following aspects:²²	Simulated Workshop	Theoretical Part
i. was/were well prepared	9,66	9,66
ii. distributed the time well	9,34	9,43
iii. was/were able to hold the group's attention	9,33	9,21
iv. answered questions capably	9,38	9,39
v. was/were able to motivate active participation	9,49	8,97
vi. was/were able to appropriately identify the group's needs	9,34	9,01
vii. was/were appropriately responding to the group's needs	9,43	9,25

Declared Intention to Conduct Workshops

Teachers were asked (Q.5-post) **whether they would be willing to implement the "GEAR against" IPV Workshop with adolescents.** Out of 87 trainees who replied this question, 96,6% replied "yes" (64 teachers) and "most probably yes" (20 teachers); only 3 trainees (3,4%) replied "most probably not" and "no". The reasoning (Q.6-post) of the three trainees who replied "most probably not" and "no" was the low or inexistent reading abilities of students (in school for children with disabilities), time pressure and lack of confidence in her own skills.

The number of classrooms/groups (Q.7-post) trainees declared they would like to implement the workshops ranged from 1 to 14 (Mean= 1,70, S.D.= 1,58), while the hours (Q.8-post) they could devote per classroom for the workshop were from 1 to 60 (Mean= 17,24, S.D.= 11,53).

Trainees were also asked to indicate **whether there is anything related to the topic** of the Seminar and the Workshop, and/or in regards **to their role** as an implementer **that troubles them. In regards to the topic** (Q.28-pre), 90 (96,7%) out of the 93 trainees responded negatively namely, that there is nothing related to the topic that troubles them. The three trainees that responded positively, the issues

²² Standard deviations range from 0,957 to 1,254 and from 0,986 to 1,865.

that concerned them were: a) concerns about the reactions of students and the other members of the school community, b) if the seminar would be beneficial for the teachers and c) if the Seminar's facilitators would be able to keep alive the teachers' interest, since it is a very long seminar and if the teacher will be able to undertake the duties.

Participants' responses in the T-S(pre) and in the T-S(post) questionnaire regarding **factors that did trouble them regarding their role** in the Program's implementation in their class were as follows:

In the pre-measurement (before the Seminar, Q.29-pre) most of the trainees (74 out of 93) responded that there is nothing that could trouble them concerning their role in the Workshop's implementation. The concerns expressed by the 19 remaining trainees concerned mainly their self-confidence as workshop's implementers (e.g. "how to handle uncomfortable situations like questions about sex that may arise; I am not a psychologist and I must be discrete and helpful", "I'm wondering whether the project will be effective and if not how I can offer help", "the fact that I am a male teacher", "how to approach and handle the whole matter", "the fact that I teach to students 13 years old") or the reception of the project by the local communities, the students, the parents, the school's principal or the feasibility of the implementation of the project due to practical issues or due to special characteristics of the target population (e.g. minorities). Other issues mentioned were: "the aim and method of implementation that I hope to be explained at the seminar", "the material to be used", "I don't know what exactly will be my duties but it helps that I can decide after the seminar").

In the post-measurement (after the Seminar, Q.24-post) however, almost half of the trainees (47,2%) expressed concerns about their role in the Workshop's implementation. Half of these concerns regarded **their adequacy to implement the Workshop** ("in case of abuse disclose I am afraid if I will be able to handle it confidently", "how to handle sexual abuse issues", "if I will be able to guide correctly the children and lead them to the necessary conclusions", "if I won't have the skills to control undesired behaviours and that's why I need to get very well prepared", "my lack of experience until I feel more secure to use the material", "being able to keep the boundaries in discussions", "if I will be able to support the activities with theory", "if I will be able not to tell the right or wrong answers but to guide the children to the desired result", "I worry because I have no experience in implementing projects addressing such "taboo" issues"). The other half of their concerns were related to **practical issues**, such as the lack of equal representation of boys and girls in the group that will participate in the workshop, the lack of time that the project needs, how the groups will be formed or how the teacher will find a way to implement it, and to the response of children to the project (how they will react or if they are ready for such a project, or if they will want to participate), or to the reactions of the school community, local society, parents, the school principle. One teacher mentioned that with the support of EAVN any concerns or issues that will emerge will be handled. Other three teachers find difficulties in implementing the project since they teach at schools with children having mental disorder or being deaf and thus the activities need adaptation.

Some of the anticipated **barriers** regarding the implementation of workshops that were mentioned by 57 trainees were the following: at the end of their training and **before the implementation of the Workshop** (Q.25-post), almost half considered that obstacles for the smooth implementation of the project could be **negative attitude** of some of the students, some parents, the school Principles, other

teachers in the school. Other factors that were mentioned as obstacles were **teachers' low self-confidence** in the role of the Workshop's implementer/**lack of prior experience**, the **young age of participants** or the fact that they are **adolescents** and thus the difficulty level is higher or concerns about **how to handle participants** with specific characteristics, as well as **practical issues** such as time restrictions from both children and teachers or the implementation of the project in or out of the school curriculum, to locate enough participants and with equal representation of boys/girls. Two teachers mentioned also as barriers the fact that they know that children with experiences of abuse will participate in the project.

After the Workshop's implementation, however, the barriers identified and noted by the 21 implementers were fewer and more specific, while very few of the anticipated barriers were faced in reality; for example no implementer mentioned any negative response by children, parents, the school communities and the local communities in general. The barriers faced in reality²³ (as the implementers recorded them in their C3 reporting forms) were: **time restrictions** (6 implementers), difficulties (e.g. drop outs) due to the **implementation of the workshop outside of the regular school curriculum** (2 implementers) or **during the regular school hours** (e.g. the time availability was limited and thus we had to end the workshop earlier and not to implement all activities that we had planned) (2 implementers), the difficult **dynamics of specific groups** of students/ personal discourage (2 implementers) and the **young age of participants** (12-13 years old) – “I believe that their skills did not allow the dynamic of some activities to evolve compared to a group of older students that are more mature” (1 implementer).

A total of 65 trainees mentioned **facilitating factors** in the post-measurement (after the Seminar but **before the Workshop's implementation**, Q.26-post); the anticipated facilitating factors were: the **support/guidance that will be provided** by EAVN (36 trainees), the **material** provided (12 trainees), **the support** by the teacher's association **at school** and/or the school's Principal (8 trainees), the **interest/active involvement of the workshop's participants** (11 trainees), **support by other agencies** (e.g. the Health Education Coordinator, the School Counsellor, the Youth Counselling Center) (5 trainees), the seminar that they attended/ the knowledge obtained (3 trainees), more time available (1 trainee) and hearing the experience that prior implementers had (1 trainee). One teacher noted as a facilitating factor that the programme should have been mandatory for all children and to be implemented under the auspices of the Ministry of Education and another one mentioned as facilitating factor the presence of a psychologist during the workshop.

After the Workshop's implementation, the factors that facilitated the implementers in reality²³ coincided highly with the aforementioned ones; more specifically the facilitating factors were reported in 19 out of the 21 C3 reporting forms received from the implementers, and were related to:

- The cooperation, constant **help, regular communication and support by the staff of EAVN** (N=10)

²³ A detailed description is presented in Chapter B.4. of the respective Report entitled *GEAR against IPV II Awareness Raising Workshops with Adolescents in Greece: Implementation and Evaluation Report* (Available in English and Greek at: <http://gear-ipv.eu/training-awareness-raising/adolescents-awareness-raising>)

- The **Booklets III and IV** (detailed description of the activities and the process/specific activities and material for the implementation of the activities is provided) (N=8)
- the interest topic/ the desire of children to learn more about this topic/ the **cooperation from the students/ positive feedback from students** (N=5)
- The **support of the workshop by the school's Principal** since the beginning/ the support by the **other teachers** of the school (N=5)
- That was implemented **inside the regular school curriculum** (as a project) that was a facilitating factor for students (N=2)
- The **teacher's training seminar** that offers skills for the implementation of the workshops (N=1)
- Reporting the process in the **reporting forms per session** it was helpful for reflection (N=1)

*What I learned, I learned it
because I experienced it and
not by taking notes*

Proposals for Seminars' Improvement by the Trainees

After the Seminar, trainees were asked to provide their feedback on a series of open-ended questions, such as what made the biggest impression on them, what they considered as being the most useful for their work as teachers, what they liked the most and what they did not like, and whether they had identified a false impression that they had and corrected it due to their participation in the Seminar. Their responses can be summarized as follows:

The **biggest made impression** (Q.22a-post) on teachers (N=90) made the following:

	Frequency	
	N	%
The simulation / our active involvement/ it was very experiential / adopting the role of a teenager/ the power of experiential learning / the experiential part/ the experiential activities / how effective is this approach	26	28,9
The way the seminar was conducted / very good-excellent organization of the seminar –before and during the seminar	25	27,8
The adequacy of trainers/ EAVN	15	16,7
The gender stereotypes and how they influence us/ I identified my own gender stereotypes/ I realized how many gender stereotypes we have / the activity "gender box" / how gender stereotypes are related to the building of healthy/unhealthy relationships / how well grounded are gender stereotypes and how important is to deconstruct them / that I wasn't realizing some gender stereotypes and signs before the seminar even though they were there	12	13,3
The material/ the variety of activities/ one can choose from the activities	12	13,3
How nice was the process , how much I learned in a few hours, it made me to	5	5,6

think about issues that I had never thought about before, knowledge was transferred in a simple and understandable way

The topic(s) / the content	5	5,6
The participation and commitment of trainees	4	4,4
The characteristics of healthy/unhealthy relationships/ the results of the activity “the continuum of harmful behaviours”/ warning signs of abuse/ that anger control problems is not a cause of violence	4	4,4
The high percentages of domestic violence / the magnitude of violence/ the research data	3	3,3
The differences in trainees attitudes	2	2,2
The theoretical part	1	1,1
Other (e.g. the school should change in the way it approaches students, the passion of all involved parties, low participation by male teachers, the consistency)	5	5,6

What trainees (N=91) mentioned that they liked most of all (Q.22c-post) was:

I had to think as a teenager and as a result I learned more about myself as adult

	Frequency	
	N	%
The simulation / it was experiential / role playings/ the experiential part/ the experiential activities / experiential learning/ that we participated as adolescents/ our involvement/ what was “revealed” via the activities	53	58,2
That we became a real team / team building/ cooperation / the atmosphere in the group/ we got to know each other / exchange of opinions – thoughts – feelings with colleagues/ group bonding / the cooperative relationship between trainers and trainees that worked all together as a group	10	11,0
The organization	6	6,6
The material	5	5,5
The trainers	5	5,5
I can implement such a project and to help in my turn my students / if you try you can change behaviours and attitudes	5	5,5
The closure of the experiential part	4	4,4
The participation of all of us/ the good atmosphere / it was entertaining	3	3,3

Everything	3	3,3
Specific activities (e.g. pantomime, the activity about gender roles/stereotypes)	2	2,2
The knowledge and skills I obtained	2	2,2
The video boys don't cry	1	1,1
I learned about the characteristics and warning signs of a violent relationship	1	1,1
Both the experiential and the theoretical part	1	1,1
Other (e.g. no fee for participation, the variety of feelings that we felt)	5	5,5

To the question **something that I didn't like** (Q.22d-post) a total of 43 trainees replied providing the following responses:

- the **time pressure** / too many activities during the first two days / long duration of the simulated part / the seminar could have been implemented more days and less hours per day (10 trainees)
- the **duration of the seminar** should have been longer (5 trainees)
- the **difficulty to adopt the role** of an adolescent during the simulation (5 trainees)
- the **theoretical part** (4 trainees)
- the lengthy theoretical part / the duration of the theoretical part (2 trainees)
- the noise in the group (2 trainees)
- the trainer (2 trainees)
- traveling to the seminar / returning back (2 trainees)
- there was no more time for more experiential activities (1 trainee)
- that the most part of the seminar was experiential (1 trainee)
- that I had to attend the seminar during the weekend (1 trainee)
- the too many statistics (1 trainee)
- that I couldn't attend the 3rd day (1 trainee)
- the reactions by some colleagues (1 trainee)
- other, e.g. the long way ahead in order to achieve equality (5)

I was full of expectations and the seminar not only met them but also exceeded them

Lastly, 62 trainees who replied to the question **"a false impression that I had and corrected was that I believed that..."** (Q.22e-post) mentioned the following:

- The **causes of violence** (e.g. alcohol is not a cause)/ I thought that violent are mentally ill people (6 trainees)
- I realized how **deeply rooted are gender stereotypes** / the gender stereotypes of men and women (4 trainees)
- I realized that **it is not easy to leave a violent relationship**/ I thought that it's the victim's fault that does not leave the violent relationship (5 trainees)

- I thought that **verbal abuse was not so important** / types of **psychological abuse** that I was not aware of/ I realized that **what I did not consider violence it actually is** / I thought that **economic violence** is not so important (4 trainees)
- The **characteristics of healthy/unhealthy relationships**/ I realized that jealousy is not a sign of love (4 trainees)
- I thought that it (the Seminar) **would be tiring and/or boring** (3 trainees)
- I thought that the **magnitude of IPV in Greece** was not so high (3 trainees)
- I believed that **we** as teachers **should always show the right and wrong** and to know and respond to everything (3 trainees)
- That violent persons have specific characteristics (2 trainees)
- I thought that we can help a violent person to change behaviour (2 trainees)
- I believed that teachers would not have so strong gender stereotypes (2 trainees)
- I didn't expect that the seminar would be so useful to my job (2 trainees)
- I thought that the level of equality between sexes was higher (1 trainee)
- I realized how differently are boys and girls raised and how this affects their adult life
- It was proven by far a better seminar than expected ("I was full of expectations and the seminar not only met them but also exceeded") (1 trainee)
- I thought that the seminar would be only theoretical (1 trainee)
- I thought that sexual abuse is an ex officio prosecuted crime (1 trainee)
- I realized what is a violent relationship (1 trainee)
- I thought that women with low self-esteem can be victims of IPV (1 trainee)
- I learned a lot about abuse of women and children that I was not aware of (1 trainee)
- I thought that I need the consent of partners before asking help for a student (1 trainee)
- I thought that there are not many organizations for women's abuse (1 trainee)
- The role of school to intervene (1 trainee)
- I believed that I could not cooperate with colleagues that I don't know them very well (1 trainee)
- I believed that there is no IPV in adolescents' relationships (1 trainee)
- I believed that only boys are violent towards girls/ that boys/men suffer less violence (1 trainee)
- I realized that there is lack of communication between the two sexes (1 trainee)
- Other (7 trainees)

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

- a. **its duration** (N=26): the trainees suggested the seminar to have one more additional day or to be held more days with less hours per day
- b. **simulated workshop** (N=11): the trainees suggested to simulate more activities (one trainee though mentioned that the activities were many and this was tiring), the adaptation of some activities for

students attending junior high school, to have time for reflection between activities through the eyes of teachers before continuing to the next activity “through the eyes of adolescents”, the composition of groups to be different from the one activity to the other

- c. **the theoretical part of the seminar** (N=14): to have more examples from the research studies for discussion, to be less lengthy the theoretical part, to explain in more details the “violent person” and the causes of violence, the theoretical part to be at the beginning instead of the end of the seminar, the theoretical part should be spitted in two days, to have more time for discussion, to be more clear the legal responsibilities of teachers, it could be combined with the experiential training and not two different parts
- d. **the material provided** (N=2): only two comments were provided; the first was a thank you note about its usefulness and the second suggested to devote more time to discuss on the material
- e. **topics that should have been included** (N=8): violence of women against men, psychoanalytic and sociological approaches of the issue, the third gender, homosexuality, other sexual identities (e.g. gay, trans), more detailed explanation of the legal framework.
- f. **topics that should have been elaborated on more** (N=6): causes of perpetration and victimization, prevention, therapy, child abuse, sexual identity and orientation.
- g. **topics that were emphasized more than necessary** (N=5): statistics, simulation, sexual relationships of adolescents at the age of 13.

It is worth noticing that teachers’ most common proposal was to extend the duration of the Seminar.

C.2.4. Extent of gender inequality in Greece

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

The most impressive result, which clearly shows the great imbalance of society's expectations of men and women, is vividly illustrated in Table 12 and Figure 1. In this question teachers were asked to rate on a scale from 01 to 10 (0 = not at all ... 10 = absolutely) the importance of 4 goals for both a man and a woman. The "woman's hierarchy", according to modern Greek society in 2015, includes at the top of the list marriage, followed by motherhood (and not vice-versa!!!)²⁴, economic success is in the 3rd position and at the end, professional success. On the other hand, the "man's hierarchy" is totally reversed: at the top of the list is economic and professional success, while marriage occupied its 3rd position and fatherhood is at the end. Paired-samples t-tests that were performed to the mean ratings of the same goal for a man and a woman, showed that all 4 differences were significant.

Table 12. Mean ratings of 4 goals' importance for women and men (Q.22-pre, N=93)

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		Paired t-test
	for a woman	for a man	
getting married	9,65	7,63	t(92) = 12,291, p = ,000
becoming a mother/father	9,27	6,39	t(92) = 12,654, p = ,000
succeeding professionally	6,62	9,53	t(92) = -15,200, p = ,000
succeeding economically	7,10	9,59	t(92) = -13,759, p = ,000

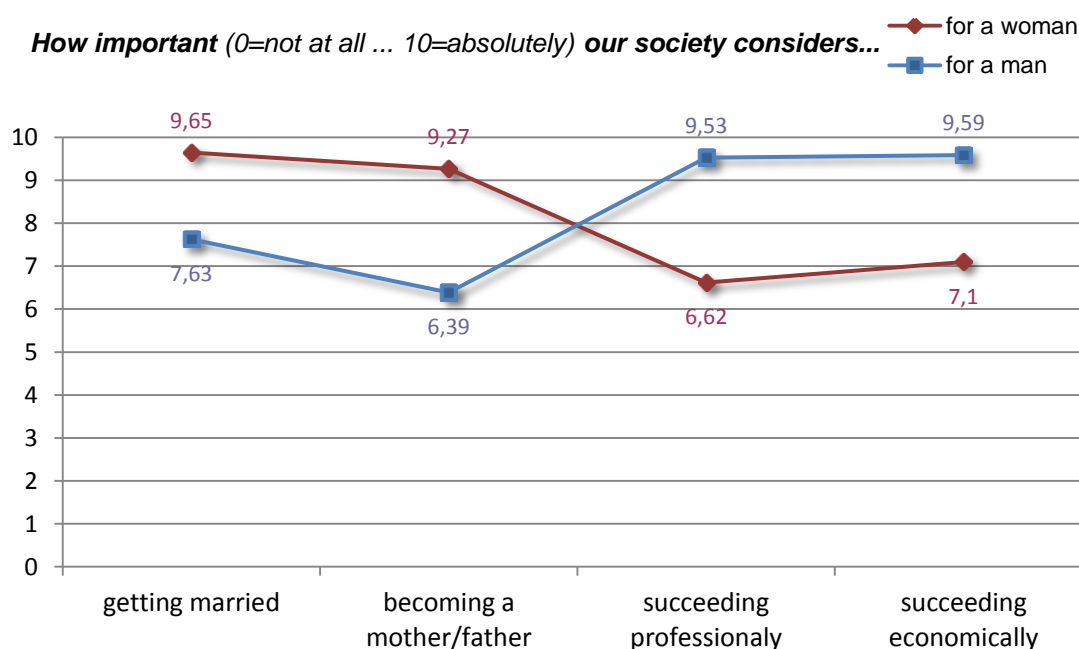


Figure 1. Mean ratings of 4 goals' importance for women and men.

²⁴ In the students' measures though this is reversed: motherhood is in the 1st position followed by getting married.

The picture of the typical family in Greece, on the basis of teachers' answers (see Table 13), can be safely described as one where the mother has the responsibility to take care of the children, often even by quitting her job, which may explain the reason that she is allowed to make decisions related to the children; the father, on the other hand, usually is the person who makes the financial decisions, as he is, usually, the provider for the family. The man in a family (or even in a couple) not only seems (see Table 14) to earn more money than the woman, but he is expected to do so (94,6%); moreover, he feels entitled (see Table 15) to decide whether or not to allow his wife to work, while the same is not true for women. In such a couple/family, the domestic chores are mainly the responsibility of the woman (Table B14) and of the girls (Table 15) of the family who, moreover have less freedom than boys of the same age.

These boys and girls, as they grow up (see Table 14), attend kindergarten with a female teacher, later on they are taught Literature by female and Maths by male teachers in a school that has a male Principal, but at least it seems that when they both obtain a Ph.D., their probabilities to become full-professors seem to be equal.

Table 13. Percentage of answers in regards to the (un)equal distribution of power in the family (Q. 23-pre, N=93)

For each of the following statements, please check the box that describes better the situation in OUR COUNTRY		Answer (%)		
In most families:		Mother	Father	Equally
	the person who makes the financial decisions in most families is the:	8,6	55,9	35,5
	the person who makes the decisions related to children in most families is the:	51,6	4,3	44,1
	the task of taking care of the children is mainly a responsibility of the:	84,9	-	15,1
	the person who more often quits working in order to take care of the child/ren is the:	94,6	-	5,4
	if only one person is the provider in the family, this person is more often the:	1,1	81,7	17,2

Table 14. Percentage of answers in regards to the (un)equal distribution of power in the family and the educational setting (Q. 24-pre, N=93)

For each of the following statements, please check the box that describes better the situation in OUR COUNTRY		Answer (%)		
		Women	Men	Equally
In most couples/families,	the person who earns more money than the other is the:	-	61,3	38,7
	the person who supposedly must earn more money than the other is the:	1,1	94,6	4,3
	the task of undertaking the domestic chores is mainly a responsibility of the:	94,6		5,4
	Most University full-time professors are:	34,4	22,6	43,0
	Most Principals in schools are:	5,4	65,6	29,0
	Most teachers teaching Maths are:	3,2	71,0	25,8
	Most teachers teaching Literature are:	93,5	-	6,5
	Almost all Kindergarten teachers are:	98,9	-	1,1

Table 15. Percentage of answers in regards to the (un)equal treatment of girls/women and boys/men in the family (Q. 25-pre, N=93, unless indicated differently)

For each of the following statements, please assess if it is “True” or “False” in OUR COUNTRY	Answer (%)	
	True	False
In most families, boys have more freedom than girls of the same age	89,2	10,8
In most families, girls have more freedom than boys of the same age (N=92)	2,2	97,8
In most families, boys are compelled to do more household tasks than girls of the same age	1,1	98,9
In most families, girls are compelled to do more household tasks than boys of the same age	82,8	17,2
There are women who do not work because their husband does not allow them to	77,4	22,6
There are men who do not work because their wife does not allow them to	-	100,0

Even though one can characterize the society described above as highly patriarchal, when teachers were asked to assess to what percentage gender equality has been achieved in Greece, they provided a mean rating of 59,73% (ranging from 6% to 100%), S.D. =19,62.

At the end of the Seminar, teachers were asked to repeat this assessment one more time in order to test if they would change their rating after becoming more familiar with the topic of gender equality. Their post-ratings (53,89, S.D.= 19,04), ranging from 11% to 95%, were indeed lower²⁵ than the pre-ratings.

Table 16. Subjective estimation of gender equality achievement in Greece, as a percentage from 0 to 100% (Q. 19-pre, 19-post)

To what percentage would you say that gender equality has been achieved in our country?	Pre (N=93)	Post (N=90)
Mean	59,73	53,89
Std. deviation	19,62	19,04
Median	65,00	59,00
Min-max	6 - 100	11 - 95

Some objective indicators of gender equality were also used in order to test teachers' knowledge on issues that may affect gender equality, such as how the last name of a child is decided, whether or not the woman has to change her name after marriage and whether or not a married woman is obliged to file a joint tax return under the name of her husband.

Table 17. Knowledge about regulations/laws related to gender equality (Q. 20 & 21-pre) *

It is obligatory for children born into marriage to take the last name of their	Answers (%)				
	father	mother	both names	parents can choose	Don't know
(N=93)	11,8		1,1	80,6	6,5

²⁵ Paired t-test that were performed to the pre-post ratings showed a significant difference [$t(89) = 3,738$, $p < ,000$], with the pre-rating being higher than the post.

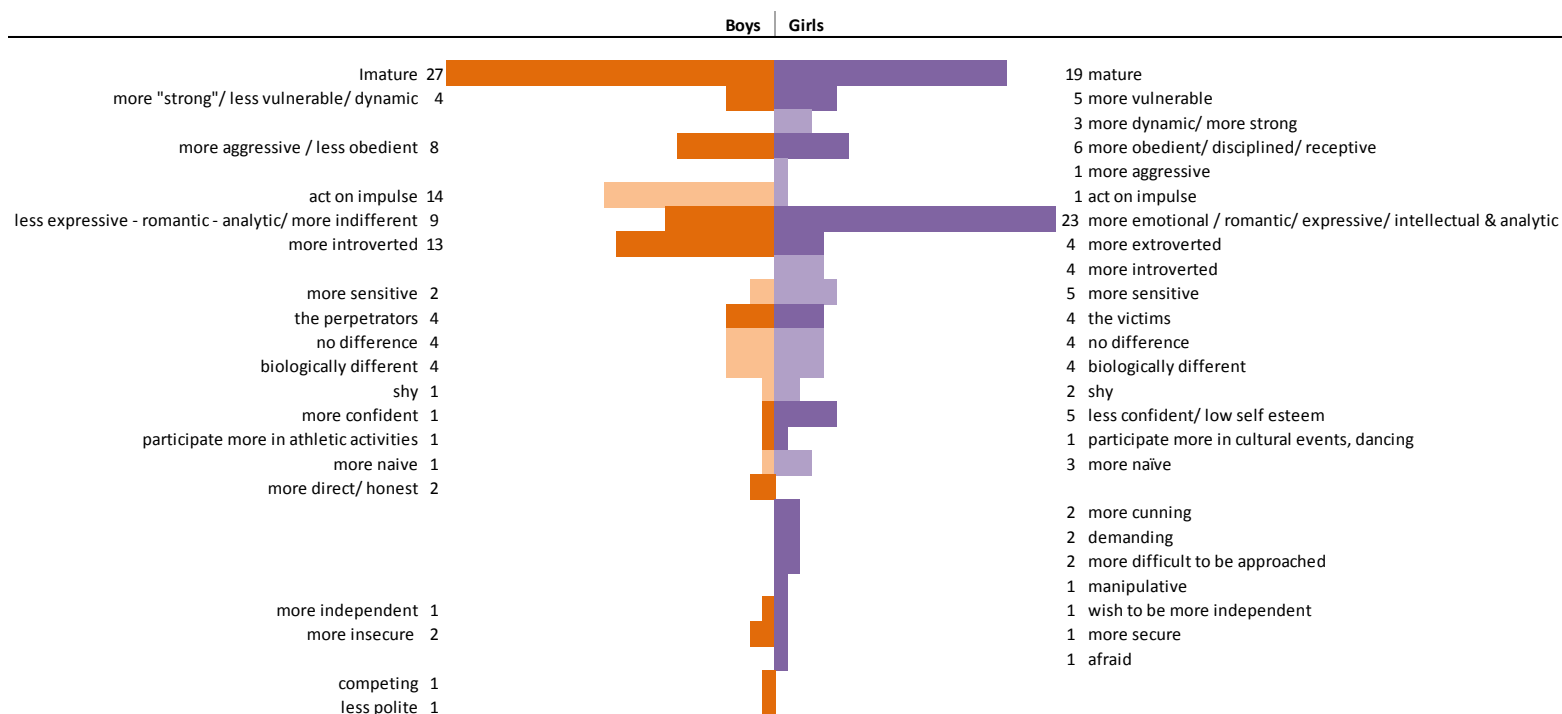
Statement	Answers (%)		
	True	False	Don't know
(N=93) Women are obliged to take the last name of their husband after marriage (F)	2,2	97,8	
(N=93) A married couple has to file a joint tax return under the name of the husband (T)	60,2	30,1	9,7

*The correct answer is indicated with red shadow.

Even though almost all teachers knew that married women are not anymore obliged to take their husbands last name, 1 in 10 teachers believe that a child has to take the last name of her/his father (even though this changed some decades ago), while 4 in 10 are not aware that the wife's income must be declared on her husband's tax return, who used to be entitled to receive any refund (this second part of the regulation changed during 2011, and now each member of the couple is entitled to her/his own refund).

C.2.5. Extent of gender inequality in school

Trainees were asked, by replying to an open question (Q14-pre), to indicate what, according to their opinion, is **the main difference between** their **male and female students**. On the basis of teachers' answers the profiles (see Figure 2) that emerged for male and female students seem to depict the antithetic (but complementary) roles that students of different genders are undertaking, encouraged and/or are expected to adopt.



Note: Dark colors designate antithetic characteristics between girls & boys; light colors designate the existence of the same characteristic for boys & girls

Figure 2. Students' profiles according to their gender, through their teachers' eyes (numbers next to the statements indicate the number of teachers who attributed the specific characteristic to their male and/or female students) (Q. 14-pre).

Trainees were also asked to indicate, for a series of statements (Q15-pre & post), whether what each statement of Table 18 describes happens equally to male and female students or if it more often happens to boys or to girls.

Table 18. Percentage of teachers answering that each of the above behaviors in school is faced mostly by boys, by girls or by both sexes, equally (Q.15-pre & 15-post, N=92, unless indicated differently)

According to your opinion, please assess if, in general, boys and girls are treated differently in the school setting by their teachers: Boys or girls		Boys	Girls	Neither Boys = Girls
are expected to have higher academic performance? [N=91]	Pre	1,1	46,2	52,7
	Post	2,2	51,6	46,2
are punished more strictly, when causing trouble?	Pre	81,5	1,1	17,4
	Post	83,7	1,1	15,2
are assigned the most boring tasks?	Pre	23,9	18,5	57,6
	Post	37,0	25,0	38,0
are assigned the easiest tasks?	Pre	10,9	41,3	47,8
	Post	5,4	68,5	26,1
are suspected more if something has been broken?	Pre	90,2	-	9,8
	Post	82,6	-	17,4
are assigned the task to clean something, if needed? [N=91]	Pre	14,3	42,9	42,9
	Post	5,5	74,7	19,8
are assigned the tasks requiring responsibility? [N=91]	Pre	1,1	49,5	49,5

	Post	4,4	44,0	51,6
are suspected more if something has been stolen? [N=91]	Pre	41,8	1,1	57,1
	Post	58,2	-	41,8
are assigned the task to carry something, if needed?	Pre	96,7	-	3,3
	Post	95,7	-	4,3
need to study harder in order to get the same grade as the opposite sex?	Pre	22,8	12,0	65,2
	Post	22,8	9,8	67,4
are praised more when demonstrating good academic performance?	Pre	16,3	9,8	73,9
	Post	18,5	16,3	65,2
are praised more when they are quiet in the classroom?	Pre	46,7	7,6	45,7
	Post	54,3	3,3	42,4
receive higher grades for equal performance?	Pre	5,4	23,9	70,7
	Post	5,4	27,2	67,4
are expected to be quieter in the classroom?	Pre	2,2	83,7	14,1
	Post	2,2	76,1	21,7

According to the teachers' answers, it seems (see Figure 3^a) that in the school setting **mainly the boys** are assigned to carry something, are suspected more than girls when something is broken or stolen, are punished more strictly when causing troubles, but are also praised more when they are quiet in classroom. In their post-assessments, teachers significantly increase the answer "boys" to the item *suspected more if something has been stolen* (McNemar, binomial distribution used (N=90), $p=,009$).

According to your opinion, please assess if, in general, **boys and girls are treated differently** in the school setting by their teachers

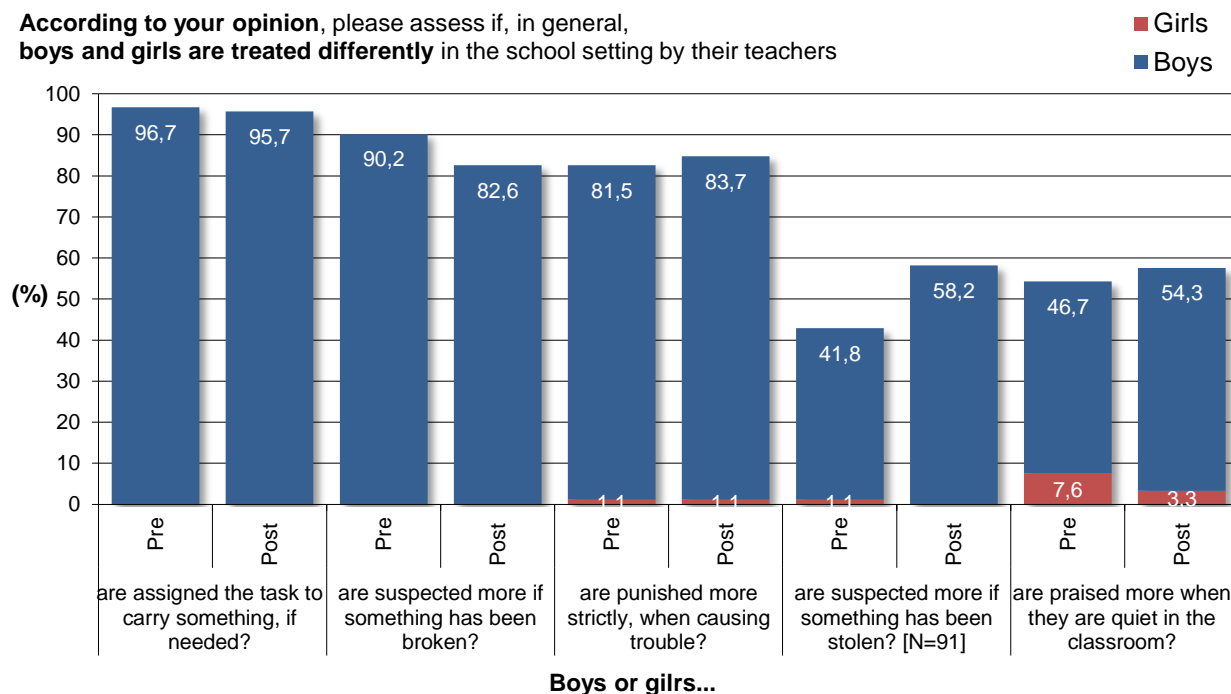


Figure 3^a. Percentage of teachers answering that each of the above behaviors in school is faced mostly by boys or girls (Q.15-pre & 15-post) [to simplify the illustration the answer *Neither (Boys = Girls)* has been omitted].

Girls (see Figure 3^b), on the other hand, are *expected to be quieter* than boys and to *have higher academic performance*, they are assigned more often *the task to clean something*, the tasks requiring responsibility but also the easiest tasks. In their post-assessments, teachers significantly increase the answer “girls” in regards to the items *assigned the task to clean something* [McNemar-Bowker (3, N=91) = 23,333, $p = ,000$] and *assigned the easiest tasks* [McNemar-Bowker (3, N=92) = 18,333, $p = ,000$], while they decrease this answer on the item *expected to be quieter in the classroom* [McNemar-Bowker (3, N=92) = 8,263, $p = ,041$].

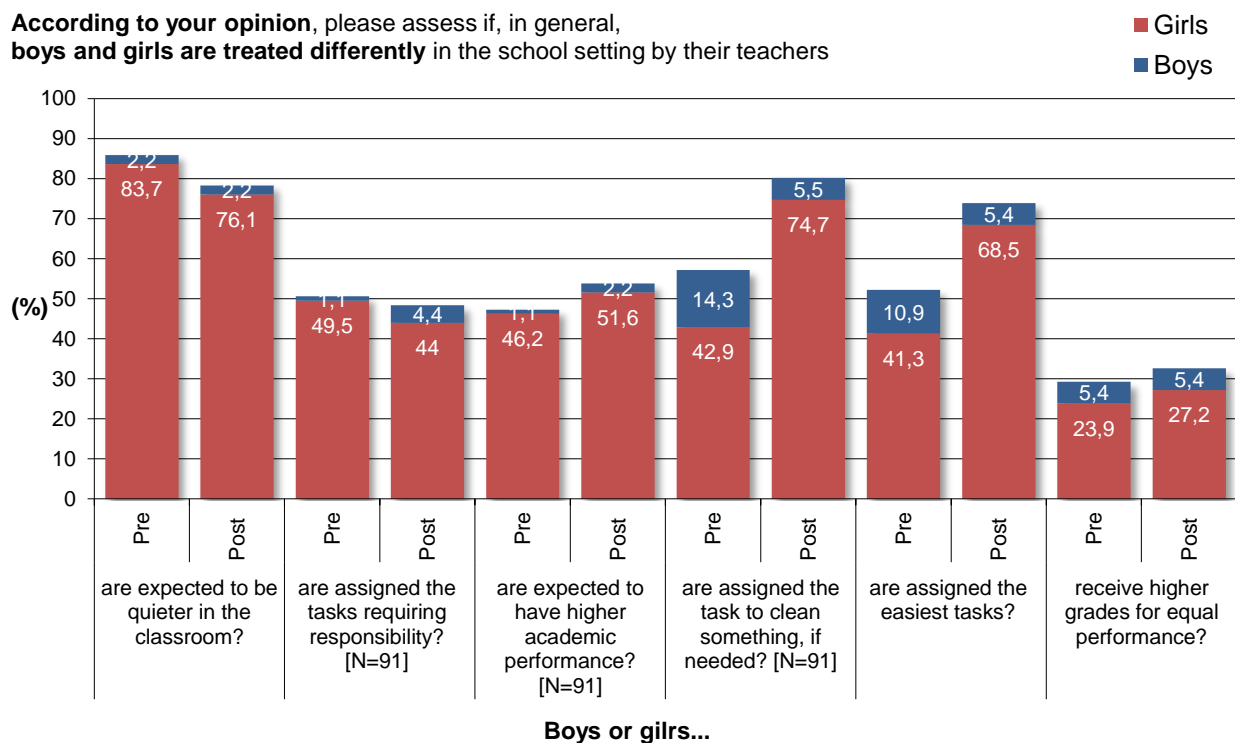


Figure 3^b. Percentage of teachers answering that each of the above behaviors in school is faced mostly by boys or girls (Q.15-pre & 15-post) [to simplify the illustration the answer *Neither (Boys = Girls)* has been omitted].

In other words, teachers believe that equality has been achieved (see Figure 3^c) only for the following three items:

- *praised more when demonstrating good academic performance?*
- *need to study harder in order to get the same grade as the opposite sex?*
- *are assigned the most boring tasks?*

But in regards to the *assignment of the most boring tasks* they reconsider their opinion in their post-assessments, by significantly increasing the answer “boys” [McNemar-Bowker (3, N=92) = 8,545, $p = ,036$].

According to your opinion, please assess if, in general, boys and girls are treated differently in the school setting by their teachers

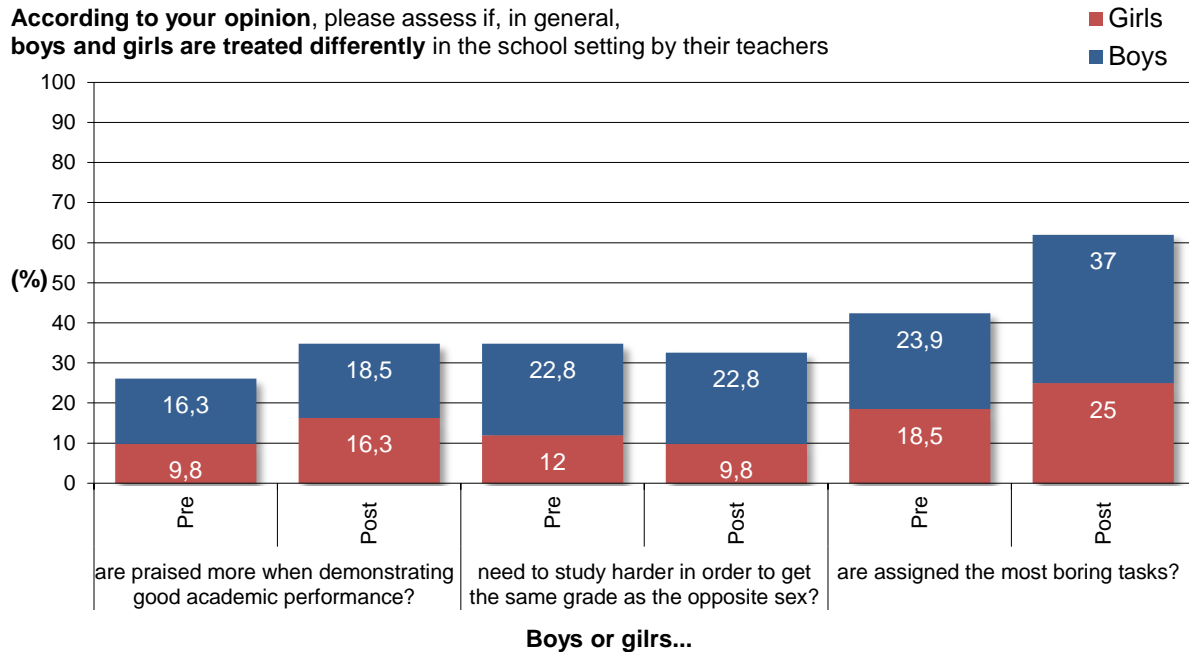


Figure 3^c. Percentage of teachers answering that each of the above behaviors in school is faced mostly by boys or girls (Q.15-pre & 15-post) [to simplify the illustration the answer *Neither* (Boys = Girls) has been omitted].

Additionally, teachers were asked to indicate, for a series of statements (Q16-pre & 18-post), whether the situation described by each statement is faced equally by both male and female teachers. Twenty out of the 24 statements were developed in such a way so that they consisted of 10 pairs (see in Table 19): the 1st statement of each pair intended to assess whether or not the same expectations are imposed on male and female teachers, while the 2nd one intended to assess whether women and men teachers are complying with these expectations (that are imposed on them).

Table 19. Percentage of teachers answering that each of the above situations in school is faced mostly by female teachers, by male teachers or by teachers of both sexes, equally (Q.16-pre & 18-post, N=92, unless indicated differently)

According to your opinion, please assess if, in general, male & female teachers are treated differently in the school setting: Female or male teachers		Females	Males	Neither Females=Males
are considered to be more capable to impose discipline in classroom?	Pre	1,1	47,8	51,1
	Post	-	64,1	35,9
are more capable to impose discipline in classroom?	Pre	3,3	9,8	87,0
	Post	2,2	9,8	88,0
are assigned the most boring tasks?	Pre	28,3	9,8	62,0
	Post	40,2	16,3	43,5
voluntarily undertake the most boring tasks?	Pre	35,9	10,9	53,3
	Post	45,7	14,1	40,2
are assigned the easiest tasks?	Pre	23,9	15,2	60,9
	Post	39,1	17,4	43,5
voluntarily undertake the easiest tasks?	Pre	20,7	17,4	62,0
	Post	33,7	20,7	45,7
are assigned the task to repair something, if needed?	Pre	6,6	83,5	9,9
	Post	2,2	91,2	6,6
voluntarily undertake the task to repair something, if needed?	Pre	5,4	79,3	15,2
	Post	3,3	83,7	13,0

are assigned the task to make coffee, if needed? [N=91]	Pre	61,5	6,6	31,9
	Post	71,4	3,3	25,3
voluntarily undertake the task to make coffee, if needed?	Pre	63,7	5,5	30,8
[N=91]	Post	72,5	3,3	24,2
are assigned the task to clean something, if needed?	Pre	67,0	8,8	24,2
[N=91]	Post	71,4	2,2	26,4
voluntarily undertake the task to clean something, if needed?	Pre	64,1	10,9	25,0
	Post	83,7	3,3	13,0
are assigned the tasks requiring responsibility?	Pre	13,0	6,5	80,4
	Post	19,6	7,6	72,8
voluntarily undertake the tasks requiring responsibility?	Pre	19,8	2,2	78,0
[N=91]	Post	17,6	4,4	78,0
are considered to be more lenient when assigning grades?	Pre	16,3	13,0	70,7
	Post	35,9	8,7	55,4
are assigned the task to carry something, if needed? [N=91]	Pre	12,1	79,1	8,8
	Post	6,6	84,6	8,8
voluntarily undertake the task to carry something, if needed?	Pre	10,9	70,7	18,5
	Post	7,6	76,1	16,3
are expected to adopt a parental role towards their students?	Pre	58,7	6,5	34,8
	Post	72,8	1,1	26,1
adopt a parental role towards their students?	Pre	54,3	4,3	41,3
	Post	64,1	1,1	34,8
are expected to be approached by more students to discuss their problems?	Pre	65,2	6,5	28,3
	Post	68,5	-	31,5
are expected to be more patient with their students?	Pre	53,3	4,3	42,4
	Post	60,9	2,2	37,0
are more patient with their students? [N=91]	Pre	39,6	5,5	54,9
	Post	38,5	4,4	57,1
work more hours at school? [N=91]	Pre	26,4	6,6	67,0
	Post	31,9	7,7	60,4
work more hours at home?	Pre	50,0	7,6	42,4
	Post	58,7	1,1	10,2

In regards to the four **non-paired items** (see Figure 4^a), before the Seminar teachers report that female teachers *are expected to be approached by more students to discuss their problems*, they *work more hours at home* and *at school* and *are considered to be more lenient when assigning grades*. When the pre-post measurements were compared, the only difference that was found significant was the increase of the answer “females” in regards to the last item regarding grading [McNemar-Bowker (3, N=92) = 15,571, $p = ,001$].

According to your opinion, please assess if, in general, male & female teachers
are treated differently in the school setting

■ Females
■ Males

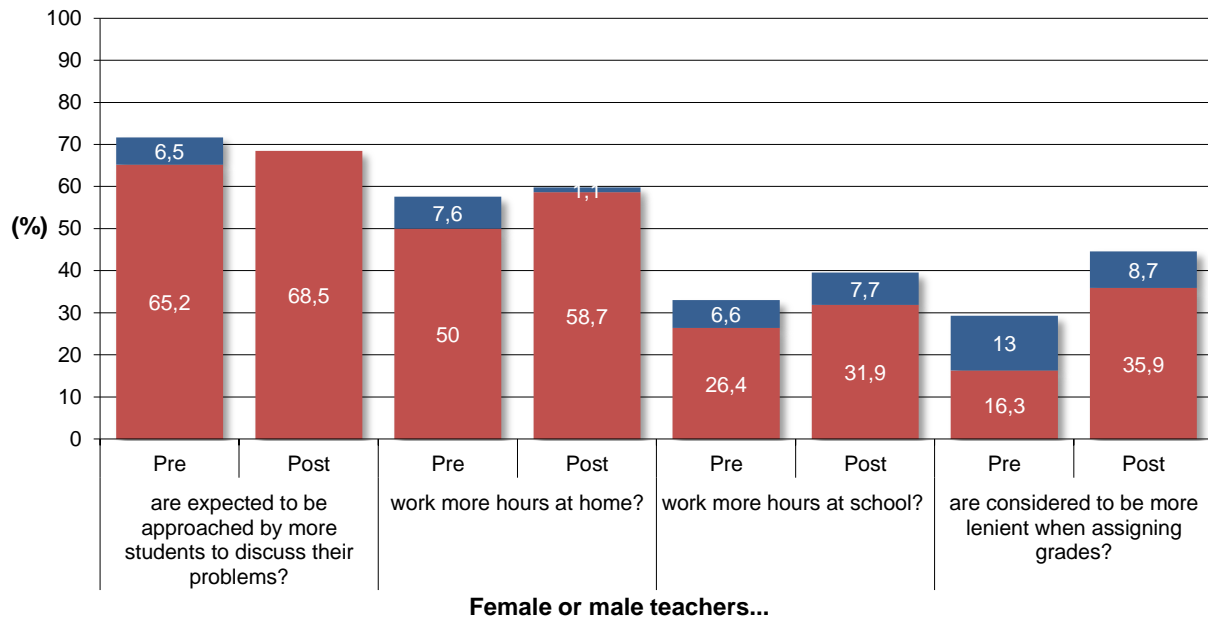


Figure 4^a. Percentage of teachers answering that each of the above situation is faced mostly by male or female teachers (Q.16-pre & 18-post) [to simplify the illustration the answer *Neither (Females = Males)* has been omitted].

In regards to the pairs intending to assess teachers' representations about the **social expectations** that are imposed on male and female teachers along with their **compliance to these expectations**, the results reveal an even greater asymmetry between males and females than what it was initially expected.

According to the trainees' answers before the Seminar, the expectations from male teachers are not so many (see Figure 4^b): they are *assigned the tasks to repair or to carry something, if needed* and they are *considered to be more capable to impose discipline in classroom*; male teachers seems to fully comply with the first two expectations, while in regards to their capability to impose discipline, the reality seems to be significantly different [McNemar-Bowker (2, N=93) = 32,421, $p = ,000$] than the expectations. When the pre-post measurements were compared, the only difference that was found significant was the increase of the answer "males" in regards to the item *considered to be more capable to impose discipline in classroom* [McNemar, binomial distribution used (N=91), $p = ,007$].

According to your opinion, please assess if, in general, male & female **teachers are treated differently** in the school setting

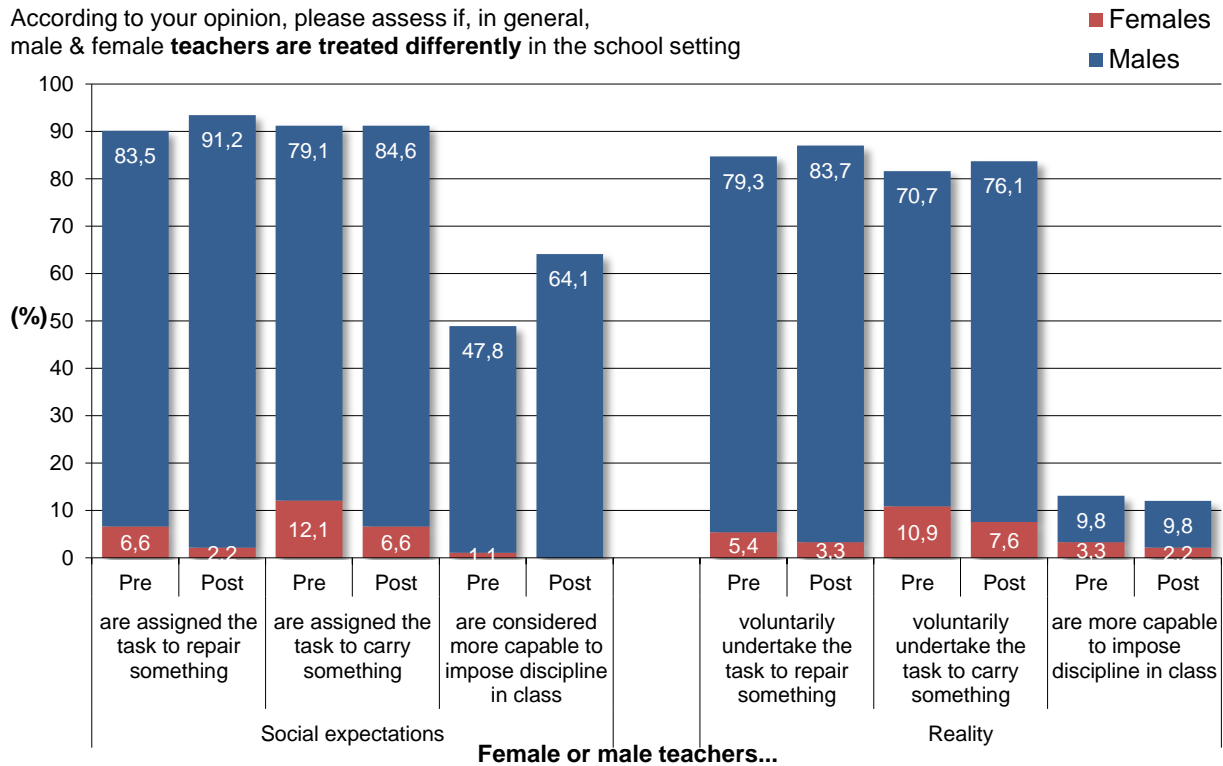


Figure 4^b. Percentage of teachers answering that each of the above situation is faced mostly by male or female teachers (Q.16-pre & 18-post) [to simplify the illustration the answer *Neither* (*Females = Males*) has been omitted].

On the other hand, according to teachers pre-assessments the expectations from female teachers are too many (see Figures 4^{c+d}); as it is illustrated in Figure 4^c, they are *assigned the tasks to clean or make coffee* and they *are expected to adopt a parental role towards their students and to be more patient with them*; female teachers seems to fully comply with the first 3 expectations, while the reality seems to be significantly different [McNemar-Bowker (3, N=93) = 11,286, $p = ,01$] than the expectations in regards to the 4th, as less trainees assess that female teachers are indeed more patient. In the post measurements teachers significantly modified their opinions in two items for which the answer “females” increased: *voluntarily undertake the task to clean something* [McNemar-Bowker (3, N=92) = 12,521, $p = ,006$] and *are expected to adopt a parental role towards their students* [McNemar-Bowker (3, N=92) = 10,368, $p = ,016$]. Due to these modifications, the compliance of female teachers to the role of the “cleaning lady” [McNemar-Bowker (2, N=91) = 10,308, $p = ,006$] is now higher than the expectations, while the compliance to the role of the “maternal teacher” [McNemar-Bowker (1, N=92) = 6,400, $p = ,011$] became lower than the expectations; lastly, the discrepancy between the expectations and the compliance to the role of “patient teacher” [McNemar-Bowker (2, N=91) = 14,462, $p = ,001$] becomes greater than before the Seminar.

According to your opinion, please assess if, in general,
male & female **teachers are treated differently** in the school setting

■ Females
■ Males

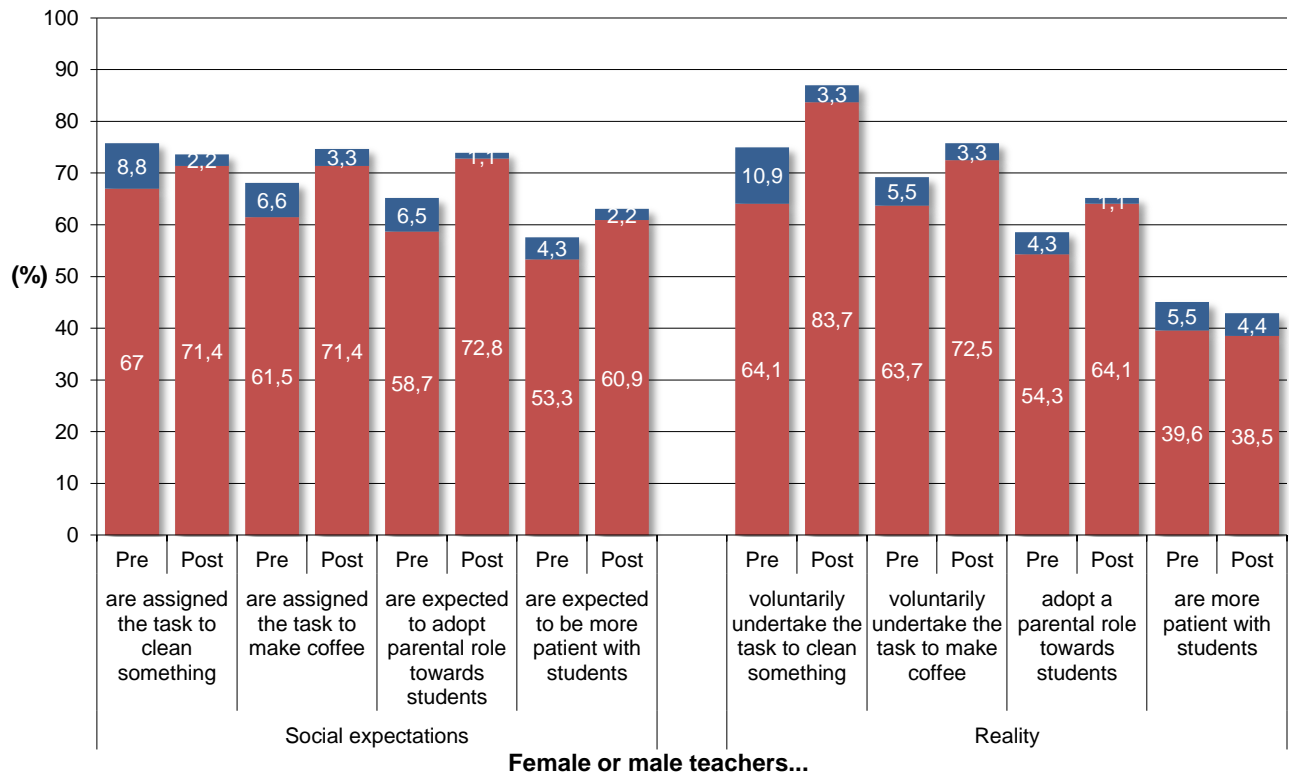


Figure 4^c. Percentage of teachers answering that each of the above situation is faced mostly by male or female teachers (Q.16-pre & 18-post) [to simplify the illustration the answer *Neither* (*Females = Males*) has been omitted].

According to your opinion, please assess if, in general,
male & female **teachers are treated differently** in the school setting

■ Females
■ Males

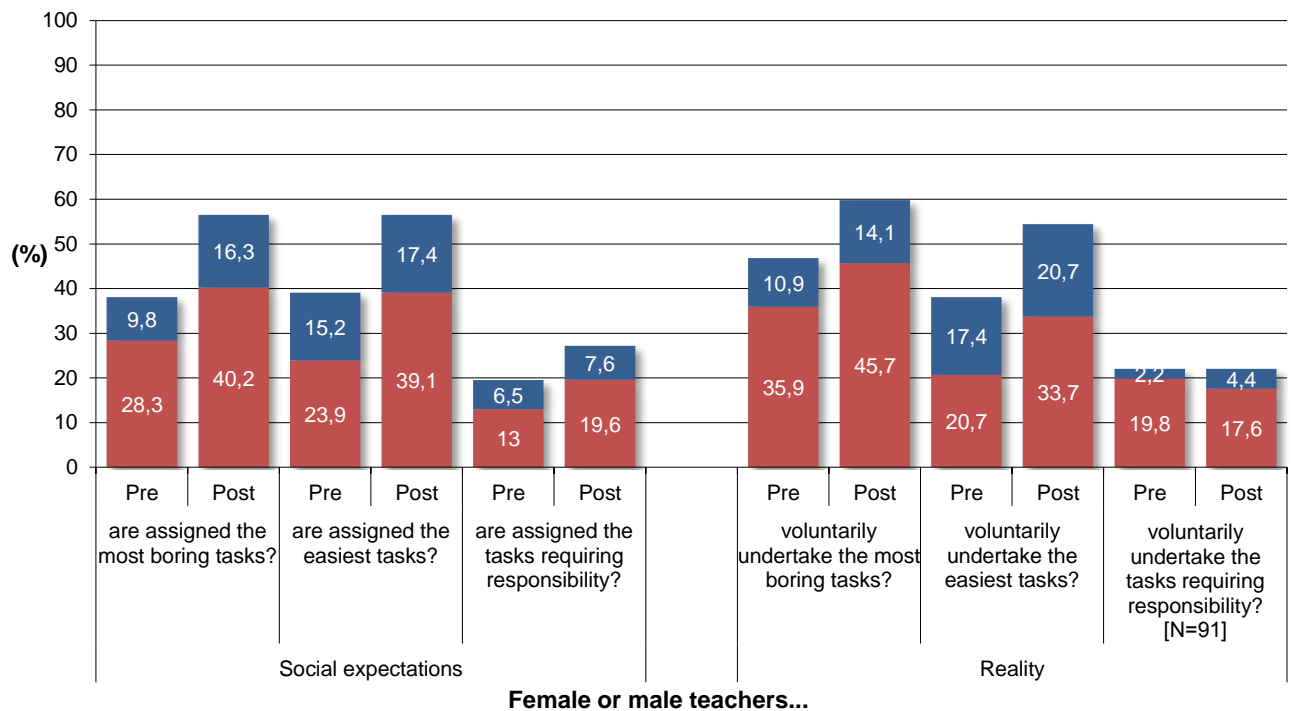


Figure 4^d. Percentage of teachers answering that each of the above situation is faced mostly by male or female teachers (Q.16-pre & 18-post) [to simplify the illustration the answer *Neither* (*Females = Males*) has been omitted].

Moreover, according to trainees' pre-assessments, somewhat more female than male teachers are expected to undertake *the most boring, the easiest, but also the tasks requiring responsibility* and both genders seems to comply with these expectations (see Figure 4^d). In the post measurements teachers significantly modified their opinions in both the expectations and the compliance for two items for which the answer "females" increased: *assigned* [McNemar-Bowker (3, N=92) = 8,261, p = ,041] and *voluntarily undertake* [McNemar-Bowker (3, N=92) = 7,985, p = ,046] *the most boring tasks* as well as *assigned* [McNemar-Bowker (3, N=92) = 9,545, p = ,023] and *voluntarily undertake* [McNemar-Bowker (3, N=92) = 8,476, p = ,037] *the easiest tasks* [McNemar-Bowker (3, N=92) = 10,368, p = ,016]. Due to the fact that both dimensions were increased, the compliance remains consistent with the expectations.

Teachers were also asked to rate **discriminative behaviour** in school **by teachers and students**, against or in favour of each gender; this rating was made both before and at the end of the Seminar (see Table 20) in order to test whether their sensitization would alter their ratings. Indeed, teachers' post-ratings were significantly higher²⁶ for all discriminative behaviors conducted by a teacher except the *in favor of female teachers*, which was only marginally increased, and the *in favor of male teachers* that remained unchanged. On the other hand, teachers' post-ratings in regards to discriminative behaviors conducted by a student were significantly increased only for two (*against female teachers* and *against male students*) of the 8 items. Knowing from teachers' feedback that, after their training, they identify discriminatory behaviors which they didn't previously see or they tended to consider normal, **we considered that their post-measurements are closer to reality** and we focused the analyses to them.

According to teachers' post-ratings (Table 20 and Figure 5), discriminatory behaviour from both teachers and students is not at all a rare phenomenon in school. They also believe that discrimination happens in both directions (against and in favour of) for both genders (female and male) and for both recipients (students and teachers).

More specifically, in regards to discriminatory behaviors conducted by a teacher, the highest frequency observed to behaviors *in favor of female students* and *against male students*, while for behaviors conducted by a student, to behaviors *against female students* and *against male students*. The less frequently occurring by a teacher were behaviours *against male teachers* and *in favor of female teachers* while by a student were behaviours *in favor of female teachers*, *in favor of male teachers* and *against male teachers*.

The ratings for each of the 8 positive or negative discrimination behaviors when conducted by a teacher or by a student were compared: besides the behaviors *in favor of female students* and *male teachers* that are considered to happen equally often by children (1,73 and 1,53) and by teachers (1,82 and 1,48), all other behaviors considered to be committed more frequently by students (1,51 to 2,23) than by teachers (1,07 to 1,71).

²⁶ Each of the 16 pre-post ratings tested via Wilcoxon Signed Ranks test

Finally we compared the ratings for each behavior when it targets a teacher or a student: **teachers** seem to significantly more frequently discriminate *in favor of female students* than *of female teachers* (1,82 vs. 1,28) and *against male students* than *male teachers* (1,71 vs. 1,07), while they equally often discriminate *in favor of male students* and *male teachers* (1,59 vs. 1,48) and *against female students* and *female teachers* (1,47 vs. 1,41). On the other hand, **students**, again, according to teachers' ratings, discriminate in all cases significantly more frequently *in favor* (1,73 to 1,81) or *against* (2,16 to 2,23) male and female students than *in favor* (1,51 – 1,53) or *against* (1,55 to 1,75), male and female teachers (1.51 to 1.75).

Table 20. Teachers' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency teachers and students behave or speak in a discriminatory way against, or in favour, of female and male students and teachers (Q17i & ii-pre, 16i & ii-post, N=92, unless indicated differently)

Have you ever seen (or been informed of) behaving or speaking in a way that discriminates:	a teacher (i)		a student (ii)	
	Pre	Post	Pre	Post
against female students?	1,17	1,47*	2,22 ^a	2,23 ^b
against female teachers? ^{d, f}	1,16	1,41*	1,53 ^a	1,75 ^{* b}
in favor of female students? [N(ii) = 91]	1,41	1,82*	1,65	1,73
in favor of female teachers? ^{c, d, e, f}	1,07	1,28	1,38 ^a	1,51 ^b
against male students?	1,38	1,71*	1,91 ^a	2,16 ^{* b}
against male teachers? ^{c, d, e, f}	0,89	1,07*	1,39 ^a	1,55 ^b
in favor of male students? [N(ii) = 90]	1,45	1,59	1,77 ^a	1,81 ^b
in favor of male teachers? [N(i) = 91] ^{c, d, f}	1,12	1,48*	1,42 ^a	1,53

* Significant **pre-post** difference for each behavior, Wilcoxon Singed Ranks test (post > pre in all significant cases)

^a Significant **pre-difference** for a behavior conducted by a teacher (i) vs. student (ii), Wilcoxon Singed Ranks test (teacher < student in all significant cases)

^b Significant **post-difference** for a behavior conducted by a teacher (i) vs. student (ii), Wilcoxon Singed Ranks test (student > teacher in all significant cases)

^c Significant **pre-difference** for each behavior conducted by a teacher (i) in favor/against a student vs. a teacher, Wilcoxon Singed Ranks test (student > teacher in all significant cases)

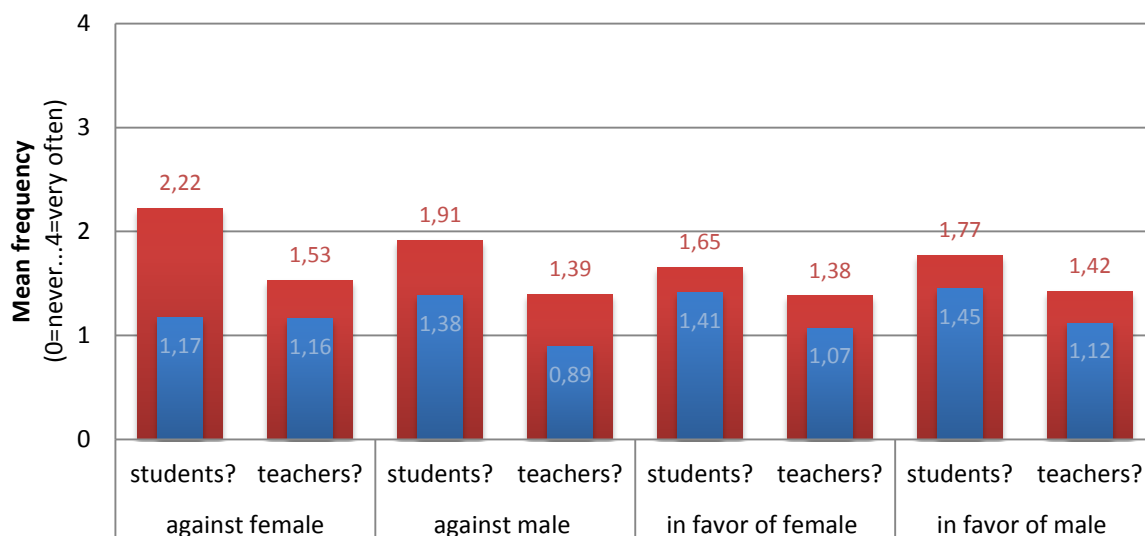
^d Significant **pre-difference** for each behavior conducted by a student (ii) in favor/against a student vs. a teacher, Wilcoxon Singed Ranks test (student > teacher in all significant cases)

^e Significant **post-difference** for each behavior conducted by a teacher (i) in favor/against a student vs. a teacher, Wilcoxon Singed Ranks test (student > teacher in all significant cases)

^f Significant **post-difference** for each behavior conducted by a student (ii) in favor/against a student vs. a teacher, Wilcoxon Singed Ranks test (student > teacher in all significant cases)

Have you ever seen (or been informed of) **a teacher/student behaving or speaking in a way that discriminates (pre):**

■ a student discriminates
■ a teacher discriminates



Have you ever seen (or been informed of) **a teacher/student behaving or speaking in a way that discriminates (post):**

■ a student discriminates
■ a teacher discriminates

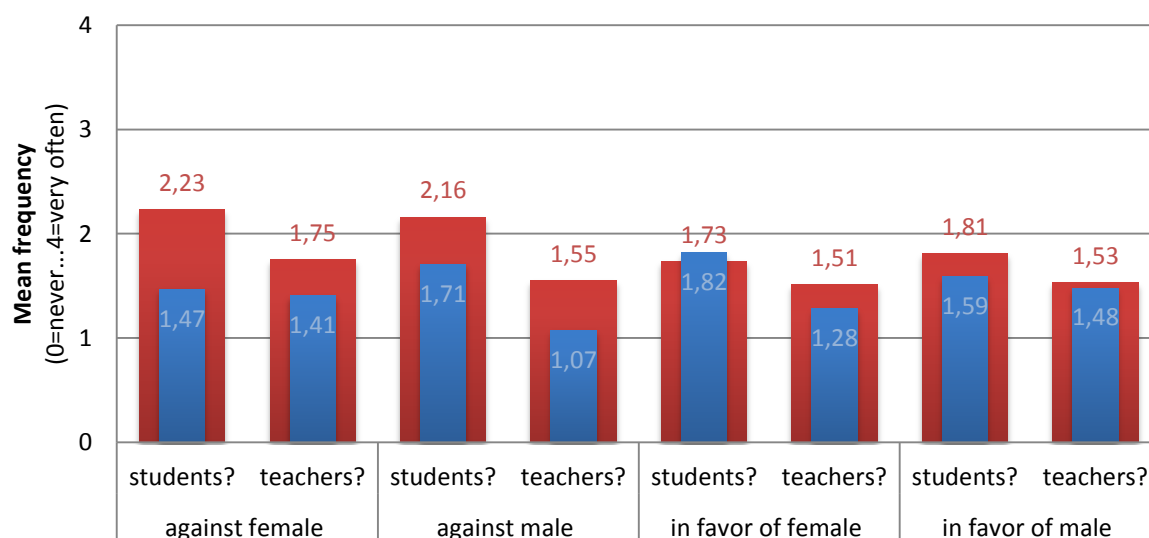


Figure 5. Teachers' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency teachers and students behave or speak in a discriminatory way against, or in favour, of female and male students and teachers (Q16i & ii-post).

Teachers were also asked to assess **their own discriminatory behavior** in favor or against their students at two different times (18.i. pre- and 17.i. post-questionnaire, see Table 21). According to the pre-ratings, teachers admit having discriminating in favor of their female and male students (1,46 and 1,37) more often than against them (0,62 and 0,77).

Similarly with the previous set of items, teachers' post ratings for the two negative discriminatory behaviors (0,84 and 0,95) were significantly (Wilcoxon tests) increased. Two explanations are possible for these modifications: either teachers were resistant to admit discriminating against their students prior to their training or they didn't recognize some of their behaviors towards their female and male students as discriminatory behavior but rather as normal behavior. According to teachers' feedback during and after the Seminar, we consider that the second interpretation is more plausible.

Table 21. Teachers' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency they behave or speak in a discriminatory way against, or in favour, of their female and male students (Q18i-pre & 17i-post, N=91)

Have you ever "caught" yourself behaving, speaking or thinking in a way that discriminates	Pre	Post
against your female students?	0,62	0,84*
in favor of your female students?	1,46	1,36
against your male students?	0,77	0,95*
in favor of your male students?	1,37	1,25

* Significant **pre-post** difference for each behavior, Wilcoxon Singed Ranks test (post > pre in all significant cases)

Last but not least, teachers were asked whether they have ever identified any educational material that is gender discriminatory. Their ratings (Table 22) at two different times (pre- & post- questionnaire) show that prior to their training teachers ratings were very low (0,58 - 0,88) indicating that they didn't recognize discriminatory material when they see it; after the seminar all four ratings were significantly (Wilcoxon test) increased (0,88 – 1,52), as now teachers identify that educational material discriminate more often *against women and/or girls* and *in favor of men and/or boys* (1,52 in both) than *in favor of women and/or girls* (0,88) and *against men and/or boys* (0,77).

Table 22. Teachers' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency they identify a discriminatory educational material (Q18ii-pre & 17ii-post, N=91, unless indicated differently)

Have you ever identified any educational material that discriminates	Pre	Post
against women and/or girls? [N=92]	0,86	1,52*
in favor of women and/or girls?	0,67	0,88*
against men and/or boys?	0,58	0,77*
in favor of men and/or boys?	0,88	1,52*

* Significant **pre-post** difference for each behavior, Wilcoxon Singed Ranks test (post > pre in all significant cases)

C.2.6. Teachers' knowledge and self-assessed adequacy

This chapter presents data from questions aiming to assess teachers' self-assessed adequacy and knowledge; teachers' knowledge was also measured directly via three sets of questions that are presented in Tables 23a, 23b and 24. Teachers' feelings on how adequate they considered themselves in aspects related to the project's implementation and in helping abused students was measured via a) a series of items asking them to rate how comfortable (Table 25) they feel to work along with their students on topics related to gender equality and abuse, as well as via items asking them to assess the adequacy of their knowledge on gender equality and abuse topics (Table 26) and b) via a series of questions asking them to rate how confident they feel that, with the knowledge and skills they currently have, they can help a student who discloses to them that s/he is being abused (Table 27). In an effort to assess the impact of the Teachers' Seminar on all of the aforementioned variables, all of the measurements were taken before (pre-) and after (post-) the Teachers' Seminar.

Knowledge on abuse topics. Teachers were asked to assess if each of the ten items that are illustrated in Tables 23 is *true* or *false*; each item was assessed twice, one when the behavior described was conducted by a male towards his female partner (Table 23a) and one when the same behavior was conducted by a female towards her male partner (Table 23b). The Tables presents only the percentage of teachers who correctly answered each question while the correct answer is indicated with (T) or (S). Even on the pre-test, a very high percentage of teachers recognized correctly the **seven violent behaviors** that were included in the list, even though the percentages are somehow lower when the behavior is conducted by the female (76,1% - 98,9%) than when it is conducted by the male partner (81,5% - 100%); prior to the seminar a large asymmetry is presented only on the item "tells him/her what he/she should and shouldn't wear", which is correctly identified as violence by 94,6% of teachers when it is a male's behavior and by only 76,1% when it is a female's behavior.

After the Seminar, this asymmetry almost disappears as there is a significant increase of correct answers for the female behavior which is now recognized as violent behavior by 92,4% of teachers. Moreover, another controlling behavior ("accompanies her/him everywhere and always, wherever she/he goes") and emotional blackmailing ("tells her/him that if she/he ever leaves him/her, he/she would die without her/him") were significantly better recognized as violence after the seminar compared to before. It is worth noticing that these 5 items were the ones with the lowest rates of correct answers, while in all others significant increase was not shown due to the ceiling effect.

On the other hand, a large percentage of teachers (22,8% and 20,7% for the male/female behavior) failed to recognize that just getting angry is not violence and, in addition, the percentage of correct answers after the seminar decreased significantly in both cases (from 77,2% to 64,1% for male behavior and from 79,3% to 65,2% for the female behavior); this finding might be related to the false belief trainees hold that abuse is the result of the perpetrator's inability to control his anger (see Table 24), which is a very strong myth to deconstruct.

Table 23. Percentage of correct answers on pre- & post- questionnaires, for violent behavior perpetrated by a male towards a female partner (Q26-pre & 20-post, N=92, unless indicated differently)

According to the best of your knowledge, please assess if each of the following statements is "True" or "False"	Correct* answers (%)	
	Pre	Post
a. It is a type of violence when, in a relationship, he:		
1. continually yells at her (T)	98,9	98,9
2. doesn't want to take her with him every time he goes out with his friends [N=91] (F)	87,9	90,1
3. tells her that if she ever leaves him, he would die without her (T)**	91,3	98,9
4. calls her names and puts her down (T)	100,0	98,9
5. gets angry when she is late for a date (F)**	77,2	64,1
6. accompanies her everywhere and always, wherever she goes (T)**	81,5	93,5
7. wants, when they go out, to share the cost fifty-fifty (F)	97,8	96,7
8. tells her which people she can and can't see [N=91] (T)	100,0	97,8
9. tells her what she should and shouldn't wear (T)	94,6	97,8
10. threatens to physically hurt her (T)	98,9	98,9

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

** Significant pre-post difference, McNemar test (binomial distribution used)

b. It is a type of violence when, in a relationship, she:	Correct* answers (%)	
	Pre	Post
1. continually yells at him (T)	95,7	98,9
2. doesn't want to take him with her every time she goes out with her friends (F)	91,3	93,5
3. tells him that if he ever leaves her, she would die without him (T)**	91,3	98,9
4. calls him names and puts him down (T)	98,9	98,9
5. gets angry when he is late for a date (F)**	79,3	65,2
6. accompanies him everywhere and always, wherever he goes (T)**	80,4	94,6
7. wants, when they go out, to share the cost fifty-fifty (F)	98,9	96,7
8. tells him which people he can and can't see (T)	96,7	96,7
9. tells him what he should and shouldn't wear (T)**	76,1	92,4
10. threatens to physically hurt him (T)	97,8	98,9

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

** Significant pre-post difference, McNemar test (binomial distribution used)

Teachers also assessed whether each of the 17 statements included in Table 24 is *true* or *false*. The table presents the percentage of correct answers (which is indicated in parenthesis with red font).

This list includes some of the most commonly held myths about IPV and it is a highly promising fact the result that **almost all** (92,3% - 100%) **teachers were holding the correct answer for 11 of the 17 items** even before the Seminar; due to the ceiling effect in these items no significant difference was observed after the Seminar, even though a tendency to increase the percentage of correct answers (95,6% - 100%) is evident in all items where an increase was possible.

Table 24. Percentage of correct answers in pre- & postquestionnaires, for issues related to violence and abuse (Q27-pre, 21-post, N=92, unless indicated differently)

According to the best of your knowledge, please assess if each of the following statements is "True" or "False"	Correct* answers (%)	
	Pre	Post
1. Violence in a relationship exists only among people who are poor (F)	97,8	100,0
2. Violence in a relationship exists only among uneducated people (F)	100,0	100,0
3. Victims of violent relationships are mostly women (T) ^{**b}	67,4	79,3
4. A person is abused only when physical violence exists (F)	100,0	100,0
5. Destroying personal possessions and property is not a form of violence [N=91] (F)	92,3	95,6
6. Violent people are people who can't control their anger (F) ^{**}	52,2	71,7
7. If she didn't provoke him, he wouldn't abuse her (F)	97,8	98,9
8. You can understand if a person is violent or not, just by his/her appearance (F)	97,8	100,0
9. Jealousy is a sign of love (F)	97,8	100,0
10. Girls are never physically violent with their partners (F)	93,5	97,8
11. When a boy caresses a girl and she says "no", often it means "yes" (F)	95,7	100,0
12. When a person is being abused in his/her intimate relationship, it is easy just to leave (F) ^{**a}	87,0	95,7
13. A person's violent behaviour can change if his/her partner loves him/her enough [N=90] (F) ^{**a}	87,8	98,9
14. Men are violent by nature (F)	94,6	95,7
15. Women are violent by nature (F)	97,8	98,9
16. Most girls believe that they must "play hard to get" before consenting to have sex (F) ^{**}	52,2	70,7
17. Most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get" (F)	44,6	54,3

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

** Significant pre-post difference, McNemar test, ^{**a} binomial distribution used, ^{**b} marginal significance.

For the remaining six items of the list teachers' correct answers were ranging from 44,6% to 87,8% in the pre-test; it is interesting to notice that among these items were the myth that the abuse is happening due to the abuser's anger management problems, two items (16 & 17) related to the concept of consensual sex and two items (12 & 13) related with the concept of victim blaming, while the sixth item is related with the victims' gender.

Even though an increase (by 8,7% – 19,5%) of correct answers is observed in all items after the Seminar, for two of them didn't manage to reach significance: *Victims of violent relationships are mostly women* (marginally significant increase from 67,4% to 79,3%) and *Most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get"* (non-significant increase from 44,6% to 54,3%). Similarly, before the Seminar, only half of the teachers responded correctly to the 2nd item related to consensual sex (*most girls believe that they must "play hard to get" before consenting to have sex*) while after the seminar significantly more teachers (7/10) recognized that this statement is false. A significant increase is also observed on the item *violent people are people who can't control their anger*: before the Seminar only half of the teachers responded correctly while after it more than 7/10 teachers recognized that this is false. It seems, therefore, that these false beliefs are resistant to modification and need more persistent targeting in order for all teachers who hold them to modify them.

On the other hand, for items 12 and 13 that assign the responsibility for the discontinuation of violence

to the victim instead of the abuser, even though the majority of teachers (almost 9/10) answer correctly before the seminar, the percentage of correct answers was significantly increased after the seminar in both of the items with almost all of the teachers responding correctly (95,7% for the item *when a person is being abused in his/her intimate relationship, it is easy just to leave* and 98,9% for the item *a person's violent behaviour can change if his/her partner loves him/her enough*).

Topics - Self-assessed comfortableness to work with the activities. As Table 25 illustrate, before the Seminar teachers seem to feel adequately comfortable to implement activities related to gender equality and stereotypes, healthy and unhealthy relationships (ratings 8,04 – 8,87) and comfortable enough in regards to the issue of adolescents' romantic relationships (7,67 rating) and on recognizing the signs of abuse (7,60 rating). On the other hand, they appear to feel less comfortable working with topics related to the three types of abuse and ways of intervening, which received much lower ratings (6,22 – 7,27).

The results of paired-t-tests revealed that the level of comfort significantly increased at the end of the Seminar for all of the 9 topics, with the lowest rating being 7,82 (on sexual abuse) and all other ratings ranging from 8,33 to 9,66.

Table 25. Mean ratings of trainees' self-assessed comfortableness to implement activities targeting 9 topics as assessed on an 11-point scale (from 0=not at all to 10=absolutely) in pre- & post- questionnaires (Q9-pre, 11-post, N=92)

Independently of the knowledge you have on these issues, <u>how comfortable would you feel to implement in your classroom</u> activities targeting each of the following topics?	Pre	Post
i. gender equality*	8,74	9,58
ii. gender stereotypes*	8,87	9,66
iii. romantic (dating) relationships of adolescents*	7,67	8,93
iv. healthy and unhealthy relationships*	8,04	9,38
v. how to recognize signs of abuse*	7,60	8,66
vi. physical abuse in dating relationships*	6,89	8,33
vii. psychological abuse in dating relationships*	7,15	8,60
viii. sexual abuse in dating relationships*	6,22	7,82
ix. ways of intervening in dating violence and/or intimate partner violence*	7,27	8,35

* Significant pre-post difference, paired t-test: $t(91) = \text{from } -3,668 \text{ to } -5,882, p = ,000$.

Self-assessed knowledge. Teachers were also asked to assess on the basis of an 11-point scale (from 0=not at all to 10=absolutely) how much knowledge they have on issues related to gender equality and abuse. Trainees' pre- & post- measures are presented in Table 26. The 14 self-assessments before the Seminar ranged from 4,79 to 7,11, indicating low to medium level of knowledge, with only the issues of *gender equality* and *gender stereotypes* receiving scores higher than 6 and all issues regarding practical skills (items viii and x – xiv) receiving scores not exceeding 5. On the post-questionnaire, all self-assessments had increased significantly and their values (8,36 - 9,02) indicate high level of knowledge. In accordance, it seems that the Seminar had a great impact on increasing

teachers' self-assessed level of knowledge on all of the topics that the "GEAR against IPV" intervention targets.

Table 26. Mean ratings of trainees' self-assessed knowledge on topics related to gender equality and abuse, as assessed on an 11-point scale (from 0=not at all to 10=absolutely) in pre- & post- questionnaires (Q10-pre & 12-post, N=92)

What rate would you give for the knowledge <u>you currently have</u> on:	Pre	Post
i. gender equality*	6,79	8,78
ii. gender stereotypes*	7,11	9,02
iii. romantic relationships of adolescents*	5,68	8,42
iv. healthy and unhealthy romantic (intimate partner) relationships*	5,73	8,88
v. physical abuse in dating relationships*	5,36	8,71
vi. psychological abuse in dating relationships*	5,33	8,76
vii. sexual abuse in dating relationships*	5,08	8,65
viii. what you can do to help one of your students who is being abused*	4,87	8,51
ix. the obligations you have if one of your students discloses that s/he is being abused*	5,30	8,97

b. what you should say to one of your students who discloses to you that:	Pre (N=XX)	Post (N=XX)
x. her/his partner is physically abusing her/him?*	4,99	8,53
xi. her/his partner is psychologically abusing her/him?*	4,97	8,62
xii. her/his partner is sexually abusing her/him?*	4,79	8,48
xiii. a member of his/her family or another person is abusing him/her?*	4,97	8,36
xiv. her/his mother is being abused*	5,04	8,40

* Significant pre-post difference, paired t-test: $t(91) = \text{from } -9,260 \text{ to } -16,154, p = ,000$.

Self-assessed adequacy on helping abused students. In addition to teachers' ratings on how knowledgeable they consider themselves on *what they should say to one of their students who discloses to them that s/he is exposed to 5 types of abuse* (part b of Table 26), teachers were also asked to rate the same questions in regards to their confidence (Table 27) that they are able to help a student who reveals to them that s/he suffers from one or more of these types of abuse. Teachers' ratings on the basis of an 11-point scale (from 0=not at all to 10=absolutely) ranged from 4,66 to 4,84 in the pre- and from 8,04 to 8,28 in the post- measurement. After the Seminar, all ratings of teachers' self-confidence in regards to their ability to help a student who is suffering any type of abuse are significantly increased.

Table 27. Mean ratings of trainees' self-assessed confidence to help an abused student as assessed on an 11-point scale (from 0=not at all to 10=absolutely) in pre- & post- questionnaires (Q11-pre, 13-post, N=92)

Based on the knowledge and skills <u>you currently have</u> , how confident do you feel that you can help a student of yours, who discloses to you that:	Pre	Post
i. her/his partner is physically abusing her/him?*	4,84	8,19
ii. her/his partner is psychologically abusing her/him?*	4,75	8,28
iii. her/his partner is sexually abusing her/him?*	4,66	8,06
iv. s/he is being abused (by a family member or another person)?*	4,76	8,09
v. her/his mother is being abused?*	4,80	8,04

* Significant pre-post difference, paired t-test: $t(91) = \text{from } -12,422 \text{ to } -15,236, p = ,000$.

A **very interesting result** reveals (see Figure 6) if we combine teachers' self-assessments regarding:

- A. their comfort to approach psychological, physical and sexual violence (see Table 25, items vi-viii)
- B. their general knowledge on these topics (see Table 26a, items v-vii)
- C. their special knowledge for the initial response to disclosure (see Table 26b, items x-xii)
- D. their capability to help abused students (see Table 27, items i-iii)

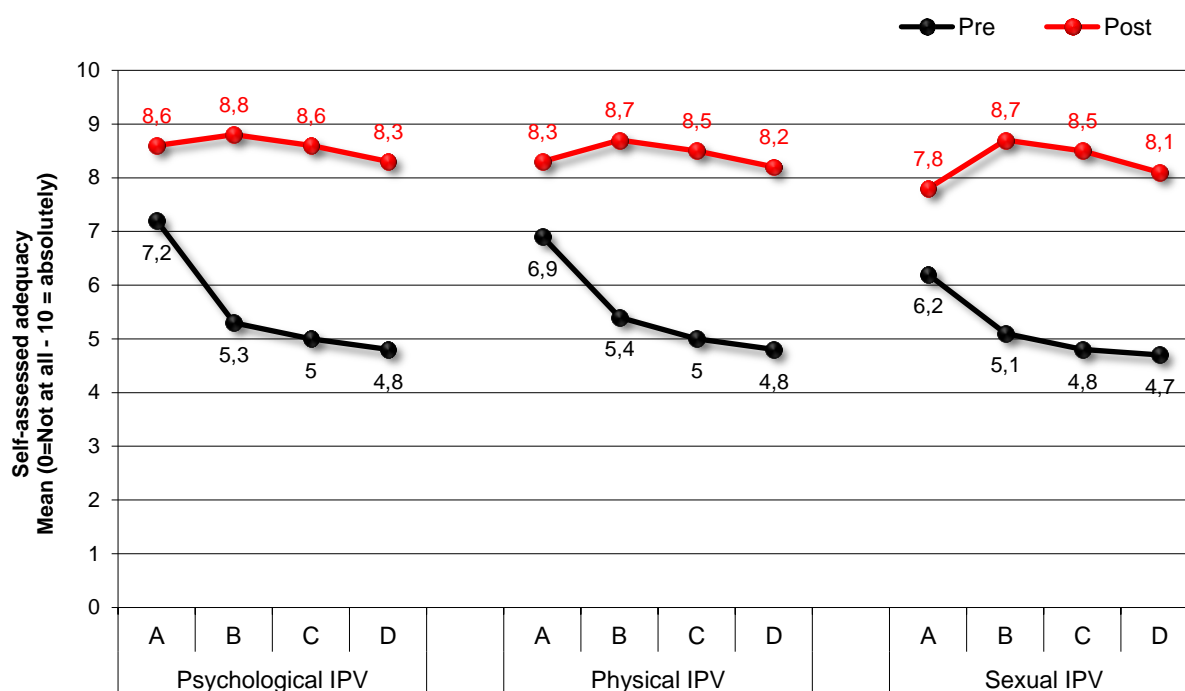


Figure 6. Mean ratings (0=not at all ...10=absolutely) of trainees' self-assessed comfort (A) to approach psychological, physical and sexual IPV, general (B) and special (C) knowledge as well as capability to help abused students, in pre- & post- questionnaires.

Before the Seminar, teachers' **assessments of their adequacy** in terms of knowledge (B. general: 5,1 – 5,4 and C. special: 4,8 – 5,0) and capability to help a child who is being abused (D: 4,7 – 4,8) are close to the scale's medium; all these scores are significantly lower [$t(92) = \text{from } 4,654 \text{ to } 9,136, p = ,000$] compared to their ratings when asked to assess how comfortable they would feel in approaching the topics of psychological, physical and sexual IPV (A: 6,2 – 7,2).

After the Seminar, teachers report **feeling even more comfortable** (7,8 – 8,6) in approaching the aforementioned issues but due to an **even higher rise in their self-assessed adequacy** in terms of both knowledge (B. general: 8,7 – 8,8 and C. special: 8,5 – 8,6) and capability to help (D. 8,1 – 8,3) **the difference** highlighted above **diminished** (in one case), **disappeared** (in 5 cases), **or even reversed** (in 3 cases). More specifically, in psychological violence comfort (A) continues to be significantly higher [$t(91) = 2,314, p = ,000$] than the capability to help (D), but equals the two types of knowledge (B & C); in physical violence comfort (A) is significantly lower [$t(91) = -2,62, p = ,01$] than the general knowledge (B) and equal to the special knowledge (C) and capability to help (D); in sexual violence comfort (A) is

significantly lower [$t(91) = -4,677$ & $-0,26$, $p = ,000$ & $,.002$] than the general and special knowledge (B & C) and equal to the capability to help (D).

In other words, as it is illustrated in Figure 6, **prior to the Seminar**, teachers **don't have much personal reservation** to approach IPV issues as they feel comfortable enough (A), **yet are feeling inadequate** in terms of their knowledge (B & C) and certainty of their capability to help a child being abused (D). **After the Seminar**, however, teachers' **self-assessed adequacy** of their level of knowledge and certainty in providing help not only has risen profoundly, but also **is in line with** or even higher than their self-reported comfort to implement activities tailored to various types of IPV.

C.2.7. Teachers' self-reported experiences with students' dating violence

Teachers were asked before the Seminar whether it has ever *happened that they have been informed (directly or indirectly) that a (fe)male student of yours has a romantic or intimate relationship in which s/he suffers any type of abuse*. As presented in Table 28, more than 1 in 3 teachers report that they have been informed of a female student that is being psychologically abused and 1 in 6 teachers of a female student that is being physically abused and of a male student that is psychologically abused. The respective percentages for sexually abused girls (5,4%) and boys (2,2%) and for physically abused boys (4,3%), even though lower, they are not at all small. The analyses showed that a significant higher number of teachers are informed for cases of girls that are psychologically and physically abused than of boys.

Table 28. Percentage of teachers declaring that they have been informed that a student is being abused in her/his intimate relationship (Q12-pre, N=93)

Did you ever happen to be informed (directly or indirectly) that a (fe)male student of yours has a romantic or intimate relationship in which s/he is abused:						
Student's gender	physically*		psychologically*		sexually	
	N	%	N	%	N	%
Female	16	17,2	33	35,5	5	5,4
Male	4	4,3	15	16,1	2	2,2

* Significant difference between female-male students, McNemar test (binomial distribution used): $p = ,004$ & $,000$

Out of the 93 teachers, 24,7% (23 teachers, 17 female and 6 male) reported that they **have been asked for help** by a student for one of the above issues; from these 23 teachers, 16 (69,6%) reported that **they faced difficulties**, and 15 of them described that the type of difficulties they faced were:

- **lack of skills and knowledge:** *lack of knowledge about the appropriate way of approach in order to offer support / lack of specialized knowledge / doubts of whether or not the selected reaction was the most appropriate / Difficulties in communication and in provision of advice/ I didn't know what to respond / inability to provide specific guidance / Inability to offer substantial help, discreetly and with empathy / difficulties to offer help due to lack of knowledge about the proper reaction to the problem / unavailability of a specialized professional to offer help / inability to figure out what exactly the child wanted to tell or to ask for / Lack of knowledge about if and what specific actions can be taken apart from showing understanding (11 teachers)*
- **other difficulties**
 - *Withdrawal by the adolescent of what was disclosed (1 teacher)*
 - *Legal difficulties (1 teacher)*
 - *Emotional difficulties (1 teacher)*
 - *Inability to reach agreement with colleagues of the teacher's association and to locate the responsible authorities and organizations that could offer help and at the end the victim withdrew the statement (1 teacher)*

In one case the difficulty mentioned was that the student did not want to follow the teacher's advice.

The fact that a student asked for their help, **made teachers feel:**

- uncertainty/ ignorance of what to do, insecurity/ fear/ guilt that I am inadequate, unprepared, inability to help (11 out of the 23 teachers - 47,8%)
- embarrassment (8 teachers - 34,8%)
- uncomfortable, in a difficult situation (6 teachers - 26,1%)
- responsibility/anxious to help properly (5 teachers - 21,7%)
- ready to discuss and help (3 teachers – 13,0%)
- happy for the child's trust (2 teachers - 8,7%)
- heartache (1 teacher)
- concern for the child's truthfulness (1 teacher)

It is worth pointing out that only two teachers expressed a positive feeling (happy for the child's trust) along with the negative feelings illustrating their agony to appropriately respond.

Five teachers (21,7%) replied negatively, while 16 (69,6%) replied positively to the question **were you able to help?**; two teachers replied "other", which was further specified as follows:

- *sometimes yes, sometimes not*
- *not sure*

In the open ended question (*Would you like to say more?*) that accompanied the aforementioned question seven of the teachers who said that they were able to help expressed the following:

- *I asked for permission by the child to convey the information to the school director and then a child psychologist handled the case of the child and the parent*
- *We discussed a lot with the student and I persuaded her to talk with her mother. She was a victim of cyber blackmailing*
- *The child had runaway from home and after a lot of discussion he returned home after two weeks.*
- *The discussion helped the child to feel relief*
- *(I contributed to) child's removal of guilt and to the psychological support of the child*
- *This fact helped me to reconsider my role as educator*
- *The case was not something important – usual issues that they face at this age (jealousy, selfish behaviours)*

In the same question, two of the teachers who said that they were not able to help and one who said that s/he wasn't sure further explained:

- *I don't know what happened afterwards due to the fact that next year the child changed school*
- *I asked for assistance by a colleague who had relevant knowledge*
- *It was agreed with the student to communicate with her adult brother in order to ask for help by a psychologist*

D. Success Factors, Barriers & Suggestions for Improvements

In general the trainees' enthusiasm and active participation was evident and impressive throughout the entire duration of all the three Seminars, and especially during the simulated parts; they quite easily adopted the role of being students and they seemed to really enjoy it. On the basis of their feedback, it seems that they found it interesting and useful for them to "see" the implementation of adolescents' awareness raising workshops "through the students' eyes".

The trainees also seemed to really appreciate the fact that they were provided with a well **structured and detailed material (Booklets III and IV)** which included step-by-step instructions on how to conduct the workshops and material ready to be used.

Another indication of trainees' interest in these Seminars was a) the impressive number of applications received (253 applications) for the 2nd and 3rd training seminar and b) having also in mind that the 2nd and 3rd seminars were conducted during the weekend (which is not usual). Moreover, another indication is that some trainees chose (in their application form) to cover their travel and accommodation expenses themselves in order to increase the chances to be selected to attend the seminar; taking into consideration also the fiscal crisis, we take this movement as another indication of their great interest on such training seminars. In addition, almost all trainees tried not to miss any part of the Seminar, which is also unusual. Another indication of their interest was the fact that, a much higher number of teachers declared interest to implement the workshops than what was initially planned (53 expressed their interest while it was planned to have 29 implementers); Therefore, it seems that the trainees had a good experience and were satisfied with their participation in the Seminars, which is also evident from the evaluation results.

No difficulties were encountered; this is mainly due to the fact that EAVN had previous experience from similar training seminars and therefore difficulties faced during previous seminars were addressed during the current seminars and care was taken in order not to face the same difficulties again (e.g. the rooms were appropriate for both the simulated and theoretical parts, we accepted more trainees than needed knowing that some of them will not appear). In general, the **previous experience** was considered as a highly **facilitating factor** for the successful implementation of the current seminars. Moreover, in the facilitating factors should also be listed the fact that pre-questionnaires were completed several days before the training; by this way the trainers had the chance to overview trainees' responses from before and thus they knew the level of knowledge of trainees and their attitudes. Therefore, they were able during the training seminar (especially during the simulated part) to give more emphasis to missing knowledge as well as to specific gender stereotypical and tolerant to violence attitudes. In addition, the fact that the pre-questionnaires were completed **via the use of online software** provided us with many advantages in comparison to either paper or electronic document completion (via e-mail); more specifically, the application does not allow missing values by indicating questions left unanswered, it facilitates more the trainees (easier completion for the trainees -as specific questions "are hidden",

according to the respondent's answer in filter questions- more user friendly and also trainees can pick the time that suits them best for the completion). Additional benefits are the immediate/automatic coding and extract of responses to excel or SPSS (less time consuming process, cost-effective and easy and faster way of data collection and avoidance of human error during coding, compared to traditional methods of data collection).

In addition, the training was chosen to be conducted via an intensive manner and during the weekend due to: a) teachers' duties in schools, b) the restrictions of budget regarding accommodation costs of trainees coming from cities outside of Athens. This option was selected in order to not cause difficulties for trainees who could not obtain a leave of absence from their work and duties in schools. However, some of the teachers considered that it would be useful for the training to have a **longer duration** in days and less hours of duration per day (e.g. it would be better to be 4-5 days) in order not to get very tired at the end of each day.

According to our point of view the Teachers' Seminars in Greece were totally successful and we recommend to continue being implemented in future via the way that they were implemented. EAVN can just provide some tips for such a successful implementation:

- give to applicants all the information necessary for their application; they should be fully aware of the content of the training seminar, their obligations, the provisions (intellectual and material) etc.
- the pre-questionnaire must be completed several days before the training (whenever possible); this is helpful for trainers to identify from before what are the trainees erroneously held attitudes and false knowledge in order to give more emphasis during the seminar aiming to correct them after the Seminar; this way the facilitators/instructors would be able to more vigorously target the misconceptions that would be identified through the pre-questionnaire
- a 24 hours training seminar (including breaks) seems to be adequate time in order to cover all topics needed; the simulated part should last at least 11 hours and the theoretical and practical part at least 7 hours; if possible the duration per day could be less than 8 hrs and thus extended in more days (e.g. 4 days * 6 hrs); if it is also possible the entire duration may be increased; however the experience shows that, given that the facilitators/instructors are experienced, 24 hrs is considered to be enough
- each group of trainees during the simulation part should be 15-25 trainees (similar to a classroom's size)
- enough time should be allocated to the closed meeting with teachers-implementers for detailed discussion of practicalities about the "GEAR against IPV" workshops' implementation and more in depth explanations and familiarization with the workshops' evaluation, documentation and reporting process
- one suggestion could be the training seminar to be held away from the residence of all participants; namely participants from both the capital and periphery to travel to the area where the seminar will be held; this option is considered to be an additional bonding factor for the trainees and is based on the observation that trainees from periphery were more relaxed than these of the capital who had to

return to their homes and their everyday activities everyday after the Seminar

- in addition it is suggested the simulated part to be conducted by one trainer or via 2-3 trainers who will be present in the entire simulation in order to be able to follow the entire process; it is totally not recommended one trainer to conduct a part of the simulation and the other another part without both of them being present; it does not help none of the facilitators to become part of the group and the discussion with the group is hindered
- the seminars is suggested (if feasible) to be conducted under the auspices of the Ministry of Education because it is considered that this would facilitate the trainees to attend the Seminar during their working days and for a longer duration; however, this might contaminate their true motivation (the same may happen if teachers are being credited for their participation)
- the teachers' Seminar should be conducted at the beginning of the school year in order to facilitate the earliest possible onset of the students' workshops.

Last but not least, the most important success factors are a very good and thorough organization of the seminars, teachers' high and genuine motivation and of course, the trainers' competence, namely experienced, motivated and well organized trainers.

Conclusion

In the light of the experience gained from the implementation of the training seminars and their evaluation results, it is recommended the training seminars to be **institutionalized** and implemented every year in Greece targeting:

- **teachers of secondary education**²⁷ and **other professionals** working in the school setting (e.g. psychologists, social workers) from all schools across the country
- **professionals working in the field of** health promotion and education, gender equality and prevention of gender-based violence as well as **professionals** providing services to adolescents of high-risk groups

aiming to:

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

The features of Training Seminars should be:

- **teachers' registration** should be **on a voluntary basis**, yet **attendance** of the whole duration of the seminar **should be mandatorily required** for a teacher to be certified
- implementation should take place **in the beginning of the school year**, so as workshops with students in classes are timely conducted
- **minimum duration**²⁸ of **24 hours** that includes **experiential, theoretical and practical** parts
 - **the experiential part** (simulated Workshop) should have a **minimum duration of 12 hours** and be conducted **in small groups** of 15-25 participants (similar size to a school class)
- **trainees' groups should be mixed**, including teachers from big cities and the providence as well
- **effectiveness evaluation** should be conducted for each Seminar (according to Booklet II).

Last but not least, it should be provided **constant support**³ **to the trained teachers**, during the implementation of Workshops with their students and use of the **Greek GEAR against IPV Package** (Booklets II, III and IV) should be institutionalized for the training seminars as well as for the implementation of Workshops with adolescents.

²⁷ At a later stage, it is recommended that the training should be extended to **teachers of primary education**, so as to be properly equipped to implement with their students the Workshop's first part that deals with gender stereotypes and gender-based (in)equality

²⁸ **Ideal duration:** 32-40 hours

Annexes

1st Seminar

Agenda



Σεμινάριο Επιμόρφωσης Εκπαιδευτικών & Επαγγελματιών **GEAR against IPV**

Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα



1 - 3 Απριλίου 2015

Το Χαμόγελο του Παιδιού
Αίθουσα: Studio "YouSmile"
Σπόρου Λούη 15, Μαρούσι



Επιμορφώτριες

Κική Πετρουλάκη, Ψυχολόγος, Ph.D
Αντωνία Τσιριγώτη, Ψυχολόγος, M.Sc.

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Το σεμινάριο διεξάγεται στο πλαίσιο του προγράμματος
Gender Equality Awareness Raising against Intimate Partner Violence II
(GEAR against IPV II) Κωδικός Προγράμματος: JUST/2013/DAP/AG/5408
Με τη συγχρηματοδότηση του Προγράμματος Daphne III της Ευρωπαϊκής





Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα

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Σεμινάριο Επιμόρφωσης Εκπαιδευτικών & Επαγγελματιών

Πρόγραμμα

Τετάρτη, 1 Απριλίου 2015

09:00-10:00	Χαιρετισμοί - Έναρξη Εισαγωγική Ενότητα
10:00-17:00	ΜΕΡΟΣ Ι. Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών) Ενότητα 1. Εισαγωγική Ενότητα
10:30-11:00	Διάλειμμα Ενότητα 2. Στερεότυπα του Φύλου και Αισότητα των Φύλων
12:30-13:30	Διάλειμμα - Γεύμα Ενότητα 2 (συνέχεια)
15:00-15:30	Διάλειμμα Ενότητα 3. Υγιείς και Μη Υγιείς Σχέσεις
17:00	Κλείσιμο 1 ^{ης} ημέρας





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Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα

Σεμινάριο Επιμόρφωσης Εκπαιδευτικών & Επαγγελματιών

Πρόγραμμα

Πέμπτη, 2 Απριλίου 2015

10:00-15:30	ΜΕΡΟΣ Ι (συνέχεια). Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών) Ενότητα 4. Βία μεταξύ Ερωτικών Συντρόφων
11:30-12:00	Διάλειμμα Ενότητα 4 (συνέχεια)
13:30-14:30	Διάλειμμα - Γεύμα Καμπάνια Ευαισθητοποίησης Εφήβων Κλείσιμο προσομοιωμένου προγράμματος
15:30-18:00	Ανατροφοδότηση, προτάσεις και συζήτηση για το Πρόγραμμα “GEAR against IPV” και την υλοποίησή του
16:00-16:30	Διάλειμμα ΜΕΡΟΣ ΙΙ. Τεύχος ΙΙΙ: Το “GEAR against IPV” Εγχειρίδιο Εκπαιδευτικού και Πώς να το Χρησιμοποιήσετε Πρακτικά ζητήματα: Διοργάνωση, διεξαγωγή, αξιολόγηση και αναφορά της εφαρμογής του Προγράμματος “GEAR against IPV”
18:00	Κλείσιμο 2 ^{ης} ημέρας





Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα

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Σεμινάριο Επιμόρφωσης Εκπαιδευτικών & Επαγγελματιών

Πρόγραμμα

Παρασκευή, 3 Απριλίου 2015

09:00-10:30	ΜΕΡΟΣ II. Πρακτικά ζητήματα (συνέχεια)
10:30-11:00	Διάλειμμα
11:00-16:00	ΜΕΡΟΣ III. Θεωρητική Κατάρτιση Ευαισθητοποίηση σε θέματα: <ul style="list-style-type: none">- στερεοτύπων του φύλου- βίας μεταξύ ερωτικών συντρόφων (ΒΕΣ)- κακοποίησης-παράμελησης παιδιών Διαχείριση περιστατικών κακοποίησης
12:30-13:30	Διάλειμμα - Γεύμα
	ΜΕΡΟΣ III. Θεωρητική Κατάρτιση (συνέχεια)
15:00-15:30	Διάλειμμα
16:00-17:00	Αξιολόγηση Κλείσιμο Σεμιναρίου



1st Seminar

Trainees' attendance form (per day)

1st Seminar

Photos







2nd Seminar

Agenda



Σεμινάριο Επιμόρφωσης Εκπαιδευτικών Β/θμιας Εκπαίδευσης **GEAR against IPV**

Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα



31 Οκτωβρίου - 2 Νοεμβρίου 2015

*Ξενοδοχείο Acropolis Hill
Οδός Μουσών 7, 117 42, Φιλοπάππου - Αθήνα*



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(GEAR against IPV II) Κωδικός Προγράμματος: JUST/2013/DAP/AG/5408
Με τη συγχρηματοδότηση του Προγράμματος Daphne III της Ευρωπαϊκής





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Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα

Σεμινάριο Επιμόρφωσης Εκπαιδευτικών Β/θμιας Εκπαίδευσης

Πρόγραμμα

Σάββατο, 31 Οκτωβρίου 2015

09:30-10:00	Προσέλευση
10:00-11:00	Χαιρετισμοί - Έναρξη Εισαγωγική Ενότητα
11:00-18:00	ΜΕΡΟΣ Ι. Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών) Ομάδα ●: 1 ^{ος} Όροφος (Συντονιστής: Αθανάσιος Ντιναπόγιας) Ομάδα ●: 2 ^{ος} Όροφος (Συντονίστρια: Κική Πετρουλάκη) Ομάδα ●: 3 ^{ος} όροφος (Συντονίστρια: Αντωνία Τσιριγώτη) Ενότητα 1. Εισαγωγική Ενότητα
11:30-12:00	Διάλειμμα Ενότητα 2. Στερεότυπα του Φύλου και Ανισότητα των Φύλων
13:30-14:30	Διάλειμμα - Γεύμα Ενότητα 2 (συνέχεια)
16:00-16:30	Διάλειμμα Ενότητα 3. Υγιείς και Μη Υγιείς Σχέσεις
18:00	Κλείσιμο 1 ^{ης} ημέρας





Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα

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Σεμινάριο Επιμόρφωσης Εκπαιδευτικών Β/θμιας Εκπαίδευσης

Πρόγραμμα

Κυριακή, 1 Νοεμβρίου 2015

10:00-15:30	ΜΕΡΟΣ Ι (συνέχεια). Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών) Ενότητα 4. Βία μεταξύ Ερωτικών Συντρόφων
11:30-12:00	Διάλειμμα Ενότητα 4 (συνέχεια)
13:30-14:30	Διάλειμμα - Γεύμα Κλείσιμο προσομοιωμένου προγράμματος
15:30-18:00	Ανατροφοδότηση, προτάσεις και συζήτηση για το Πρόγραμμα “GEAR against IPV” και την υλοποίησή του
16:00-16:30	Διάλειμμα
18:00	Κλείσιμο 2ης ημέρας



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Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα

Σεμινάριο Επιμόρφωσης Εκπαιδευτικών Β/θμιας Εκπαίδευσης

Πρόγραμμα

Δευτέρα, 2 Νοεμβρίου 2015

09:00-15:30	<p>Το Ε.Δ.κ.Β. <i>Αθανάσιος Ντιναπόγιας, Ευρωπαϊκό Δίκτυο κατά της Βίας</i></p> <p>ΜΕΡΟΣ II. Τεύχος III: Το “GEAR against IPV” Εγχειρίδιο Εκπαιδευτικού και Πώς να το Χρησιμοποιήσετε <i>Αντωνία Τσιριγώτη, Ευρωπαϊκό Δίκτυο κατά της Βίας</i></p>
10:30-11:00	<p>Διάλειμμα</p> <p>ΜΕΡΟΣ III. Θεωρητική Κατάρτιση Ευαισθητοποίηση σε θέματα</p> <ul style="list-style-type: none">- στερεοτύπων του φύλου & βίας μεταξύ ερωτικών συντρόφων (ΒΕΣ)- κακοποίησης-παράμελησης παιδιών <p>Διαχείριση περιστατικών κακοποίησης <i>Κική Πετρουλάκη, Ευρωπαϊκό Δίκτυο κατά της Βίας</i> <i>Αντωνία Τσιριγώτη, Ευρωπαϊκό Δίκτυο κατά της Βίας</i> <i>Στέφανος Αλεβίζος, Το Χαμόγελο του Παιδιού</i></p>
13:00-14:00	<p>Διάλειμμα – Γεύμα</p> <p>Η πιλοτική υλοποίηση του GEAR against IPV <i>Αθανάσιος Ντιναπόγιας, Ευρωπαϊκό Δίκτυο κατά της Βίας</i> <i>Βάσω Συριοπούλου & Δώρα Δελλαπόρτα, 2^ο ΓΕΛ Αγίας Παρασκευής</i></p>
15:30-16:00	Διάλειμμα
16:00-17:00	Κλείσιμο Σεμιναρίου & Αξιολόγηση
16:00-18:00	Κλειστή Συνάντηση: για τις/τους εκπαιδευτικούς Γυμνασίου που ενδιαφέρονται να υλοποιήσουν Πρόγραμμα κατά το σχ. έτος 2015-16



2nd Seminar

Trainees' attendance form (per day)

2nd Seminar

Photos





3rd Seminar

Agenda



Σεμινάριο Επιμόρφωσης Εκπαιδευτικών Β/θμιας Εκπαίδευσης **GEAR against IPV**

Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα



5 -7 Δεκεμβρίου 2015

Ξενοδοχείο Acropolis Hill

Οδός Μουσών 7, 117 42, Φιλοπάππου – Αθήνα

Επιμορφώτριες/-τής:

Κική Πετρολάκη, Αθανάσιος Ντιναπόγιας, Αντωνία Τσιριγώτη
Ευρωπαϊκό Δίκτυο κατά της Βίας

Βάσω Συριοπούλου & Δώρα Δελλαπόρτα
2^ο ΓΕΛ Αγίας Παρασκευής



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Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα

Σεμινάριο Επιμόρφωσης Εκπαιδευτικών Β/θμιας Εκπαίδευσης

Πρόγραμμα

Σάββατο, 5 Δεκεμβρίου 2015

09:30-10:00	Προσέλευση
10:00-11:00	Χαιρετισμοί - Έναρξη Εισαγωγική Ενότητα
11:00-18:00	ΜΕΡΟΣ Ι. Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών) 2 ^{ος} Όροφος (Συντονισμός: Κ. Πετρουλάκη, Α. Ντιναπόγιας, Α. Τσιριγώτη) Ενότητα 1. Εισαγωγική Ενότητα
11:30-12:00	Διάλειμμα Ενότητα 2. Στερεότυπα του Φύλου και Ανισότητα των Φύλων
13:30-14:30	Διάλειμμα - Γεύμα Ενότητα 2 (συνέχεια)
16:00-16:30	Διάλειμμα Ενότητα 3. Υγιείς και Μη Υγιείς Σχέσεις
18:00	Κλείσιμο 1 ^{ης} ημέρας





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Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα

Σεμινάριο Επιμόρφωσης Εκπαιδευτικών Β/θμιας Εκπαίδευσης

Πρόγραμμα

Κυριακή, 6 Δεκεμβρίου 2015

10:00-15:30	ΜΕΡΟΣ Ι (συνέχεια). Προσομοίωση Εφαρμογής του Προγράμματος “GEAR against IPV” (Βιωματικό Μέρος: μέσα από τα μάτια των μαθητών/-ριών) Ενότητα 4. Βία μεταξύ Ερωτικών Συντρόφων
11:30-12:00	Διάλειμμα Ενότητα 4 (συνέχεια)
13:30-14:30	Διάλειμμα - Γεύμα Κλείσιμο προσομοιωμένου προγράμματος
15:30-18:00	Ανατροφοδότηση, προτάσεις και συζήτηση για το Πρόγραμμα “GEAR against IPV” και την υλοποίησή του
16:00-16:30	Διάλειμμα
18:00	Κλείσιμο 2ης ημέρας





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Χτίζοντας Υγιείς Σχέσεις ανάμεσα στα δύο Φύλα

Σεμινάριο Επιμόρφωσης Εκπαιδευτικών Β/θμιας Εκπαίδευσης

Πρόγραμμα

Δευτέρα, 7 Δεκεμβρίου 2015

09:00-15:30	Το Ε.Δ.κ.Β. ΜΕΡΟΣ II. Τεύχος III: Το “GEAR against IPV” Εγχειρίδιο Εκπαιδευτικού και Πώς να το Χρησιμοποιήσετε
10:30-11:00	Διάλειμμα ΜΕΡΟΣ III. Θεωρητική Κατάρτιση Ευαισθητοποίηση σε θέματα <ul style="list-style-type: none">- στερεοτύπων του φύλου & βίας μεταξύ ερωτικών συντρόφων (ΒΕΣ)- κακοποίησης-παράμελησης παιδιών Διαχείριση περιστατικών κακοποίησης
13:00-14:00	Διάλειμμα – Γεύμα Η πιλοτική υλοποίηση του GEAR against IPV
15:30-16:00	Διάλειμμα
16:00-17:00	Κλείσιμο Σεμιναρίου & Αξιολόγηση



3rd Seminar

Trainees' attendance form (per day)

3rd Seminar

Photos





