

Gender Equality Awareness Raising against Intimate Partner Violence II

GEAR against IPV II

Report

Awareness Raising Workshops with Adolescents in Croatia: Implementation and Evaluation Report



CESI-Center for Education, Counselling and Research

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- 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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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” Awareness Raising Workshops with adolescents that were conducted by specially trained¹ teachers and psychologists in Croatia in the context of the “GEAR against IPV II” Project.

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

Summary

This report presents the result of implementation and evaluation of the GEAR against IPV Awareness Raising Workshops with adolescents conducted in Croatia. The **GEAR against IPV approach** is a coordinated action of **primary and secondary prevention of Intimate Partner Violence (IPV) 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.

CESI implemented two training seminars for high-school teachers in Croatia. After the seminars, 12 trained female teachers voluntarily applied and implemented 12 workshops (i.e. 98 sessions) in schools. Workshops were implemented in 12 high-schools (by type: 3 grammar schools and 9 vocational high-schools) from Split, Vinkovci, Koprivnica, Sisak, Bjelovar, Slatina, Đurđevac, Rijeka, Križevci and Varaždin. Duration of workshops ranged from 12.5 to 15 teaching hours. The workshops' implementation lasted from December 2015 to April 2016 and evaluation included collection of data from **students** as well as from the **workshops' implementers**.

Total of **328 students** voluntarily participated in the workshops (N=183 girls and N=145 boys). Out of this number **298 students** (N=166 girls and N=120 boys) completed the pre- and **287** (N=164 girls and N=117 boys) completed the post-questionnaires. They were 2nd grade students (average age 16). Questionnaires measured adolescents' perspectives on the societal expectations for men and women, the extent of gender inequality in the settings of family and school in Croatia; and also students' self-reported experiences of suffering or perpetrating gender discriminative and/or IPV behaviours. Last but not least, it was also investigated what is the percentage of adolescents who have already started their first romantic/intimate relationships, as well as their exposure to IPV behaviours on their own and their peers' relationships.

The results, besides revealing the relevance of the GEAR against IPV Workshop, also provide a clear picture of the situation in Croatia with regard to the extent of gender inequality and IPV in adolescents' relationships. After the intervention students' knowledge on types of IPV increased, and results show a modification in some attitudes related to gender stereotypes and IPV. Adolescents' personal satisfaction rating with the workshop was very high and majority expressed willingness to participate in another similar workshop in the future. Additionally, adolescents' self-perceived usefulness rating of the workshop was also high.

Implementers evaluated workshops as useful for their students as well as for themselves. In their opinion, workshops offered opportunity for students to gain new knowledge, express their opinions and discuss it with others while implementers had the opportunity to learn more about students' thinking and to identify potential issues for future work.

Besides participation in the workshops, students were invited to design and create messages and products to be used for the awareness raising campaign with the aim to inform and sensitize all adolescents throughout Croatia about the issues that they dealt with during the Workshops. Developed products include films, posters, collage, and drawings.

Background

Material

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

On the basis of the Revised edition of Master "GEAR against IPV" Booklet III and IV in the English language, CESI translated Booklet III and IV into Croatian language and completed and culturally adapted (wherever necessary) specific sections by following the instructions that were included in Master Booklet III and IV (appearing in orange font). Therefore, the culturally adapted Croatian³ edition of Booklets III and IV was developed and used for the organization, implementation and evaluation of the Workshops.

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

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



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

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

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

This Booklet has been structured in such a way that facilitates the implementer in locating and reproducing the respective material for each activity. Parts of the material



² The material is available for downloading from here: www.gear-ipv.eu/download

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

can be used in the classroom, while there is also available material that can be given as homework to the students who participate in the workshops. Lastly, it includes informational and self-assessment material that can be distributed to adolescents for their own use, either at present or in the future.

Training Seminars

CESI implemented two training seminars for high-school teachers in Croatia. First seminar was held from 12th -15th of November and a second one from 26th -29th of November 2015 in Donja Stubica, in the hotel Terme Jezercica. We have received 122 applications for the seminars but the total of 53 trainees attended the seminars. The goal of the seminars was to raise awareness on issues related to gender stereotypes, gender-based violence and gender equality and build teachers' capacities to implement the "GEAR against IPV" workshops with students at schools. Seminar included both theoretical and a practical part conducted via simulated workshop, with teachers adopting the role of students.

A. GEAR *against* IPV Workshops' Implementation

A.1. Preparation of workshops

Obtainment of permission

CESI had to obtain permission from the Ministry of Education for the workshops' implementation. The process of "certification" is obligatory if the programme is going to be implemented in schools. "Certification" included validation of the "GEAR against IPV" teaching materials by the Ministry of Education and Teacher Training Agency. This process took us a little bit longer than expected and after three months waiting period CESI obtained permission.

Identification of implementers

CESI implemented two training seminars for high-school teachers in Croatia. First seminar was held from 12th -15th of November and a second one from 26th -29th of November 2015 in Donja Stubica, in the hotel Terme Jezercica. For both seminars teachers were invited to voluntarily apply for the implementation of workshops. 14 teachers applied but at the end 12 teachers implemented the workshops. Criteria for the selection of implementers included: motivation and possibility to implement workshops in schools in a given time period, type of school and regional representation.

Preparation and organization of workshops by the implementers

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

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

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

Teachers' self-preparation included becoming familiarised with the entire content of Booklets III and IV that were given to them during their training (in order to be able to select the activities to be

implemented), reading the background theoretical information (Annex A in Booklet III) especially if they did not feel experienced in gender equality and intimate partner violence issues and to get prepared to appropriately react in case abuse is disclosed by a student during the implementation of the workshop.

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

Monitoring and reporting

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

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

C2. Reporting Form for Sessions: Description of the Implementation of the Activities of the Workshop. The aim of C2 Reporting Form was each teacher to provide specific information about the content of each session that s/he conducted with the students. More specifically, s/he was asked to provide information about the number of participants in each session, the activities

conducted, modifications made (if any) to the material or to the procedure followed, any difficulties that the teacher or the students faced, benefits gained, comments etc. C2 Reporting Form had to be completed at the end of each session with students (one form per session). For the sessions where the teacher administered questionnaires (pre-measurement, post-measurement) then s/he had also complete the 2nd part of C2 Reporting Form -entitled "C2EV. Reporting Form for Evaluation" (along with this Form, implementers had to also send to the CESI students' completed pre-questionnaires).

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

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

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

A.2. Implementation of workshops

A.2.1. Participants

Implementers

The workshops were implemented by **12 female teachers**, who conducted 12 workshops (i.e. 98 sessions). The specialties of teachers that implemented the workshops were:

- Psychology (6 teachers)
- Pedagogy (2 teachers)
- Arts (2 teachers)
- Chemistry (1 teacher)
- Philosophy (1 teacher)

All implementers have been previously trained⁴. The implementation of the Workshops was undertaken on a voluntary basis; even though it was anticipated for implementers to receive a small amount of money, as reimbursement for their contribution, this information had been withheld from them for not influencing their motivation; teachers were informed about this at the closed meeting for implementers held at the Training seminars. Upon successful completion of their duties teachers received payments.

Adolescents

Total of 328 students participated in the workshops (N=183 girls and N=145 boys). Out of this number 298 students (N=166 girls and N=120 boys) completed the pre- and 287 completed the post –questionnaires (N=164 girls and N=117 boys).

Students' demographic characteristics are illustrated in Table 1. The group consisted of 120 boys and 166 girls aged 14-17 years (SD = 0.48) [boys: $M = 15.9$, $SD = 0.49$; girls: $M = 15.8$, $SD = 0.46$]. Majority were of Croatian nationality.

Table 1. Demographic characteristics of workshops' participants

Demographic Characteristics		Participants	
		N	%
Sex	Male	120	valid 42%
	Female	166	valid 58%
	Missing	12	-
	14	1	valid 0.4
	15	42	valid 14.9%
	16	219	valid 77.7%
	17	20	valid 7.1%
	Missing	13	-
	Croatian	272	valid 96.8%
Nationality	Bosnian	4	valid 1.5%
	Macedonian	1	valid 0.4%
	Albanian	1	valid 0.4%
	Missing	17	-

The students attended the 2nd grade of high-school.

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

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

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

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

- a. expected number of participants by sex, grade, classroom
- b. anticipated start and end date of the workshop
- c. activities planned to be implemented (including "back-up activities")
- d. number of workshop's planned meetings/sessions, inside/outside the school regular curriculum or both, (teaching) hours

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

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

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

Stage 4: teachers sent CESI the pre-questionnaires and post-questionnaires after the completion of workshops.

Stage 5: C2 Reporting Forms were filled out after each session by implementers and they were used for monitoring the implementation with the aim of identifying at an early stage any problems or flaws in order for corrective actions to be undertaken. There were no serious problems identified. The monitoring process also included communication with implementers through e-mail or telephone.

Stage 6: as soon as the Workshop was finished in each school (December-April 2016) implementers sent CESI:

- a. the completed pre and post-questionnaires by the students
- b. the completed flipcharts and worksheets from the activities' implementation⁵
- c. the material prepared by the students for the realization of the campaign

⁵ Examples of the completed flipcharts are available in Annex 1.

- d. other material or results of the workshops such as songs, posters, videos
- e. a record of participants' names, presences or absences
- f. photos⁶ and videos (if available) from the implementation
- g. C3 Reporting Form, completed by the implementer.

A.2.3. Schools and Workshops implemented

In Croatia, 12 students' workshops were implemented in **12 public schools** of secondary education (by type: 3 grammar schools and 9 vocational high-schools). Schools were located in the following towns: Split, Vinkovci, Koprivnica, Sisak, Bjelovar, Slatina, Đurđevac, Rijeka, Križevci and Varaždin. Students voluntarily participated in the workshops. Teachers implemented workshops as a part of or outside the school curriculum (or combined both ways). Most of the teachers worked with the whole classrooms while some formed a group of students from different classrooms.

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

Name of School & Location	N of Implementers	Entire classroom	(In/out)side school curriculum	Grade	Age range	Participants		
						N		
						Male	Female	Total
Grammar School Fran Galovic, Koprivnica	1	Yes	Outside	2 nd	15-18	8	21	29
Industrial and Craft school Slatina	1	Yes	Both	2nd	15-18	16	22	38
Grammar School Sisak	1	No (different classrooms)	Outside	2nd	15-18	18	19	37
Commercial School Bjelovar	1	Yes	Inside	2nd	15-18	9	17	26
School of Natural Sciences and Graphics Rijeka	1	Yes	Inside	2nd	15-18	12	18	30
Vocational School Đurđevac	1	Yes	Inside	2 nd	15-18	-	21	21
Economy School Varaždin	1	Yes	Inside	2nd	15-18	9	14	23
Grammar School Ivana Zakmardija Dijankovečkog Križevci	1	Yes	Both	2nd	15-18	11	10	21
Engineer's School for industrial and crafts professions, Rijeka	1	Yes	Inside	2nd	15-18	23	-	23
Vocational School Vinkovci	1	No (different classrooms)	Both	2nd	15-18	27	-	27
Medical School Bjelovar	1	Yes	Inside	2nd	15-18	6	20	26
School of Fine Arts, Split	1	No (different classrooms)	Inside	2nd	15-18	6	21	27
Total	12					145	183	328

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

A.2.4. Duration of workshops and activities implemented

As illustrated on Table 3, the duration of workshops in Croatia ranged from 12.5 to 15 teaching hours in different schools. One teaching hour in Croatian schools consists of 45 minutes, which means that the **real time duration** of workshops ranged from 9.5h to 11.3h in different schools. Teachers were instructed that the **minimum duration** of students' workshops should be 13 teaching hours (9h & 45' real duration) while the maximum duration was not determined. All **workshops started** in January 2016 except for two that started in December 2015. All workshops were **completed** by April 2016. The workshops' implementation lasted from December 2015 to April 2016.

The number of activities that were implemented ranged from 12 to 20 in different schools. In all schools teachers ensured the implementation of activities in all four Modules and followed the sequence of modules. The specific activities implemented by all schools are presented in Table 4, where one can see, on the basis of their frequency, which activities that teachers selected were the most popular. The most popular activities were: Healthy & Unhealthy Relationships-Recognizing warning Signs, Continuum of Harmful Behaviours to Girls and Boys, Agree and Disagree, Adolescent Relationships, Renata and Dražen.

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

Name of School & Location	Duration of workshop					Activities									
	Start date ⁷	End date ⁸	Nb of meetings	Nb of teaching hrs ⁹	Real time duration	Planned					Implemented				
						Module				Total N of activities ¹⁰	Module				Total N of activities
						1	2	3	4		1	2	3	4	
Grammar School Fran Galovic, Koprivnica	30 Jan 16	18 March 16	3	14	10.5hx60'	3	6	3	4	16	3	6	3	4	16
Industrial and Craft school Slatina	15 Jan 16	8 March 16	9	13	13x45'	4	7	2	2	15	3	6	2	2	15
Grammar School Sisak	5 Dec 15	12 Dec 15	2	13	10x60'	3	12	3	4	22	3	5	3	2	12
Commercial School Bjelovar	21 Jan 16	18 March 16	13	13	13x45'	3	8	2	6	19	3	6	2	3	13
School of Natural Sciences and Graphics Rijeka	27 Jan 16	30 March 16	9	13	13x45'	3	6	2	2	13	3	6	2	2	13
Vocational School Đurđevac	27 Jan 16	8 April 16	7	14	14x45'	3	16	5	6	30	3	11	4	3	20
Economy School Varaždin	11 Jan 16	10 Feb 16	5	13	13x45'	4	10	5	4	23	3	7	2	3	15
Grammar School Ivana Zakmardija Dijankovečkog Križevci	26 Jan 16	5 April 16	14	14	14x45'	3	11	3	9	26	3	6	2	3	14
Engineer's School for industrial and crafts professions, Rijeka	22 Jan 16	15 March 16	9	14	14x45'	3	7	2	4	16	3	5	2	4	14
Vocational School Vinkovci	11 Jan 16	18 March 16	7	12.5	10x45'+ 2x60'	3	9	3	4	19	3	7	3	3	15
Medical School Bjelovar	18 Jan 16	29 March 16	15	15	15x45'	3	6	3	4	16	3	4	2	3	14
School of Fine Arts, Split	7 Dec15	25 Jan 16	5	13	13x45'	3	4	4	4	15	3	2	4	3	12
Min			2	12.5	9.5	3	4	2	2	13	2	2	2	2	12
Max			15	15	11.3	4	16	5	9	30	4	11	4	4	20
Total (SUM)			98	161,5	121.5	38	102	37	53	230	36	71	31	35	173

⁷ On the basis of the date when the W(pre) questionnaire was completed⁸ On the basis of the date when the W(post) questionnaire was completed⁹ Each teaching hour consists of 45 minutes¹⁰ Including the selected "back-up activities".

Table 4. Frequency of activities implemented in 98 Workshops

Number & Title of Activity	Frequency
Module 1	
1.1: The Name Game: the meaning of our Names	12
1.2: Expectations and objectives	12
1.3: Ground Rules	12
Module 2	
Unit 1	
2.1.1 How it is being a girl... how it is being a boy...	4
2.1.2 Social Gender Roles	2
2.1.3 What I like – What I don't like	5
2.1.4 Men, Women and Society	3
2.1.5 Self Discovery	2
2.1.6 Sex and Gender	5
2.1.7 Agree and Disagree	7
2.1.8 Quiz: Professions, Roles & activities of men & women	6
2.1.9 At the end it says...	2
2.1.10 Gender not Sex	2
2.1.11 Gender Box	6
2.1.12 Real Man & Real Woman	1
2.1.13 Step Forward	0
2.1.14 Myths about Women & Men & their Consequences	1
2.1.15 Life Path	1
2.1.16 Proverbs and Sayings	2
2.1.17 Sex Stereotyping	0
2.1.18 Advertising Industry	0
2.1.19 That's my Music	1
2.1.20 Gender Performance	0
2.1.21 Role Play	2
2.1.22 Imagine that...	0
Unit 2	
2.2.1 The Benefits of Being Male	3
2.2.2 Power Chart	1
2.2.3 Frozen Pictures	0
2.2.4 Continuum of Harmful Behaviours to Girls and Boys	8
2.2.5 Dominant Behaviour	3

Number & Title of Activity	Frequency
Working Group Exercises	
Exercise 1: "Gender through the eyes of the Press"	0
Exercise 2: "Gender through the eyes of the School"	0
Exercise 3: "Gender through the eyes of the Mass Media"	1
Exercise 4: "Gender through the eyes of the Internet"	0
Exercise 5: "Playing roles... about equality and ...inequality"	3
Module 3	
3.1. What is Love?	5
3.2. Adolescent Relationships	7
3.3. Healthy & Unhealthy Relationships-Recognizing warning Signs	10
3.4. Persons and Things	6
3.5. To address a Problem Matter-of-Factly	3
3.6. Body awareness	0
Module 4	
Unit 1	
4.1.1. Definition & Types of Relationship/Dating/Intimate Partner Violence	2
4.1.2. Renata and Dražen	7
4.1.3. Relationship Violence Stories	2
4.1.4. Cases of Violence	3
4.1.5. The Power and Control Wheel & Equality Wheel	0
4.1.6. Raise young peoples' awareness on recognizing warning signs indicating IPV and on ways to offer help	4
4.1.7. Myth or Reality?	2
4.1.8. Myths about Violence	3
Unit 2	
4.2.1 What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies	6
4.2.2 Taking a Stand	3
4.2.3 From Violence to Respect in an Intimate Relationship	1
4.2.4 Look, Listen & Learn –enhance good communication	2

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

After their own sensitization, all participants in the “Building Healthy Intimate Relationships” Workshops were invited, as experts on the adolescents’ intimate relationship, to design and create messages and products to be used for the realization of an awareness raising campaign with the aim to inform and sensitize all adolescents throughout Croatia about the issues that they dealt with during the Workshops. Therefore the students were invited to create products in order to deliver campaign’s messages to their peers: messages about how to build healthy, equal relationships, that are based on mutual respect and free from any form of violence, as well as about what one can do to resist to any form of violence that they may face during their life. The students were free to choose the format of the product they wished to develop (text, drawing, collage, poster, song, theatrical play, film etc.). Received products from schools include:

- Films (2)
- Posters (6)
- Collage (1)
- Drawing (1)
- T-shirt with a message (1)

The competition was conducted via FB page where young people had the opportunity to see and vote for the best product for a limited time period (see ANNEX 2b). The winner of the competition was **collage on gender equality** designed by the student of the **Grammar School Fran Galovic, Koprivnica**. The winning product will be used in promotional activities and materials in the future.

A.2.6. Other activities conducted

Besides participation in workshops and in the campaign, students presented their work in the media (radio interviews, newspaper articles, etc), but also:

- conducted presentations and workshops for their peers (i.e. Industrial and Craft school Slatina)
- organized exhibition of students’ drawings, posters and collages in school (Grammar School Ivana Zakmardija Dijankovečkog Križevci)
- organized photo-exhibition in school (Grammar School Sisak)
- Printed postcards with their designed logo and message (School of Natural Sciences and Graphics Rijeka)

B. GEAR *against* IPV Workshops' Evaluation

B.1. Method

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

Evaluation by adolescents

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

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

Evaluation tools and process. The evaluation tools¹¹ and the steps of the process followed in order to evaluate the "GEAR against IPV" Adolescents' Workshops are described below: adolescents who participated in the workshops completed:

- the **pre-questionnaire [W(pre)]** before the onset of the workshop or in the beginning of the 1st session of the workshop [the time of the distribution of W(pre) questionnaires ranged from December 2015- January 2016, in different schools, depending on the time that the workshops started in each school]
- the **post-questionnaire [W(post)]** during the last session of the workshop; the W(post) questionnaires were completed between December 2015 to April 2016, in different schools, depending on the time that the workshops finished in each school.

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

¹¹ The Evaluation Questionnaires are available in Booklet III and can be retrieved from: www.gear-ipv.eu/download

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

Name of School	Dates of Completion of Questionnaires	
	W(pre)	W(post)
Grammar School Fran Galovic, Koprivnica	30 Jan	18 Mar
Industrial and Craft school Slatina	15 Jan	8 Mar
Grammar School Sisak	5 Dec	12 Dec
Commercial School Bjelovar	21 Jan	18 Mar
School of Natural Sciences and Graphics Rijeka	27 Jan	30 Mar
Vocational School Đurđevac	27 Jan	8 Apr
Economy School Varaždin	11 Jan	10 Feb
Grammar School Ivana Zakmardija Dijankovečkog Križevci	26 Jan	5 Apr
Engineer's School for industrial and crafts professions, Rijeka	22 Jan	15 Mar
Vocational School Vinkovci	11 Jan	18 Mar
Medical School Bjelovar	18 Jan	29 Mar
School of Fine Arts, Split	7 Dec	25 Jan

The minimum and maximum time interval between completion of W(pre) and W(post) ranged from 0 to 4 months in different schools.

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

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

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

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

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

The post-questionnaire also included questions aiming to assess the **adolescents' satisfaction with the workshop**. More specifically, adolescents were asked to **evaluate** the **workshop's implementer** as well as the **workshop** in terms of their **personal satisfaction** in regards to its

content, process and material used, their personal experience from their participation in the workshop, its self-assessed usefulness, the knowledge obtained from their participation in the workshop and the extent of their expectations' fulfilment.

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

Table 6. Content of Adolescents' Evaluation Questionnaires

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

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

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

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

- 3rd letter of their mothers' name

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

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

Evaluation by implementers

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

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

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

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

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

B.2. Sample

Adolescents

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

Table 7. Number of participants in 12 Workshops, number of respondents and response rates in the pre- and post-questionnaires, by students' sex

			Participants in Workshops (N)		W(pre)		W(post)	
					N	Response Rate	N	Response Rate
Sex	Boys		145		120	82.8%	117	80.7%
	Girls		183		166	90.7%	164	89.6%
	Missing		-		12		6	
Total			328		298		287	

Total of 328 students participated in the workshops (N=183 girls and N=145 boys). Out of this number 298 students (N=166 girls and N=120 boys¹²) completed the pre- and 287 completed the post-questionnaires (N=164 girls and N=117 boys¹³). The response rate for girls was higher than for boys. The difference in number between participants in workshops and collected pre- and post-

¹² 12 respondents - missing information about sex.

¹³ 6 respondents-missing information about sex.

questionnaires is due to the drop-out of students during the implementation of workshops or they were not able to complete questionnaires for various reasons (e.g. absence from school, illness). The same reasons apply to the difference between the number of collected pre- and post-questionnaires. The total number of 240 students completed both pre and post questionnaires. Additional number of 58 completed only pre- questionnaires and 47 completed only post-questionnaires.

For 240 students (N=92 for boys, and N= 148 for girls) we were able to match their pre and -post questionnaires and the results are presented in the Chapter B.3.2 (Effectiveness of the GEAR against IPV Workshop).

Implementers

All implementers, namely 12 teachers, were asked to complete the C3 Reporting Form upon workshop's completion. A total of 12 Forms were collected from the 12 schools where the Workshop was implemented.

B.3. Adolescents' evaluation results

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

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

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

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

Extent of gender inequality in Croatia

Societal expectations. Adolescents were asked (Q.6-pre) to rate (on a scale of 0 = not at all to 10 = absolutely) the importance our society attributes to the accomplishment of 4 goals for both a man and a woman. The "**woman's hierarchy**" includes at the top of the list motherhood and marriage followed by professional and economic success. The "**man's hierarchy**" is reversed and includes at the top of the list professional and economic success while fatherhood and marriage are less important. These findings show stereotypical imbalance of society's expectations of men and women.

Table 8. Mean ratings of 4 goals' importance for women and men (Q. 6-pre, N=289)

On a scale of 0 to 10 (0 = not at all ... 10 = absolutely) , please rate each of the following goals , according to how important our society considers it for women and men, respectively	Mean	
	for a woman	for a man
getting married	7.8	7
becoming a parent (mother or father)	8.6	7.6
succeeding professionally	7.4	8.5
succeeding economically	7	8

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

According to the adolescents' answers (Table 9.) when they were asked to indicate who (mother, father or both equally) they think is responsible in most families in Croatia regarding various duties related to the household, it seems that in most families in Croatia it is clearly mostly **only the mother's duty** to wash the dishes, do the laundry, iron, cook and clean the house.

Table 9. Percentage of adolescents' answers in regards to the (un)equal distribution of duties in the family (Q.3-pre, N=298)

In most of the families in OUR country, who do you think that is responsible for:	Answer (%)		
	mother	father	Both equally
washing the dishes?	71.5	0.3	27.5
doing the laundry?	85.9	0	13.4
Ironing the cloths?	80.9	1.7	16.8
cooking?	52	2.7	44.3
helping children with homework?	32.6	5.4	60.7
going for shopping to the supermarket?	25.2	12.1	61.4
taking care of an ill family member?	23.2	10.7	65.4
cleaning the house?	64.4	1.7	32.9
going to pay the bills?	11.4	34.9	52.7
taking out the trash?	13.4	32.6	52.3
washing the car?	3	72.5	23.8
making electrical repairmen's in household?	1.3	84.9	13.1

Only the father's duty is electrical repairs in the household and washing the car while **the duties that are undertaken by both equally** are helping children with homework, supermarket shopping, taking care of ill family members, paying bills, and taking out the trash.

On the basis of students' answers, in Table 10 it seems that **mother** is the one making decisions related to children. Although the students' perception is that taking care of the children is responsibility of both mother and a father equally, it is the women's responsibility to quit her job to be able to take care of children.

The **father**, on the other hand, is usually the person who makes the *financial decisions*, as he is perceived as the *provider of the family*. The **man** in a family not only seems to usually *earn more money* than the woman, but he is also expected to do so. On the other hand, the *domestic chores* are mainly the responsibility of the woman.

Furthermore, the girls are compelled to do the housework and have less freedom than boys of the same age while also, the husband seems to have the power and the right to *allow his wife to work or not*. Regarding the opposite, namely if there are men who do not work because their wives do not allow them to do so, 83.9% of the students replied that this is not true (Table 11.).

Table 10. Percentage of adolescents' answers in regards to the (un)equal distribution of power in the family (Q.7-pre, N=298)

For each of the following statements, please check the box that, according to your opinion, describes better the situation in our country: <i>In most families:</i>	Answer (%)		
	Mother	Father	Equally
the person who makes the financial decisions is the:	10.7	40.6	48
the person who makes the decisions related to children is the:	55.7	3	40.6
the task of taking care of the children is mainly a responsibility of the:	47.3	0.7	51.3
the person who more often quits working in order to take care of the child/ren is the:	89.3	0.7	9.1
if only one person is the provider in the family, this person is more often the:	5.7	75.8	17.1
<i>In most couples /families:</i>	Woman	Man	Equally
the person who earns more money than the other is the:	4.7	67.4	26.5
the person who supposedly must earn more money than the other is the:	6	42.6	50
the task of undertaking the domestic chores is mainly a responsibility of the:	71.5	1.7	25.5

Table 11. Percentage of adolescents' answers in regards to the (un)equal treatment of girls/women and boys/men in the family (Q. 5-pre, N=298)

For each of the following statements, indicate what IN YOUR OPINION is "true" or "false" in OUR COUNTRY, by checking the corresponding box:	Answer (%)	
	True	False
In most families, boys have more freedom than girls of the same age	70.1	29.9
In most families, girls have more freedom than boys of the same age	7.4	92.6
In most families, boys are compelled to do more household tasks than girls of the same age	9.1	90.6
In most families, girls are compelled to do more household tasks than boys of the same age	74.8	25.2
There are women who do not work because their husband does not allow them to	71.5	27.9
There are men who do not work because their wife does not allow them to	15.8	83.9

Gender inequality in school. Aiming to measure adolescents' representations of gender inequality at school, students were asked to indicate for a series of statements (Q.4-pre), whether what each statement describes happens equally to male and female students or if it more often happens to boys or to girls. According to the adolescents' answers, it seems that the teachers at school expect **mostly the girls** only (see Table 12.) to be quiet in the classroom and more often assign them the task of cleaning. Counter to the girls, it seems that teachers assign **mostly only to the boys** the task of carrying something but they also punish more strictly mostly the boys when causing trouble and suspect mostly only the boys if something has been broken or stolen.

Table 12. Percentage of answers in regards to teachers' gender discriminative behaviour at school towards male and female students (Q.4-pre, N=298)

For each of the following, please indicate whether boys and girls are treated differently by teachers in the school:		Boys	Girls	Neither Boys = Girls
Boys or girls				
	are expected to have higher academic performance?	6.4	26.8	63.8
	are punished more strictly, when causing trouble?	70.5	5.7	23.2
	are assigned the most boring tasks?	15.4	9.1	74.5
	are assigned the easiest tasks?	7.4	22.8	68.5
	are suspected more if something has been broken?	84.2	3	11.7
	are assigned the task to clean something, if needed?	12.1	50.7	36.2
	are assigned the tasks requiring responsibility?	16.4	38.6	44.3
	are suspected more if something has been stolen?	66.8	2.3	30.2
	are assigned the task to carry something, if needed?	76.2	6.4	16.8
	need to study harder in order to get the same grade as the opposite sex?	20.1	10.1	68.8
	are praised more when demonstrating good academic performance?	17.8	26.8	54.7
	are praised more when they are quiet in the classroom?	29.5	25.2	44.6
	receive higher grades for equal performance?	7.7	20.5	71.1
	are expected to be quieter in the classroom?	31.2	39.6	28.5

Self-reported gender discriminative behavior: received and perpetrated. These measurements were taken both before and at the end of the workshop in order to test whether adolescents' sensitization would alter their ratings; this can happen because, before their sensitization, students may have greater resistance to reveal personal experiences and/or may not recognize specific acts as discriminative behavior. When adolescents asked to report discriminative behaviour of others towards them we can see that girls report more often received discriminatory behavior in favour of them in both measurements than boys. A little less present is the gender discriminatory behavior against both boys and girls (see Table 13.).

Table 13. Adolescents' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency of received gender discriminatory behaviour against, or in favour of them (Q8a -pre & 8a-post, N_{boys}=91, N_{girls}=164)

Has anybody ever behaved or spoken to you:	Sex				Total	
	Boys		Girls		Pre	Post
	Pre	Post	Pre	Post		
in a favourable for you way, just because you were a girl/boy?	1.55	1.40	2.32	1.99	2.02	1.77
in an unfair for you way, just because you were a boy/girl?	1.39	1.53	1.52	1.49	1.47	1.50

Adolescents were also asked to report their own discriminatory behavior in favor or against a boy or a girl at two different times (8.b. pre- and post-questionnaire). Table 14. shows that boys report

more often that they have behaved in a gender discriminatory way in favour of girls than girls report the same behavior towards boys. Girls report that they behaved in a gender discriminatory way against girls than boys report the same behaviour.

Table 14. Adolescents' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency they have behaved in a gender discriminatory way against, or in favour of girls or boys (Q8b-pre & 8b-post, N_{boys}=90, N_{girls}=146). (*) statistically significant difference between boys and girls

Have you ever behaved, spoken or thought in a way that was:	Sex				Total	
	Boys		Girls			
	Pre	Post	Pre	Post	Pre	Post
in favor of a girl, just because she was a girl?	2.08	1.75	1.68	1.52	1.83	1.61
unfair for a girl, just because she was a girl?	0.83(*)	0.85	1.19*	1.07	1.06	0.99
in favour of a boy, just because he was a boy?	1.59	1.38	1.54	1.29	1.56	1.33
unfair for a boy, just because he was a boy?	1.08	1.11	1.15	1.16	1.12	1.14

Onset of romantic or intimate relationships

Regarding the existence of a romantic or intimate relationship of boys and girls that was measured via item D.Q.4 in the pre-questionnaire, the 41.2% of the boys and the 45.2% of girls replied that they had a romantic or intimate relationship up to that time while the 17.2% adolescents chose the option "I do not want to answer". Independently of their sex, the 42.6% of adolescents (N=285) replied that they had a romantic or intimate relationship compared to the 35.9% that replied negatively.

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

Have you ever in your life, up to today, had a romantic or intimate relationship?	N			%		
	Girls	Boys	Total	Girls	Boys	Total
Yes	75	49	124	45.2	41.2	42.6
I don't want to answer - D.W.A.	21	28	49	12.7	23.5	17.2
No	69	36	105	41.6	30.3	35.9
Missing	1	6	7	0.6	5.0	2.5
Total	166	119	285	100,00	100,00	100,00

Those who said that they had romantic or intimate relationship, 42.6% (N=124) provided an answer to the question how old were they when they started their first romantic relationship. The stated age range when they started their first relationship was 9-16. 30.7 % (N=39) of adolescents were aged 15; 19.7% of them (N=26) was aged 14; 11% of them was aged 13 (N=14) while 6.3% (N=8) of them was 16 years of age when they entered into their first relationship.

Adolescents declared that their boyfriend/girlfriend at the time was aged 9-25.11.8% of adolescents stated that their partner was aged 14; for 17.3% of adolescents their partner was aged 15; for 19.7% adolescents their partner was aged 16 while 11.8% said that their partner was aged 17. For 11% adolescents their partner was aged 9-13 years while for 6.4 % of them partners age was 19-25.

Extent of IPV in adolescents' relationships in Croatia

Indirect and direct measurements of students' self-reported exposure to IPV and perpetration of IPV were taken at two different times; namely, the same questions answered by students before and after the Workshop in order to test whether their sensitization via the Workshop would modify their responses. It was expected that students might increase their reports after the Workshop due to the fact that a) they would be able to better identify violent acts as such and b) they would be strengthened enough to reveal cases of abuse. Confidentiality issues¹⁴ can also impair students' answers in one or both of the measurements. For simplicity of presentation, in the tables that follow, is presented only the one of the measurements.

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

Table 16. Percentages of students who declare that they know or not a couple in their age in which the boy or the girl is abusing his/her girl/boyfriend and who *did not want to answer* (D.W.A.) these questions, by students' sex. (Q16-pre) (N_{boys}=105, N_{girls}=160). (*) statistically significant difference between boys and girls.

Among your peers and your friends at school, in your neighborhood or elsewhere, do you know of one or more couples in which any of the following occurs?	Answer	Sex		Total %
		Boys %	Girls %	
The boy insults or swears at his girlfriend	No	72.4	63.8	67.2
	Yes	27.6	36.3	32.8
	D.W.A.	-	-	7
The boy hits his girlfriend (*)	No	85.5	73.8	78.5
	Yes	14.5	26.3	21.5
	D.W.A.	-	-	5.4
The boy forces his girlfriend to sexual acts that she doesn't want	No	83.3	73.9	77.8
	Yes	16.7	26.1	22.2
	D.W.A.	-	-	8.1
The girl insults or swears at her boyfriend	No	66	69.8	68.3
	Yes	34	30.2	31.7
	D.W.A.	-	-	6
The girl hits her boyfriend	No	71.6	77.5	75.1
	Yes	28.4	22.5	24.9
	D.W.A.	-	-	5.4
The girl forces her boyfriend to sexual acts that he doesn't want	No	89.2	93.7	91.8
	Yes	10.8	6.3	8.2
	D.W.A.	-	-	5.7

The percentage of children declaring that they do know such a couple is high; more specifically, in the pre-questionnaire, 21.5% declared that they know a boy who *hits his girlfriend*, 22.2% a boy who *forces her to sexual acts that she doesn't want* and 32.8% a boy who *insults or swears at her*. The respective percentages for violence directed from the girl at the boy were 24.9% for physical violence and 8.2% for sexual violence and 31.7% for psychological violence. And if one takes into account the percentage of students (5.4%, 7% and 8.1% for physical, psychological and sexual violence perpetrated against girls and 5.4%, 6% and 5.7% for violence perpetrated against boys)

¹⁴ Even though questionnaires were anonymous and teachers were instructed to have collect students' questionnaires in a large envelope, which was sealed in front of the classroom at the end of the completion, there is always the possibility that some students were not convinced that their teacher won't read their answers.

declared that they did not want to answer these questions, the percentages of children declaring that they do not know any such couple is decreasing even more.

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

Table 17. Percentages of students having a relationship who declare that they have either suffered or not some kind of abuse by their partner or they have or not abused their partner, by students' sex; D.W.A. stands for *I don't want to answer* (Q17-pre & Q18-pre) (N_{boys}=45, N_{girls}=66)

	Answer	Sex		Total
		Boys	Girls	
Has your girlfriend or boyfriend ever done to you any of the things mentioned above?	No	75.6	84.8	81.1
	Yes	24.4	15.2	18.9
	D.W.A.	-	-	7
Have you ever done any of the things mentioned above to your boyfriend or girlfriend?	No	88.9	84.1	86
	Yes	11.1	15.9	14
	D.W.A.	-	-	5.7

Out of all children who declared having a relationship (N=111), 18.9% report that their girlfriend/boyfriend have been violent against them (insulted or swore, hit, forced them to sexual acts against their will), while 14% report that they have been violent against their partner. It is worth noticing the percentage of youth who reply "I don't want to answer" in both of the questions is relatively high - around 6 to 7%.

B.3.2. Effectiveness of the GEAR against IPV Workshop

Modification of adolescents' attitudes

Gender stereotypical attitudes. Two sets of questions were used in order to assess adolescents' gender stereotypical attitudes before the intervention, as well as their modification (if any) after it. In the first set of items (Q.1-pre, Q.6-post), students were asked to assess the 20 statements presented in Table 18 in order to indicate for each one if, **in their opinion**, it is *true* or *false*. We can see that students hold more or less gender stereotypical attitudes depending on the issue. In regards to expressing emotions (i.e men crying), or desirable activities (i.e. football, ballet) or tasks (i.e, electrical repairs, cleaning the house), and performance in school subjects (i.e. sciences vs. languages) a majority of students both in the pre and post measurement expressed more gender equitable attitudes. When it comes to male gender role students hold more stereotypical attitudes- around half of students think that men is the head of the family (53.6%-pre, 42%-post) and that it's his duty to provide for a family (48.1%-pre, 41.3%-post), and that boys should seem strong and tough (61.3%pre, 51.3%-post). However, intervention affected some of the students' attitudes related to:

- expressing emotions (real men don't cry; boys express feelings to others)
- household work (electrical repair in the house is a man's job; cleaning the house is a woman's job)
- men's role (it's a man's duty to bring home money; on a date , the boy is expected to pay all the expenses; men is the head of the family; boys should seem strong and tough)
- school performance (boys are better than girls in science and maths; girls are better than boys in language and arts)

- activities (football is solely a male activity; ballet is solely a female activity)

In these statements we can notice a slight change towards less gender stereotypical attitudes.

Table 18. Percentage of students that responded “true” or “false” in statements related to gender stereotypes, by time (pre- vs. post-Workshop) and students’ sex (Q.1-pre, Q.6-post, N_{boys}=92, N_{girls}=148) - (*) statistically significant difference between boys and girls.

For each of the following statements, please indicate what IN YOUR OPINION is “true” or “false”:		Boys		Girls		Total	
		Time	True %	False %	True %	False %	True %
Real men don't cry (F*)	Pre (*)	29.3	70.7	5.4	94.6	14.6	85.4
	Post(*)	26.1	73.9	4.1	95.9	12.5	87.5
Real women don't swear (F)	Pre	34.8	65.2	29.5	70.5	31.5	68.5
	Post	38	62	29.1	70.9	32.5	67.5
Electrical repair in house is solely a man's job (F)	Pre (*)	53.3	46.7	29.1	70.9	38.3	61.7
	Post(*)	50	50	21.6	78.4	32.5	67.5
Cleaning the house is solely a woman's job (F)	Pre (*)	31.5	68.5	14.3	85.7	20.9	79.1
	Post(*)	32.6	67.4	11.5	88.5	19.6	80.4
Women can become car mechanics (T*)	Pre (*)	80.4	19.6	91.9	8.1	87.5	12.5
	Post(*)	77.2	22.8	92.6	7.4	86.7	13.3
Men can become housekeepers (T)	Pre (*)	67.4	32.6	92.5	7.5	82.8	17.2
	Post(*)	72.8	27.2	88.5	11.5	82.5	17.5
A mother should not work (F)	Pre (*)	8.7	91.3	2	98	4.6	95.4
	Post(*)	8.7	91.3	2.7	97.3	5	95
It's the man's duty to bring home money (F)	Pre (*)	63	37	38.8	61.2	48.1	51.9
	Post(*)	53.3	46.7	33.8	66.2	41.3	58.8
Boys do express to others how they are feeling (T)	Pre	67.4	32.6	63.9	36.1	65.3	34.7
	Post	70.3	29.7	67.3	32.7	68.5	31.5
Girls do express to others how they are feeling (T)	Pre	89	11	93.9	6.1	92	8
	Post	89.1	10.9	89.8	10.2	89.5	10.5
On a date, the boy is expected to pay all expenses (F)	Pre (*)	48.9	51.1	16.9	83.1	29.2	70.8
	Post(*)	40.2	59.8	9.5	90.5	21.3	78.8
On a date, the girl is expected to pay all expenses (F)	Pre	2.2	97.8	0.7	99.3	1.3	98.7
	Post(*)	5.5	94.5	0.7	99.3	2.5	97.5
Boys are better than girls in science and maths (F)	Pre (*)	15.4	84.6	5.4	94.6	9.2	90.8
	Post	8.7	91.3	7.6	92.4	8	92
Girls are better than boys in language and arts (F)	Pre	29.3	70.7	21.2	78.8	24.4	75.6
	Post(*)	27.5	72.5	13.6	86.4	18.9	81.1
The woman is the head of the family (F)	Pre (*)	12	88	43.5	56.5	31.4	68.6
	Post(*)	10.9	89.1	24	76	18.9	81.1
The man is the head of the family (F)	Pre (*)	68.5	31.5	44.2	55.8	53.6	46.4
	Post(*)	56.5	43.5	32.9	67.1	42	58
Boys should seem strong and tough (F)	Pre	64.1	35.9	59.5	40.5	61.3	38.8
	Post(*)	63	37	43.9	56.1	51.3	48.8
Girls should seem week and sensitive (F)	Pre	10.9	89.1	5.4	94.6	7.5	92.5
	Post(*)	16.5	83.5	3.4	96.6	8.4	91.6
Football is solely a male activity (F)	Pre (*)	26.4	73.6	12.8	87.2	18	82
	Post(*)	26.4	73.6	8.8	91.2	15.5	84.5
Ballet is solely a female activity (F)	Pre (*)	48.4	51.6	17	83	29	71
	Post(*)	50.5	49.5	12.2	87.8	26.9	73.1

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

In the second set of items (Q.2-pre, Q.7-post), aiming to measure gender stereotypical attitudes, adolescents were asked to rate on the basis of a 5-point scale (1 = *Strongly Disagree* – *Disagree* - *Not Sure* – *Agree* - *Strongly Agree* = 5) the extent to which they agree or disagree with the 14 statements presented in Table 19. In the pre-questionnaire, mean ratings of students' opinions show disagreements with majority of statements while for some statements they are not being sure. Students' higher ratings are indicating a non or less stereotypical attitude. Students disagree with the traditional division of labour (importance of man having a job and not woman; mother staying at home and looking after children) and traditional gender roles and activities (importance for women to get married and have children; importance for men to get married and have children; women as being better in taking care of children; men as being better in taking care of children; woman earning more money than the men; being woman's responsibility for the breakdown of family; acceptability of men having more intimate partners than woman; girls expecting protection from boys).

However, the students' gender stereotypical opinion is visible in the statement "It's the man's duty to take care of children" where they expressed disagreement.

In the post-measurement the mean ratings were very similar to the pre-measurement, where we can see that in some opinions prevails uncertainty (not being sure) instead of a disagreement.

Table 19. Mean ratings (1= strongly disagree... 5 = strongly agree) of adolescents in regards to their (dis)agreement with statements describing (non-)stereotypical roles for women and men, by time (pre- vs. post-Workshop) and students' sex (Q.2-pre, Q.7-post, N_{boys}=91, N_{girls}=147).). (*) statistically significant difference between boys and girls.

Rate to what extent you agree or disagree with the following statements, by checking the response that best describes YOUR OWN OPINION.	Sex					
	Boys		Girls		Total	
	Pre	Post	Pre	Post	Pre	Post
It is not so important for women to have a job, as it is for men	2.57*	2.64*	3.05*	3.15*	2.87	2.95
It's the woman's duty to take care of children	2.90	2.80	3.09	3.12	3.02	3.00
It's the man's duty to take care of children	2.98	2.82	2.99	3	2.99	2.93
It is okay if the father stays at home and looks after the children and the mother goes to work	3.21	3.03	3.07	3.01	3.13	3.02
It is okay if the mother stays at home and looks after the children and the father goes to work	2.56*	2.80	3.07*	3.03	2.88	2.95
It is very important for women to get married and have children	2.77	2.80	3.12	3.14	2.98	3.01
It is very important for men to get married and have children	2.76	2.87	3.08	3.12	2.95	3.03
Women are better than men in taking care of children	2.62*	2.86	3.18*	3.15	2.96	3.04
Men are better than women in taking care of children	2.90	2.97	2.93	3.03	2.92	3.00
It is more effective when a father disciplines children than the mother	2.66*	2.76	3.07*	3.10	2.91	2.92
It is a problem for a couple if the woman earns more money than the man	2.87	2.77	3.02	3.10	2.96	2.97
It is the woman's responsibility if the family breaks down	3.01	2.86	2.96	3.05	2.98	2.98
It is more acceptable for a man to have many intimate partners than it is for a woman	2.75	2.99	3.05	3.03	2.93	3.02
Girls expect from boys to protect them, when needed	2.63	2.86	2.97	3.10	2.84	3.00

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

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

Responses of boys and girls in the pre-questionnaire were very similar with mean ratings ranging from 2.90-3.15 pointing towards more tolerant attitudes to violence. Table 20 shows that the highest score boys gave to the following statements: A boy has the right to hit his girlfriend if she wants to break up with him (3.12); if she doesn't respect him (3.11); if she pays more attention to her friends than to him (3.10) and if he is jealous of her (3.10). On the other hand, the highest score girls gave to the: if she doesn't respect him (2.99); if he is jealous of her (2.98) if she pays more attention to her friends than to him (2.98); if she doesn't take care of him "the way she should" (2.97) and if she is jealous of him (2.97).

In the post-measurement the mean ratings were very similar to the pre-measurement, where we can see that prevail uncertainty (not being sure) instead of attitudes that reject physical violence.

Table 20. Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a boy has the right to hit his girlfriend, by time (pre- vs. post-Workshop) and students' sex (Q14a-pre, Q14a-post, N_{boys}=92, N_{girls}=148). (*) statistically significant difference between boys and girls.

A boy has the right to hit his girlfriend:	Time	Sex		Total
		Boys	Girls	
if her behaviour makes him angry	Pre (*)	2.90	2.93	2.92
	Post (*)	2.92	2.99	2.96
if she disobeys him	Pre (*)	3.08	2.94	2.99
	Post (*)	3.09	3.02	3.05
if he finds out that she is being unfaithful	Pre (*)	2.97	2.93	2.95
	Post	2.88	2.99	2.95
if he suspects that she is being unfaithful	Pre (*)	3.10	2.95	3.01
	Post (*)	3.15	2.97	3.04
if she doesn't take care of him "the way she should"	Pre (*)	3.08	2.97	3.01
	Post(*)	3.13	3.03	3.07
if she doesn't respect him	Pre (*)	3.11	2.99	3.03
	Post(*)	3.05	2.99	3.02
if she pays more attention to her friends than to him	Pre (*)	3.10	2.98	3.03
	Post(*)	3.07	3.06	3.06
if she wants to break up with him	Pre (*)	3.12	2.96	3.02
	Post(*)	3	3.06	3.04
if he is jealous of her	Pre (*)	3.10	2.98	3.03

	Post(*)	2.99	3.02	3.01
	Pre (*)	3.09	2.97	3.01
if she is jealous of him	Post(*)	3.08	3.03	3.05

Table 21. shows that the highest score boys gave to the following statements: A girls has the right to hit her boyfriend if he pays more attention to his friends than to her (3.02) and if she is jealous of him (3.01). The highest score girls gave to the following: if he disobeys her (3.16); if he doesn't take care of her "the way she should" (3.17); if he pays more attention to his friends than to her (3.18). After the intervention, in the post-measurement the mean ratings were very similar to the pre-measurement, where we can see that prevail uncertainty (not being sure) instead of attitudes that reject physical violence.

Table 21. Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a girl has the right to hit her boyfriend, by time (pre- vs. post-Workshop) and students' sex (Q14b-pre, Q14b-post, N_{boys}=92, N_{girls}=148). (*) statistically significant difference between boys and girls.

A girl has the right to hit her boyfriend:	Time	Sex		Total
		Boys	Girls	
if his behaviour makes her angry	Pre(*)	2.99	3.10	3.02
	Post(*)	2.96	3.12	3.06
if he disobeys her	Pre(*)	3.02	3.16	3.11
	Post(*)	2.96	3.14	3.07
if she finds out that he is being unfaithful	Pre(*)	2.89	3.09	3.01
	Post(*)	2.95	3.03	3.00
if she suspects that he is being unfaithful	Pre(*)	2.99	3.07	3.04
	Post(*)	3.07	3.05	3.05
if he doesn't take care of her "the way she should"	Pre(*)	2.98	3.17	3.10
	Post(*)	3.10	3.11	3.11
if he doesn't respect her	Pre(*)	2.97	3.16	3.08
	Post(*)	3.03	3.10	3.08
if he pays more attention to his friends than to her	Pre(*)	3.02	3.18	3.12
	Post(*)	2.97	3.11	3.05
if he wants to break up with her	Pre(*)	3	3.14	3.08
	Post(*)	2.96	3.10	3.04
if she is jealous of him	Pre(*)	3.01	3.14	3.09
	Post(*)	2.91	3.05	3.00
if he is jealous of her	Pre(*)	3	3.10	3.06
	Post(*)	2.97	3.07	3.03

Table 22 shows results related to sexual violence. Responses of boys and girls in the pre-questionnaire were very similar with mean ratings ranging from 2.80-3.12 pointing towards more tolerant attitudes to violence. The highest score boys gave to the following statements: A boy has the right to pressure a girl to have sex with him if she accepts gifts from him (3.08) and if he is drunk or under the influence of other drugs (3.05). Girls gave the highest score to the: if she wears sexy clothes (3.11) and if she has been dating him for a month but refuses to have sex with him (3.10).

After the intervention, in the post-measurement the mean ratings were very similar to the pre-measurement, where we can see that prevail uncertainty (not being sure) instead of attitudes that reject sexual violence.

Table 22. Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a boy has the right to pressure a girl to have sex with him, by time (pre- vs. post-Workshop) and students' sex (Q15-pre, Q15-post, N_{boys}=92, N_{girls}=148).). (*) statistically significant difference between boys and girls.

A boy has the right to pressure a girl to have sex with him	Time	Sex		Total
		Boys	Girls	
if she wears sexy clothes	Pre(*)	2.80	3.11	3.00
	Post(*)	2.93	3.08	3.02
if she is drunk or under the influence of other drugs	Pre(*)	3.04	2.97	3.00
	Post(*)	3.04	3.03	3.03
if she says "no" but he knows that she really means "yes"	Pre(*)	2.84	2.98	2.92
	Post(*)	3.02	3.01	3.02
if she has been dating him for a month but refuses to have sex with him	Pre(*)	2.99	3.10	3.05
	Post(*)	3.08	2.99	3.03
if she has had sex with him or another boy in the past	Pre(*)	2.86	3.00	2.95
	Post(*)	3.08	2.92	2.98
if she has allowed him to kiss her or caress her	Pre(*)	2.80	3.05	2.96
	Post(*)	3.02	3.02	3.02
if she accepts gifts from him	Pre(*)	3.08	3.03	3.05
	Post(*)	3.12	2.99	3.04
if he always pays when they go out	Pre(*)	3.03	3.02	3.03
	Post(*)	3.03	2.97	2.99
if he is drunk or under the influence of other drugs	Pre(*)	3.05	2.97	3.00
	Post(*)	3.12	2.97	3.03

Adolescents were also asked to express their opinion in the 5 statements illustrated in Table 23, on a 5-point scale (1=strongly disagree, 2= disagree, 3 not sure, 4= agree, 5 strongly agree). Boys' scores ranged from (2.67-2.99) while girls' scores ranged from (3.00-3.20) pointing to attitudes more supportive of violence. In the pre-questionnaire the highest score boys gave to the following statements: A boy who flirts with other people when out with his girlfriend is provoking her to hit him (2.99); a girl who flirts with other people when out with her boyfriend is provoking him to hit her (2.86). Girls gave the highest score to the: A person who is being hit by his/her partner, must have done something to cause it (3.20); when a girl is jealous, it shows how much she loves her boyfriend (3.07).

After the intervention, in the post-measurement the mean ratings were very similar to the pre-measurement, where we can see that prevail uncertainty (not being sure) instead of more positive attitudes that reject violence.

Table 23. Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to attitudes tolerant to violence, by time (pre- vs. post-Workshop) and students' sex (Q10-pre, Q10-post, N_{boys}=91, N_{girls}=148). (*) statistically significant difference between boys and girls.

Rate to what extent you agree or disagree with the following statements, by checking the response that best describes your opinion	Time	Sex		Total
		Boys	Girls	
A girl who flirts with other people when out with her boyfriend is provoking him to hit her	Pre	2.86	3.05	2.97
	Post	2.83	3.00	2.94
A boy who flirts with other people when out with his girlfriend is provoking her to hit him	Pre	2.99	3.03	3.02
	Post	2.93	3.03	2.99
When a girl is jealous, it shows how much she loves her boyfriend	Pre	2.69	3.07	2.92
	Post	2.72	3.13	2.97
When a boy is jealous, it shows how much he loves his girlfriend	Pre	2.67	3.05	2.90
	Post	2.76	3.09	2.96
A person who is being hit by his/her partner, must have done something to cause it	Pre(*)	2.69	3.20	3.00
	Post(*)	2.96	3.01	2.99

Adolescents were also asked to assess if each of the seven items that are illustrated in Tables 23a and b is *true* or *false*; each item was assessed twice, once when violence is perpetrated by the male towards the female partner and the opposite. The first set of items (Q11a+b) is related to adolescents' beliefs regarding violent behaviours as a cause for breaking up a relationship, while the second set of items is related with adolescents' victim blaming beliefs. By comparing students' responses from both groups, one can notice that the percentages of correct answers are high. Majority of students perceive violence perpetrated by male as a reason to end a relationship (ranging from 87.1-98.7%). Likewise a majority of students perceive violence perpetrated by female to be a reason to end a relationship (ranging from 82.4-88.7%). Although response range show that a little less students perceive violence perpetrated by a female as a reason to end a relationship.

Table 23a. Percentage of students that responded "true" or "false" in statements related to behaviours of a partner that a girl/boy should consider as a reason to end her/his relationship, by time (pre- vs. post-Workshop) and students' sex (Q11a+b-pre, Q11a+b-post, $N_{boys}=88$, $N_{girls}=147$). (*) statistically significant difference between boys and girls.

		Time	Boys		Girls		Total	
			True	False	True	False	True	False
a. A GIRL should end her relationship:	if her boyfriend beats her (T)	Pre	98.9	1.1	98.6	1.4	98.7	1.3
		Post	95.6	4.4	99.3	0.7	97.9	2.1
	if her boyfriend is constantly insulting her (T)	Pre	98.9	1.1	95.3	4.7	96.7	3.3
		Post (*)	87.9	12.1	98.6	1.4	94.6	5.4
	if her boyfriend pressures her to have sex even though she doesn't want to (T)	Pre(*)	83.7	16.3	98.6	1.4	92.9	7.1
		Post (*)	84.6	15.4	97.3	2.7	92.5	7.5
	if her boyfriend doesn't want to have sex (F)	Pre	17.4	82.6	10.1	89.9	12.9	87.1
		Post	29.7	70.3	23.0	77.0	25.5	74.5
b. A BOY should end his relationship:	if his girlfriend beats him (T)	Pre	83.5	16.5	85.1	14.9	84.5	15.5
		Post	82.4	17.6	90.5	9.5	87.4	12.6
	if his girlfriend is constantly insulting him (T)	Pre	87.9	12.1	89.2	10.8	88.7	11.3
		Post	85.7	14.3	93.2	6.8	90.3	9.7
	if his girlfriend pressures him to have sex even though he doesn't want to (T)	Pre (*)	66.7	33.3	91.9	8.1	82.4	17.6
		Post (*)	70.3	29.7	93.2	6.8	84.5	15.5
	if his girlfriend doesn't want to have sex (F)	Pre (*)	27.5	72.5	8.8	91.2	15.9	84.1
		Post (*)	34.1	65.9	21.8	78.2	26.5	73.5

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

Table 23b shows the results related to the explanations for not breaking up a relationship. A certain number of young people display a victim-blaming attitudes such as: despite that he insults her constantly, it means that she likes it (13%); despite that he controls her every move, it means that she likes that (12.6%); despite that he hits her, it means that she likes that (5.9%); despite that she insults him constantly, it means that he likes it (15.7%); despite that she controls his every move, it means that he likes that (15.6%); and despite that she hits him, it means that he likes that (10.1%). After the intervention a slight increase in the percentage of correct answers occurred that could indicate changes towards attitudes that are victim non-blaming.

Table 23b. Percentage of students that responded “true” or “false” in statements related to the explanation for not breaking up a violent relationship, by time (pre- vs. post-Workshop) and students’ sex (Q12a+b-pre, Q12a+b-post, N_{boys}=91, N_{girls}=147). (*) statistically significant difference between boys and girls.

		Time	Boys		Girls		Total	
			True	False	True	False	True	False
a. To not break up with HIM	despite that he insults her constantly, it means that she likes it (F*)	Pre (*)	20.9	79.1	8.2	91.8	13.0	87.0
		Post (*)	16.5	83.5	4.7	95.3	9.2	90.8
	despite that he controls her every move, it means that she likes that (F)	Pre(*)	18.7	81.3	8.8	91.2	12.6	87.4
		Post (*)	16.5	83.5	5.4	94.6	9.6	90.4
	despite that he hits her, it means that she likes that (F)	Pre(*)	9.9	90.1	3.4	96.6	5.9	94.1
		Post (*)	12.1	87.9	3.4	96.6	6.7	93.3
b. To not break up with HER	despite that she insults him constantly, it means that he likes it (F)	Pre (*)	23.6	76.4	10.9	89.1	15.7	84.3
		Post (*)	17.4	82.6	6.8	93.2	10.8	89.2
	despite that she controls his every move, it means that he likes that (F)	Pre (*)	24.4	75.6	10.2	89.8	15.6	84.4
		Post (*)	17.4	82.6	5.4	94.6	10.0	90.0
	despite that she hits him, it means that he likes that (F)	Pre	14.4	85.6	7.4	92.6	10.1	89.9
		Post (*)	17.4	82.6	4.1	95.9	9.2	90.8

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

Modification of adolescents’ knowledge

Knowledge on types of IPV. In regards to the types of IPV, adolescents were asked to assess if each of the 10 behaviors that are illustrated in Table 24 is a type of violence (*true*) or not (*false*); each item was assessed twice, once when the behavior described was conducted by a male towards his female partner (Table 24a) and once when the same behavior was conducted by a female towards her male partner (Table 24b).

In table 24a, even on the pre-test, a very high percentage of students recognized described behaviours conducted by a male towards a female partner as being violence. A high percentage of students recognized verbal violence (i.e. yelling; physical threats; calling names) and to a lesser extent the other types of violence such as control (i.e. accompanies her everywhere; tells which people she can see; tells her what she should to wear) or emotional blackmail (i.e if she leaves, he would die). After the intervention an increase in the percentage of correct answers occurred that indicate modification of adolescents’ knowledge.

Table 24a. Percentage of students who consider 10 behavior conducted by a male towards a female partner as being violence ("true") or not ("false"), by time (pre- vs. post-Workshop) and students' sex (Q9a-pre, Q9a-post, N_{boys}=91, N_{girls}=147). (*) statistically significant difference between boys and girls.

It is a type of violence when, in a relationship, <u>HE</u> :	Time	Boys		Girls		Total	
		True	False	True	False	True	False
continually yells at her (T *)	Pre (*)	63.7	36.3	81.6	18.4	74.8	25.2
	Post (*)	75.0	25.0	89.8	10.2	84.1	15.9
doesn't want to take her with him every time he goes out with his friends (F *)	Pre	25.3	74.7	23.8	76.2	24.4	75.6
	Post	21.7	78.3	17.7	82.3	19.2	80.8
tells her that if she ever leaves him, he would die without her (T)	Pre	44.0	56.0	50.7	49.3	48.1	51.9
	Post (*)	60.4	39.6	74.0	26.0	68.8	31.2
calls her names and puts her down (T)	Pre (*)	66.7	33.3	83.6	16.4	77.1	22.9
	Post (*)	83.7	16.3	93.2	6.8	89.5	10.5
gets angry when she is late for a date (F)	Pre	30.8	69.2	33.3	66.7	32.4	67.6
	Post	32.6	67.4	41.5	58.5	38.1	61.9
accompanies her everywhere and always, wherever she goes (T)	Pre (*)	51.6	48.4	76.4	23.6	66.9	33.1
	Post (*)	71.7	28.3	89.7	10.3	82.8	17.2
wants, when they go out, to share the cost fifty-fifty (F)	Pre	12.1	87.9	12.8	87.2	12.6	87.4
	Post	19.6	80.4	16.3	83.7	17.6	82.4
tells her which people she can and can't see (T)	Pre (*)	62.6	37.4	79.1	20.9	72.8	27.2
	Post (*)	69.6	30.4	87.7	12.3	80.7	19.3
tells her what she should and shouldn't wear (T)	Pre	64.4	35.6	68.9	31.1	67.2	32.8
	Post	68.1	31.9	78.2	21.8	74.4	25.6
threatens to physically hurt her (T)	Pre (*)	66.7	33.3	81.8	18.2	76.1	23.9
	Post (*)	84.8	15.2	93.2	6.8	90.0	10.0

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

Likewise, in table 24b, high percentage of students recognized described behaviours conducted by a female towards a male partner as being violence. The most recognized type of violence in this case is verbal violence (i.e. yelling; physical threats, calling names) and to a lesser extent the other types of violence such as control (i.e. accompanies him everywhere; tells which people he can see; tells him what he should wear) or emotional blackmail (i.e. if he leaves, she would die). Interestingly, around 44% of students think that controlling boyfriend's dressing and telling him what he should and shouldn't wear is not considered as violent behaviour. Explanation probably lies in the common, although stereotypical behaviour that girls are more fashion-conscious so it's usual and acceptable behaviour to tell boyfriend how to dress. After the intervention an increase in the percentage of correct answers occurred that indicate modification of adolescents' knowledge towards better recognition of what violence is.

Table 24b. Percentage of students who consider 10 behavior conducted by a female towards a male partner as being violence ("true") or not ("false"), by time (pre- vs. post-Workshop) and students' sex (Q9b-pre, Q9b-post, N_{boys}=91, N_{girls}=147). (*) statistically significant difference between boys and girls.

It is a type of violence when, in a relationship, SHE :	Time	Boys		Girls		Total	
		True	False	True	False	True	False
continually yells at him (T*)	Pre	69.2	30.8	71.4	28.6	70.6	29.4
	Post	78.3	21.7	81.4	18.6	80.2	19.8
doesn't want to take him with her every time she goes out with her friends (F*)	Pre	23.1	76.9	17.0	83.0	19.3	80.7
	Post	22.8	77.2	16.4	83.6	18.9	81.1
tells him that if he ever leaves her, she would die without him (T)	Pre	38.9	61.1	51.0	49.0	46.4	53.6
	Post	62.2	37.8	73.5	26.5	69.2	30.8
calls him names and puts him down (T)	Pre (*)	68.1	31.9	78.9	21.1	74.8	25.2
	Post	82.6	17.4	89.8	10.2	87.0	13.0
gets angry when he is late for a date (F)	Pre	40.7	59.3	34.7	65.3	37.0	63.0
	Post	33.7	66.3	35.4	64.6	34.7	65.3
accompanies him everywhere and always, wherever he goes (T)	Pre	56.2	41.8	69.4	30.6	65.1	34.9
	Post	75.8	24.2	84.4	15.6	81.1	18.9
wants, when they go out, to share the cost fifty-fifty (F)	Pre	25.3	74.7	17.7	82.3	20.6	79.4
	Post	26.1	73.9	17.1	82.9	20.6	79.4
tells him which people he can and can't see (T)	Pre	72.5	27.5	72.8	27.2	72.7	27.3
	Post	77.2	22.8	81.6	18.4	79.9	20.1
tells him what he should and shouldn't wear (T)	Pre	56.8	43.2	55.1	44.9	55.7	44.3
	Post	70.3	29.7	75.5	24.5	73.5	26.5
threatens to physically hurt him (T)	Pre	69.2	30.8	76.2	23.8	73.5	26.5
	Post	82.6	17.4	89.1	10.9	86.6	13.4

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

General knowledge about IPV. In regards to their general knowledge about IPV, adolescents were asked to assess a series of statements including the most common myths about IPV; students' task was to assess whether each of the 19 statements related to violence and abuse included in Table 25 is *true* or *false*. Answers show that some myths are still prevailing among students. Young people believe that violent people are people who can't control their anger (pre 77% vs. post 67.1%); jealousy is a sign of love (pre 50.6% vs. post 27%); most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get" (pre 53% vs. post 42.4%); and substance abuse is the cause of violence in a relationship (pre 60.9% vs. post 58.8%). Also, in the pre-testing a large number of young people support the following myths and misconceptions about violence: When a boy caresses a girl and she says "no", often it means "yes" (40.1%); When a person is being abused in his/her intimate relationship, it is easy just to leave (37.2%); A person's violent behaviour can change if his/her partner loves him/her enough (48.7%); Most girls believe that they must "play hard to get" before consenting to have sex (49.4%). After the intervention an increase in the percentage of correct answers in most statements occurred that indicate modification of adolescents' knowledge.

Table 25. Percentage of students' answers (true vs. false) for issues related to intimate partner violence, by time (pre- vs. post-Workshop) and students' sex (Q13-pre, Q13-post, N_{boys}=91, N_{girls}=148). (*) statistically significant difference between boys and girls.

For each of the following statements, indicate what IN YOUR OPINION is "True" or "False":	Time	Boys		Girls		Total	
		True	False	True	False	True	False
Violence in a relationship exists only among people who are poor (F*)	Pre (*)	12.1	87.9	2.7	97.3	6.3	93.7
	Post (*)	10.9	89.1	2.7	97.3	5.8	94.2
Violence in a relationship exists only among uneducated people (F)	Pre (*)	13.2	86.8	4.1	95.9	7.5	92.5
	Post	8.7	91.3	4.1	95.9	5.8	94.2
Victims of violent relationships are mostly women (T*)	Pre (*)	85.7	14.3	95.3	4.7	91.6	8.4
	Post	81.5	18.5	85.7	14.3	84.1	15.9
A person is abused only when physical violence exists (F)	Pre	9.9	90.1	4.7	95.3	6.7	93.3
	Post (*)	14.3	85.7	4.8	95.2	8.4	91.6
Destroying personal possessions and property is not a form of violence (F)	Pre	15.7	84.3	11.7	88.3	13.2	86.8
	Post (*)	21.7	78.3	9.6	90.4	14.3	85.7
Violent people are people who can't control their anger (F)	Pre	80.2	19.8	75.0	25.0	77.0	23.0
	Post	63.7	36.3	69.2	30.8	67.1	32.9
If she didn't provoke him, he wouldn't abuse her (F)	Pre (*)	24.2	75.8	12.2	87.8	16.7	83.3
	Post (*)	24.2	75.8	8.3	91.7	14.4	85.6
You can understand if a person is violent or not, just by his/her appearance (F)	Pre	24.4	75.6	16.2	83.8	19.3	80.7
	Post (*)	25.8	74.2	13.8	86.2	18.4	81.6
Jealousy is a sign of love (F)	Pre	57.8	42.2	46.3	53.7	50.6	49.4
	Post	29.7	70.3	25.3	74.7	27.0	73.0
Girls are never physically violent with their partners (F)	Pre	13.2	86.8	14.9	85.1	14.2	85.8
	Post	16.3	83.7	11.0	89.0	13.1	86.9
When a boy caresses a girl and she says "no", often it means "yes" (F)	Pre(*)	48.3	51.7	35.1	64.9	40.1	59.9
	Post (*)	33.7	66.3	12.2	87.8	20.5	79.5
When a person is being abused in his/her intimate relationship, it is easy just to leave (F)	Pre (*)	49.5	50.5	29.7	70.3	37.2	62.8
	Post (*)	49.5	50.5	19.2	80.8	30.8	69.2
A person's violent behaviour can change if his/her partner loves him/her enough (F)	Pre(*)	57.8	42.2	43.2	56.8	48.7	51.3
	Post (*)	54.4	45.6	40.0	60.0	45.5	54.5
Men are violent by nature (F)	Pre	22.0	78.0	25.0	75.0	23.8	76.2
	Post	20.7	79.3	19.2	80.8	19.7	80.3
Women are violent by nature (F)	Pre(*)	14.3	85.7	6.1	93.9	9.2	90.8
	Post	12.0	88.0	6.9	93.1	8.9	91.1
Most girls believe that they must "play hard to get" before consenting to have sex (F)	Pre	50.0	50.0	49.0	51.0	49.4	50.6
	Post	44.4	55.6	36.6	64.8	39.6	60.4
Most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get" (F)	Pre	57.1	42.9	54.5	45.5	53.0	47.0
	Post	44.0	56.0	41.4	58.6	42.4	57.6
Substance abuse is the cause of violence in a relationship (F)	Pre	57.1	42.9	63.3	36.7	60.9	39.1
	Post	60.9	39.1	57.5	42.5	58.8	41.2
Most abused people believe that what is happening to them is their fault (T)	Pre	56.7	42.3	67.8	32.2	63.6	36.4
	Post(*)	62.0	38.0	76.6	23.4	70.9	29.1

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

B.3.3. Adolescents' Subjective Evaluation

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

- their **personal satisfaction** (Q1.1-post, as presented in Table 26) with the workshop as well as the extent of their **expectations'** fulfilment and the **benefits** they gained from the workshop (Q1.3-post, as presented in Table 27).
Personal satisfaction was also measured indirectly (Table 28), by asking students to rate the probability to participate again in a similar workshop in the future (Q5.1-post) or to recommend to a friend of theirs (Q5.4-post) to participate in a workshop like this, as well as via three open-ended questions (Q2-post) asking adolescents to indicate **what they liked most** and **what they did not like** in the workshop that they participated in, and **topics** that they would like to have discussed, but were not discussed in the workshop.
- their **self-perceived usefulness** of the workshop (Q1.2-post) for themselves and others (see Table 29) and the **knowledge** (Q3 and Q4-post) they consider they obtain during the workshop (see Tables 30 and 31)
- the **appropriateness** of implementing the Workshops in the **school setting** (Q5.2-post) and **by their teachers** (Q5.3-post), as well as the **adequacy of the teacher** (Q1.4-post) who implemented their workshop (see Tables 32 - 33).

Personal satisfaction with the Workshop

Adolescents' mean satisfaction ratings with the Workshops in Croatia, as illustrated in Table 26, were **very high**; the lowest total mean satisfaction rating was given to students' personal participation in the workshop (7.70) while the highest highest total mean satisfaction rating was given to the teacher conducting the workshop (8.86). Similarly, the highest mean ratings of boys and girls were given to the adequacy of the teacher who conducted the workshop (8.57 and 9.02, respectively). The lowest ratings boys gave to the handouts (7.41), while girls gave to their personal participation in the workshop (7.79).

Table 26. Mean ratings of adolescents' satisfaction (0=not at all, 10=absolutely) with the Workshop, by students' sex (Q1.1-post, N_{boys}=113, N_{girls}=163). (*) statistically significant difference between boys and girls.

How satisfied you were with:	Sex		Total
	Boys	Girls	
the workshop, overall?	7.63	8.27	8.03
the topics discussed?	7.66	8.19	8.00
the activities used?	7.52	7.99	7.83
the worksheets that you used?	7.54	7.95	7.80
the handouts that you were given?	7.41	7.91	7.72
the way that the workshop was conducted? (*)	7.97	8.68	8.42
the way that the workshop was organized?	8.01	8.40	8.27
the adequacy of the teacher that conducted the workshop?	8.57	9.02	8.86
your personal participation in the workshop?	7.55	7.79	7.70

Table 27. shows the total mean ratings in regards to the items intending to measure the appropriateness of the workshop for students, how much they liked the activities and how much they had benefited from the workshop were also high, ranging from 6.97 to 7.76 in these four items.

The highest mean rating was given to the activities, i.e. liked the activities that you participated in (7.76) while the lowest mean rating was given to personal benefits from the workshop (7.21).

Table 27. Adolescents' mean ratings (0=not at all, 10=absolutely) of their expectations' fulfilment, workshops' appropriateness, activities, and benefit gained from the Workshops, by students' sex (Q1.3-post, N_{boys}=114, N_{girls}=162). (*) statistically significant difference between boys and girls.

In general, to what extend:	Sex		Total
	Boys	Girls	
the workshop met your expectations? (*)	7.16	7.88	7.61
you liked the activities that you participated in?	7.48	7.96	7.76
the discussed topics concern you in your everyday life?	6.47	7.28	6.97
you benefited from the workshop?	6.94	7.38	7.21
you found the workshop as a pleasant surprise?	7.23	7.61	7.47

The **indirect measure** of students' satisfaction with the workshop (Q5.1+4-post) that was assessed via their responses to the questions: i) "**would you like to participate in another similar workshop in the future?**" and ii) **would you recommend to a friend of yours to participate in a workshop like this?**" was also very high (Table 28).

More specifically, 78.2% of all students (both boys and girls) replied that they would or most probably would like to participate in another similar workshop in the future and 82.4% of all students replied that they would or most probably would recommend to a friend of theirs to participate in a workshop like this.

Some of the reasons that were mentioned in open-ended question for their participation in another similar workshop in the future were: interesting; fun; learned something new; able to express opinion and discuss it with others; usefull.

Regarding their willingness to recommend to a friend of theirs to participate in a workshop like this, most common answers to open-ended question and reasons mentioned were the following: learning something new, it would be usefull, helpfull, fun; learning to recognize what is good or bad in a relationship; learning usefull things helpfull in private life.

Table 28. Percentage of adolescents' answers in regards to the indirect measurements of their satisfaction with the workshop, by students' sex (Q5.1+4-post, N_{boys}=116, N_{girls}=164). (*) statistically significant difference between boys and girls.

Please, tell us your opinion for the following:	Sex		Total
	Boys	Girls	
Would you like to participate in another similar workshop in the future?			
Certainly yes	25.0	32.3	29.3
Most probably yes	46.6	50.6	48.9
Most probably no	14.7	10.4	12.1
Certainly no	13.8	6.7	9.6
Would you recommend to a friend of yours to participate in a workshop like this?			
Certainly yes	42.2	49.7	46.6
Most probably yes	33.6	37.4	35.8
Most probably no	14.7	8.6	11.1
Certainly no	9.05	4.3	6.5

Moreover, on the basis of adolescents' replies to the open-ended questions about "**What I liked most of all was...**" and "**Something that I didn't like was...**" it can be concluded that **they liked most:** a) topics; b) methods of work (role, play, small group discussions) and teacher's approach; c) communication, discussions and expressing personal opinion; d) new knowledge (learned something new; learned how to behave in a relationship).

What adolescents' **did not like** most, was a) duration of the workshops (too long), b) constant repetition (the impression that they were repeating same things all the time and talking about the same issues/subjects).

Regarding **topics that they would like to have discussed in the workshop but were not discussed**, students replied that they would like to have discussed:

- sexuality (sex in a relationships, how to know when we are ready, sex before marriage, sex organs)
- more about relationships (adult relationships, gay relationships)
- female violence against men

Self-perceived usefulness of the Workshop and knowledge obtained

Adolescents' mean ratings of their **self-perceived usefulness** of the workshop for themselves and others in regards to the 4 aspects that are illustrated in Table 29 were high; total mean ratings ranged from 7.28 – 7.78. The highest mean rating was given to the self-perceived usefulness in case where a man/boy that you know is abusing his partner (7.78) and the lowest mean rating was given to usefulness in students' everyday life (7.28).

Table 29. Adolescents' mean evaluation ratings (0=not at all, 10=absolutely) regarding self-perceived usefulness of the Workshops, by students' sex (Q1.2-post, N_{boys}=113, N_{girls}=164). (*) statistically significant difference between boys and girls.

How USEFUL do you think that will be this workshop that you participated:	Sex		Total
	Boys	Girls	
to your everyday life, in general?	6.74	7.61	7.28
to your personal relationships?	6.88	7.82	7.45
in case where a woman/girl that you know is being abused in her relationship?	7.37	7.92	7.70
in case where a man/boy that you know is abusing his partner?	7.48	7.95	7.78

Adolescents were also asked to self-assess the **knowledge** that they obtained from their participation in the workshop in regards to Gender Inequality and Relationship Violence (Q3-post, Table 30) and to indicate on a scale from 0%-100% (Q4-post, Table 31) to what degree the workshop helped them to recognize if their relationship is healthy or unhealthy, violent or not, and to what degree it helped them to know what they should do if they themselves or someone else is being abused.

Regarding the topic of Gender Inequality, **37.5% of students** replied that they **learned many things or everything that they needed to know** (16.5%), 32.7% replied that they learned at least one new thing and 13.2% replied that they didn't learn something new.

Regarding the topic of Relationship Violence, **40.1% of students** replied that they **learned many things or everything that they needed to know** (18.4%), 29.4% replied that they learned at least one new thing and 12.1% replied that they didn't learn something new.

2/3 of adolescents declared that they learned at least one or many new things about gender equality and relationship violence which was the goal of the workshops.

Table 30. Percentage of adolescents' answers for self-assessed knowledge obtained from their participation in the Workshops in regards to Gender Inequality and Relationship Violence (Q3-post, N_{boys}=112, N_{girls}=160).

Did you learn anything that you did not already know, from your participation in this workshop?	Topic					
	Gender Inequality			Relationship Violence		
	Boys	Girls	Total	Boys	Girls	Total
I didn't learn something new	12.5	13.8	13.2	14.3	10.6	12.1
I learned at least one new thing	37.5	29.4	32.7	31.3	28.1	29.4
I learned many new things	40.2	35.6	37.5	40.2	40.0	40.1
I learned everything that I need to know	8.0	21.3	16.5	14.3	21.3	18.4

The total mean ratings (Table 31) regarding the degree (from 0% to 100%) to which the workshop helped adolescents to:

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

ranged from 65.73 to 72.09.

The highest mean rating was given to the workshops' influence on how to act if a close person is being abused (72.09) while the lowest rating was given to the recognition of violence in relationships (65.73).

Both boys and girls the highest mean rating gave to the workshops' influence on knowing what to do in case of abuse of a close person (66.53 and 75.67 respectively).

Table 31. Adolescents' mean value of self-assessed degree (scale 0% - 100%) of workshops' influence on them, by students' sex (Q4-post, N_{boys}=116, N_{girls}=157). (*) statistically significant difference between boys and girls.

The workshop helped me to:	Sex		Total
	Boys	Girls	
recognize if my relationship is healthy or not	60.06	69.80	66.15
recognize if a relationship is violent or not	59.42	69.56	65.73
know what I should do if I or someone I love is being abused(*)	66.53	75.67	72.09

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

Within the questions that aimed to measure indirectly (Q5-post) the adolescents' satisfaction with the workshops were also included two questions aiming to gather information about adolescents'

opinions for the appropriateness of school setting (Q5.2-post) for the implementation of the Workshop and their teachers to act as implementers (Q5.3-post). Of the students, **87.9%** believes that these kinds of workshops should be or most probably should be carried out in the school setting, and **76.8%** of them believe that these kinds of workshops should be or most probably should be conducted by the teachers.

Table 32. Percentage of adolescents' answers in regards to the appropriateness of implementing the Workshops in the school setting and of teachers as implementers, by students' sex (Q5.2+3-post), $N_{\text{boys}}=116$, $N_{\text{girls}}=164$). (*) statistically significant difference between boys and girls.

Please, tell us your opinion for the following:	Sex		Total
	Boys	Girls	
Do you think that such kind of workshops should be carried out at the school setting? (*)			
Certainly yes	48.3	64.0	57.5
Most probably yes	34.5	27.4	30.4
Most probably no	11.2	6.1	8.2
Certainly no	6.0	2.4	3.9
Do you think that such kind of workshops should be conducted by teachers? (*)			
Certainly yes	28.9	32.1	30.8
Most probably yes	42.1	48.8	46.0
Most probably no	17.5	16.0	16.7
Certainly no	4.7	1.8	6.5

The **reasons** that were mentioned in favour of conducting these kinds of workshops in the school setting – via the open-ended question that accompanied both of the aforementioned questions – were: “school is the best place for education”, „all students have the opportunity to participate”. School is thus perceived as an important and accessible educational setting for young people.

The reasons that were mentioned by students in favour of having teachers conduct these kinds of workshops were: they know how to work with young people (i.e. have skills and knowledge, especially psychologists), they are experienced and students trust them.

The reasons mentioned by students against conducting such workshops by the teachers were: because they are not knowledgeable about the issue; any expert can do it.

Last but not least, when students asked to evaluate the Workshop's implementer, their mean ratings ranged from 8.77 – 8.94 in the three different dimensions that are illustrated in Table 33. The students' responses indicate high satisfaction with workshop's implementers and their adequacy as implementers.

Table 33. Adolescents' mean evaluation ratings (0=not at all, 10=absolutely) for the adequacy of their teacher, as Workshop's Implementer, by students' sex (Q1.4-post, $N_{\text{boys}}=110$, $N_{\text{girls}}=160$). (*) statistically significant difference between boys and girls.

To what extend do you think that the teacher who facilitated the workshop:	Sex		Total
	Boys	Girls	
was well prepared (*)	8.69	9.10	8.94
distributed the time well	8.53	8.91	8.77
answered your questions adequately	8.63	8.98	8.85

B.4. Teachers' evaluation results

On the basis of the information provide via C2 Reporting Forms that each implementer completed after each session with her/his group teachers reported no difficulties in implementation. They evaluated workshops as useful for their students as well as for themselves. Workshops offered opportunity for students to gain new knowledge, express their opinions and discuss it with others while implementers had the opportunity to learn more about students' thinking and to identify potential issues for future work.

In addition, all implementers were asked at the end of their Workshop to complete a Reporting Form (C3) in order to report the overall results of the entire workshop that s/he conducted and to evaluate her/his workshop as a whole. The results of 12 teachers who had conducted 12 Workshops are presented in this Chapter.

B.4.1. Facilitators and barriers

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

Barriers

Barriers were reported in 6 out of the 12 C3 reporting forms received from the implementers; while in the remaining 6 reporting forms teachers reported that they did not face any barriers. The barriers mentioned by the teachers were related to:

- students (i.e. reluctant to participate and to express opinions, attitudes and open up but with time they became more open and willing to join discussions; students holding attitudes that justify violence) (3)
- time problems (i.e. most activities are not designed for the one school hour - 45 minutes time slot; workshops' timetable that was changing due to students travelers) (2)
- students' pre-and post -testing (pre and post questionnaires are too long for that age, with some unclear and ambiguous questions and therefore implementer noticed that students did not answer with full concentration and attention) (1)

Facilitating factors

Facilitating factors were reported in 7 out of the 12 C3 Reporting forms received from the implementers, and were related to:

- interested students (2)
- support from colleagues and headmaster (4)
- excellent teaching materials (3)
- female group (girls opened-up more easily and talked about their experiencing or witnessing violence in a relationships) (1)
- experienced implementer (1)
- relevant theme for adolescents (1)

B.4.2. Benefits for teachers, students and the school

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

Students’ benefits

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

- learned not to accept violence as a model of behaviour
- learned about unacceptable behaviour in relationships and violence
- enjoyed discussions (especially wanted to discuss sexuality issues)
- learned how to communicate, to express opinion and to accept different opinions,
- learned new information and facts about the subject
- received support for non-stereotypical behaviours

Teachers’ benefits

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

- opportunity to know better students and discover their opinions, attitudes and thinking
- personal challenge (During the preparations of the workshops I learned a lot and had to examine my own attitudes; First time working on this issue)
- high-quality material
- able to detect students facing difficulties/problems (family problems, relationships’ problems)
- developed skills and competencies for work with youth on the issue

Benefits for the schools

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

- project contributed to developing a positive and non-violent environment in school
- cooperation with different institutions and civil society organizations
- preventive programme as a supplement to school curriculum
- media promotion (good media coverage of the project in a local community)

B.4.3. Teachers' suggestions for modifications and lessons learned

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

Teachers' Advices to Future Implementers

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

- it's preferable to have equal number of boys and girls
- good time management is essential
- to implement the workshops because it's excellent programme with good materials but it can be difficult to implement 13 hours within school curriculum
- to implement the programme as a one –day workshop and as a part of some school event

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

According to the implementers' point of view, majority reported that no modifications are necessary. But some suggested the following modifications:

- Shorter pre- and post- questionnaires
- Preparing a booklet for students containing important information instead of distributing a large number of handouts (students tend to lose the paper handouts)

Last but not least, when they were asked **if they plan to continue implementing the workshops in the future** all of them responded positively.

C. Lessons Learned & Suggestions for Improvements

The implementation of the students' workshops in the schools in Croatia went well. Teachers were very satisfied with the material and the support provided by CESI. They believe that gender stereotypes and relationship violence are very important issues that need to be discussed with students and that the "GEAR against IPV" material is excellent for that purpose. Educational material provided teachers with the guidelines that facilitated the implementation of the workshops. Additionally, students prefer interactive methods of work used during the workshops. Workshops offered opportunity for students to gain new knowledge, express their opinions and discuss it with others while implementers had the opportunity to learn more about students' thinking and to identify potential issues for future work. Also, it's preferable to have equal number of boys and girls in the workshops.

Regarding the content of the students' workshops, problems faced during the implementation of the workshops related to duration and the complexity of the activities. Some activities are more complex and exceed the duration of 45 minutes which is the duration of one-school hour. Some activities had to be shortened or slightly modified in order to be able to implement them with students within a 45-minutes time slot. Therefore, a good time management is essential.

Suggestions for improvements

On the basis of implementers' experience, their suggestions for future implementation of the "GEAR against IPV" workshop in classrooms include the recommendation that the programme should be implemented during a school-year because it can be difficult to implement 13 hours within school curriculum in a period of 4-5 months.

Some implementers suggested *modifications for the improvement of the activities or the process of the workshops* which include the following:

- Shorter pre and post questionnaires for students
- Preparing a booklet for students containing important information instead of distributing a large number of handouts (students tend to lose the paper handouts)
- recommendation to work with the 3rd grade students (instead of 2nd grade). Some of the 2nd grade students are not mature enough for discussion on the subject

Annexes

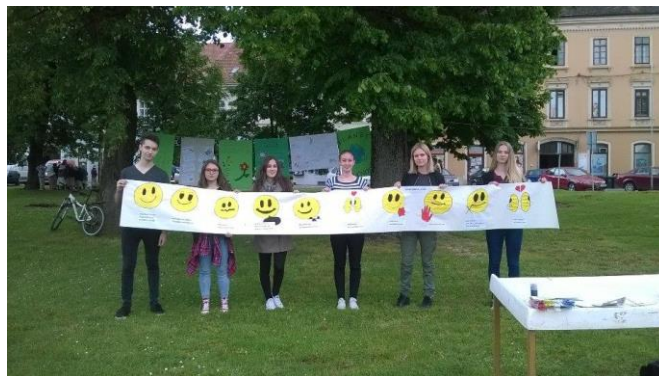
Annex 1

Photos from workshop's implementation

Grammar School Ivana Zakmardija Dijankovečkog Križevci



Grammar school Sisak



Economy School Varaždin



Industrial and Craft school Slatina



Commercial School Bjelovar



Annex 2a

Adolescents' Invitation for the development of the campaign

Drage učenice i dragi učenici,

želimo vas obavijestiti da će nakon provedenih radionica *"Izgradnja kvalitetnih intimnih veza"* biti pokrenuta kampanja protiv nasilja u partnerskim vezama mladih a provoditi će se na internetu.

Cilj kampanje je informirati i senzibilizirati adolescente/ice o pitanjima o kojima se raspravljalo na radionicama, odnosno o rodnoj ravnopravnosti, kvalitetnim i ravnopravnim vezama, nasilju u vezama mladih, te što mladi mogu učiniti i kako reagirati. Slične kampanje će, osim u Republici Hrvatskoj, biti osmišljene i provedene u Grčkoj, Cipru, Španjolskoj i Rumunjskoj.

Pozivamo vas da sudjelujete u kreiranju poruka kampanje namijenjene vašim vršnjacima i vršnjakinjama. Poruke trebaju biti usmjerene ka tome kako ostvariti kvalitetnu vezu koja se temelji na međusobnom poštovanju i uvažavanju, odnosno veze u kojoj nema nasilja. Također, poruke se mogu odnositi i na to što mladi mogu učiniti, kako reagirati kako bi se suprotstavili nasilju.

Vi koji ste prošli edukaciju pozvani ste da zajedno kao grupa kreirate jedan zajednički produkt koji će izraziti poruku koju želite prenijeti vršnjacima i vršnjakinjama. Produkt može poprimiti bilo koju formu, primjerice tekst, crtež, kolaž, poster, pjesma, kazališna predstava, film ili bilo što drugo.

Svi produkti kampanje biti će uključeni u e-kampanju na internetu. Uz produkt treba stajati i informacija o: nazivu grupe (ako postoji); imenima članova i članica grupe koji su sudjelovali u izradi; ime profesorice koja je provela edukaciju; naziv škole (i razreda ako je primjenjivo), te grad. Internetska kampanja će započeti nakon travnja 2016. i biti će provedena putem web stranice projekta (www.gear-ipv.eu/campaigns), Facebooka i CESI web i FB stranice.

NATJECATELJSKI DIO I ODABIR JEDNOG PRODUKTA

Nakon što prikupimo produkte svih grupa učenika/ca koji su sudjelovali u edukaciji, jedan produkt s najsnažnijom porukom biti će odabran za kampanju. Odabir najboljeg produkta biti će rezultat glasanja adolescenata/ica i glasanja specijalnog žirija sastavljenog od stručnjaka/inja CESI.

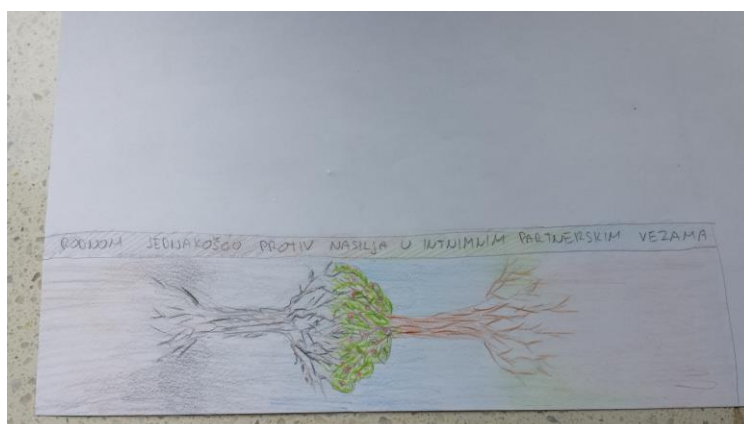
Svaka grupa učenika/ca može sudjelovati u natjecateljskom dijelu samo sa JEDNIM PRODUKTOM.

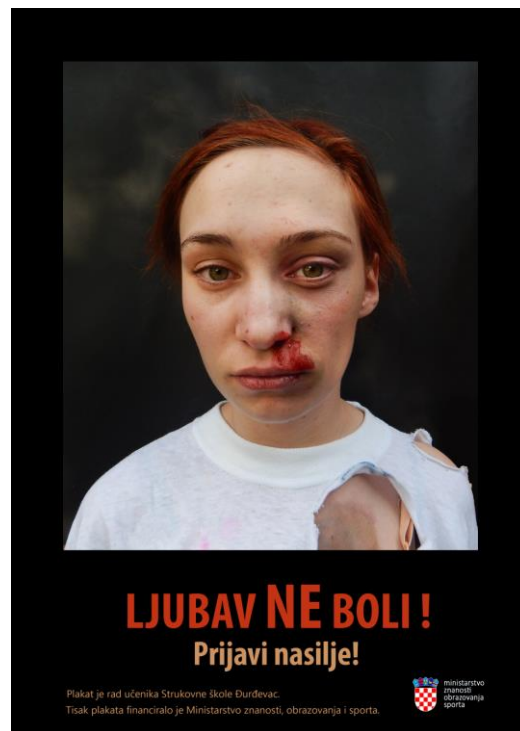
Nadamo se da ćete biti zainteresirani za sudjelovanje u kampanji i veselimo se vašim radovima!

CESI- Centar za edukaciju, savjetovanje i istraživanje
Nova cesta 4
Zagreb

Annex 2b

Materials developed for the realization of the Campaign







[illegible]

NASILJE -
NAJVEĆI
NEPRIJATELJ
U VEZI



GODIŠNJE,
 BROJ ŽRTAVA NASILJA IZNOSI 14000-2500.
 U 64% DO 71% SLUČAJEVA
 ŽRTE SU
 ŽENE
 (STATISTIKA 2005)

NE nasilju

 Sigurnostna Kuća Zagreb
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