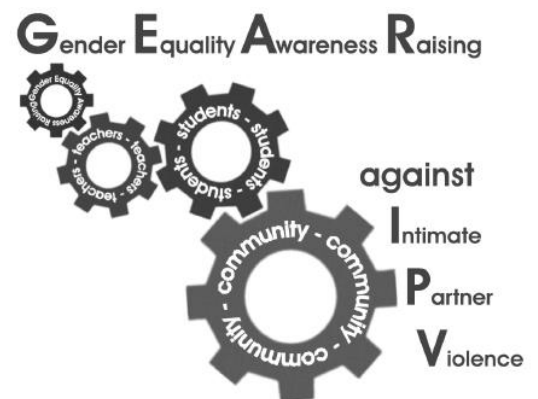


Gender Equality Awareness Raising against Intimate Partner Violence II

GEAR against IPV II

Report

Teachers' Training Seminars in Romania: Implementation and Evaluation Report



Association for Liberty and Equality of Gender- A.L.E.G.

June, 2016

With financial support
from the DAPHNE III Programme
of the European Union



Credits

This Report was prepared by Association for Liberty and Equality of Gender- A.L.E.G. in the context and for the purposes of the Project “**Gender Equality Awareness Raising against Intimate Partner Violence II**” (**GEAR against IPV II**). The work leading to this document has received the financial support of the DAPHNE III Programme of the European Union.

Authors

Camelia Proca
Eniko Gall
Liviu Gaja

Suggested citation

Proca, C., Gall, E., Gaja, L. (2016). *GEAR against IPV II Teachers’ Training Seminars in Romania: Implementation and Evaluation Report*. Sibiu: Association for Liberty and Equality of Gender- A.L.E.G.

© 2016. Association for Liberty and Equality of Gender- A.L.E.G. **All rights reserved**

Licensed to the European Union under conditions

For more information regarding this country report please contact



Association for Liberty and Equality of Gender- A.L.E.G.
Sibiu/Romania
Tel.: +4 0369 801 808, +4 0753 893 531
E-mail: contact@aleg-romania.eu
Website: www.aleg-romania.eu

This publication has been produced with the financial support of the DAPHNE III Programme of European Union. The contents of this publication are the sole responsibility of its authors, and can in no way be taken to reflect the views of the European Commission.

Project Identity

Title: Gender Equality Awareness Raising *against* Intimate Partner Violence – II (GEAR *against* IPV - II)

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

Partners

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

Coordinator: European Anti-Violence Network (EAVN), Greece

External Evaluator: Prof. Carol Hagemann-White

Website: www.gear-ipv.eu

Funding: With financial support from the DAPHNE III Programme of the European Union



More information

⇒ regarding the project's activities in partner countries, please contact with:

Croatia: Center for Education, Counselling and Research

E-mail: cesi@cesi.hr

Cyprus: Mediterranean Institute of Gender Studies

E-mail: info@medinstgenderstudies.org

Romania: Association for Liberty and Equality of Gender- A.L.E.G.

E-mail: contact@aleg-romania.eu

Spain: Plataforma Unitària contra les Violències de Gènere

E-mail: prouviolencia@pangea.org

⇒ regarding the project and its activities in Greece or for any other issue, you can visit the project's website (www.gear-ipv.eu) or contact with European Anti-Violence Network



European Anti-Violence Network (EAVN)

12, Zacharitsa str., 11742, Athens, Greece

Tel.: +30 210 92 25 491

E-mail: info@antiviolence-net.eu

Website: www.antiviolence-net.eu

Project's website: www.gear-ipv.eu

Contents

PREFACE	2
BACKGROUND	6
Objectives of training seminars	6
Preparatory phase	6
A. FIRST TEACHERS' SEMINAR IN ROMANIA	9
A.1. Trainees	9
A.2. Trainers	10
A.3. Implementation Description	11
B. SECOND TEACHERS' SEMINAR IN ROMANIA	16
B.1. Trainees	16
B.2. Trainers	16
B.3. Implementation Description	17
C. SEMINARS' EVALUATION	19
C.1. Method	19
C.2. Results	20
D. SUCCESS FACTORS, BARRIERS & SUGGESTIONS FOR IMPROVEMENTS	42
CONCLUSION	43
ANNEXES	44
1 st Seminar	45
Agenda	45
Photos	48
2 nd Seminar	54
Agenda	54
Photos	57

Preface

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

The GEAR against IPV Approach

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

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

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

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

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

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

The GEAR against IPV Approach addresses:

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

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

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

levels of education", but also "in informal educational facilities, as well as in sports, cultural and leisure facilities and the media".

Main Activities of the GEAR against IPV Approach are:

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

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

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

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

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

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

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

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

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

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

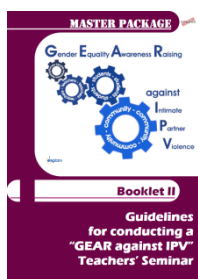
Background

Objectives of training seminars

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

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

Preparatory phase



The training seminars' organization, implementation and evaluation was based on **Booklet II "Guidelines for Conducting a GEAR against IPV Teachers' Seminar"** that includes in detail the suggested way of conducting a Teachers' Seminar. **Master Booklet II** -that was developed in the context of the 1st "GEAR against IPV" Project¹ and revised in the context of the "GEAR against IPV II" Project²- proposes, in three separate sections, a step-by-step description for **organizing, implementing** and **evaluating** Seminars in order to guide as much as possible uniform trainings of teachers and/or professionals who intend to implement "GEAR against IPV" Workshops with secondary school students in classroom (or in a different setting) either in the same or in different countries.

The training is designed in a way that includes separate parts of the Seminar that focus on teachers' sensitization and training on: a) gender equality issues and stereotypical attitudes

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

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

regarding gender roles, as well as how they relate to intimate partner violence, b) how to handle cases of abuse (intimate partner violence or child abuse and neglect) and c) the methodology for organizing, conducting, monitoring and evaluating the “GEAR against IPV” Workshop in their classes.

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

On the basis of the Revised edition of Master “GEAR against IPV” Booklet II in the English language, Association for Liberty and Equality of Gender- A.L.E.G. translated Booklet II into Romanian and completed and culturally adapted (wherever necessary) specific sections by following the instructions that were included in Master Booklet II (appearing in orange font). Therefore, the culturally adapted Romanian³ national edition of Booklet II was developed and used for the organization, implementation and evaluation of the Teachers’ Seminars.

The Association for Liberty and Gender Equality - A.L.E.G. implemented in Sibiu, Romania two intensive training seminars for high-school teachers and school counselors. The goal of the seminars was to raise awareness on issues related to gender stereotypes, gender-based violence and gender equality and build teachers' and school councilors' capacities to implement “GEAR against IPV II” workshops with students in their schools, but also to provide support to students experiencing abuse in their relationship and/or families.

The seminars were conducted by the A.L.E.G. team. The first seminar was held in October 2015 (3 days: 1, 23, 24/10/2015) and the second in November 2015 (3 days: 6-8/11/2015). In total, through the seminars, 55 specialists were trained (42 teachers and 13 high-school counselors); 15 were from other cities of Romania.

The seminars included both theoretical and practical parts conducted via simulated workshops, with adults adopting the role of students. The approach “through the students’ eyes” (simulation of the “GEAR against IPV” Workshop) was very well received and appreciated.

The training, apart from building necessary capacities and skills, also put great emphasis on working and questioning the adults’ own gender stereotypes in order to be able to react in a positive manner. The trainees had the opportunity to reflect on their gender stereotypical attitudes and behaviors, as well as any attitudes supporting tolerance to violence.

Ten trainees have chosen to implement awareness raising workshops for approximately 260 students as part of the GEAR against IPV II project in the following counties: 5 in Sibiu and one in Cluj-Napoca, Cugir, Buzău, Brăila, Slobozia.

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

Before starting to organize the seminars, some official approval was necessary. The Sibiu County School Inspectorate approved the activities described in Booklets III and IV and also allowed the participation of teachers at the seminars, without constraining them to attend. Also, A.L.E.G. contacted and got the approval of the director of Sibiu County Centre for Resources and Educational Assistance, which coordinates school councillors.

At the Teachers' Training Seminar, beside teachers, school councillors were also invited. In Romania, a school counsellor is a teacher who is a specialized psychologist- teacher, psycho-sociologist, pedagogue or special psycho-pedagogue, and has the responsibility to initiate counselling programs based on the personal, educational and social development of each student. The counsellor comes up with activities aiming to develop self-knowledge and self-image, the formation of responsible decision-making skills, harmonious relationships, stress control, acquiring efficient learning techniques, creative attitudes, school and professional orientation, the identification of inter/intra-individual educational dysfunctionalities in due time and to correct, combat and improve them. The counsellor's activities are divided into: individual counselling for students; group counselling for students; counselling for parents and teachers; promoting community projects and getting students involved; 4 hours/week – class teaching (high school: psychology, logics, philosophy, pedagogy; and an optional subject chosen by the pupils for ex. "life skills development").

For example, in Sibiu County, there are about 50 school counsellors working in one or several schools/high schools, depending on the number of students. A school counsellor has minimum 800 students. Considering that some of the counsellor's responsibilities is to improve intra and inter personal communication, promote gender equality and equal opportunities, sexual education and debunk sexuality myths for teenagers, the participation at the GEAR against IPV project was a good opportunity.

A. First Teachers' Seminar in Romania

A.1. Trainees

Target group

The first seminar was held in Sibiu between 1, 23-24 October 2015. 26 adults attended, of which 15 teachers (all women) and 11 school counselors (of which 3 men), the group was made up of participants from Sibiu only, and they were selected from different theoretical, vocational, art schools backgrounds.

The aim was to select highly motivated teachers/school counselors willing to implement “GEAR against IPV” Workshops in their classroom, but also teachers with little knowledge of the topic or with few implementation skills. Another aim was to provide them the opportunity to assess and deconstruct their own gender stereotypes.

Trainees' recruitment

Before starting the Seminars, A.L.E.G. sent official letters to two institutions. Sibiu County School Inspectorate approved the teachers' attendance to the seminar, without constraining them; and also Sibiu County Centre for Resources and Educational Assistance approved the school councillors' attendance. Having the approvals, invitations were sent in September to high schools in Sibiu and other counties where the directors informed the teachers and/or the school councillors about the training. In Sibiu, in some cases, an A.L.E.G. trainer went to the schools to explain the project, seminar, etc. All those who were interested completed a registration form and sent it to A.L.E.G.

A large number of participants registered for the seminar. Due to the fact that the number of registrations exceeded the project resources (especially the budget), an extra selection was made through a letter of intent. Participants were asked to explain their motivation and availability to implement GEAR activities in the class. Some of the participants regularly implement non-formal activities with their students, while others registered for the first time for such training.

After achieving the right number, the participants were divided into two groups; the first group was made up entirely of participants (teachers and school counselors) from Sibiu, and the seminar was held in October 2015. The second group was mixed, with participants from Sibiu and from other areas, and the seminar was held in November 2015.

A.2. Trainers

The trainers for the Teacher's Training Seminar were the same persons involved in the GEAR II project – Camelia Proca (local coordinator), Eniko Gall (trainer/expert), and Liviu Gaja (researcher). Each of them holds a trainer certificate recognized by the Romanian Ministry of Labour. They all have over 10 years' experience in awareness raising and have implemented different activities, particularly among youth on gender topics (self-esteem and self-image, stereotypes and prejudice, gender roles, equality respect, healthy relations vs. abusive relations, violence against women, etc.). They have been involved in trainings and awareness rising on the issues of gender based violence, violence against women for professionals like social workers, teachers, psychologists, police officers, as well as students.

The trainers divided their implementation activities: one presented the projects, its goals the Manuals, the structure, and worked closely with the second trainer during the simulated workshop. The third one presented the legal aspects.

- Camelia Proca – project coordinator; founder and director of A.L.E.G. since 2004 and board member of WAVE European Network since 2014. She has been active in the field of combating violence against women since 1999 and has been trained in the equal status and the human rights of women at the Raol Wallenberg Institute for Human Rights in Lund, Sweden. She is also active in improving intervention in cases of violence through training, networking and lobby activities targeting relevant decision makers. In the case of this seminar, she was in charge of the theoretical part.
- Eniko Gall – project trainer/expert. Psychologist holding an MA in Clinical Psychology and Psychotherapy, has been coordinator of the A.L.E.G. information and counseling center since 2005. Additionally, she has been trained in diversity management, overcoming PTSD associated with violence against women and sexual violence, social integration of trafficking victims and building life-skills of high risk groups. In 2014, she was trained in provision of specialized services for survivors of sexual violence. In this Seminar, she was in charge of the introduction, some simulated activities and Part II – how to implement GEAR workshops.
- Liviu Gaja – project researcher. Psychologist with a degree in psychodrama therapy. Collaborates with A.L.E.G.'s psychologist and supports the children witnessing domestic violence to overcome the situation through therapy, counselling. He is also involved in activities like seminars and workshops, research and data collection on gender topics. In this project, he was in charge with of the simulated workshop activities.

A.3. Implementation Description

Seminar's description – 1st day

The first day of the teacher's training seminar was organized at a local NGO during A.L.E.G.'s annual Gender Equality Festival. The reason we did this was that, this way, the participants could take part at other non-formal awareness rising activities that can be done with their students.

The Seminar was held between 9am and 5pm, 8 hours per training day, 2 hours of breaks – two 30 minutes coffee-breaks and a 1 hour lunch break, with four 90 minutes sessions. During breaks, the trainees had the opportunity to exchange opinions, experiences and ideas – among them, but also with the trainers. The trainers also joined the trainees in coffee- and lunch/dinner-breaks.

The participants were welcomed by an A.L.E.G. volunteer, who was involved in the project from the beginning (she also helped preparing the materials for each selected activity); each participant received a folder with the project leaflet, a pre-questionnaire, a name tag with their name on (yellow or green), a pen, etc. All the participants signed a registration form.

The first day started with a brief introduction of the 3 facilitators, made by Eniko Gall, followed by the presentation of A.L.E.G. – the organization conducting the training and the Seminar' structure and its Agenda.

The Pre-Questionnaires were completed on site before any other activity, it lasted around 30 minutes. All the participants were asked to remember their own special CODE which was used for each set of questionnaire for the project. Some additional information or clarifications were made at the request of the participants. The questionnaires were collected in a folder by the trainer, not looking at the answers showing the implementers how they will collect the questionnaires from the students too, keeping the anonymous character. Also, the trainer explained to the participants the questionnaires' purpose (after observing their reaction to its length), that the data collected would be used for the evaluation of the "GEAR against IPV" Teachers' Seminar.

After collecting all the questionnaires, the teachers and school counsellors were asked to introduce themselves, their teaching background, and their motivation to participate at the seminar or if they took part at similar seminars related to GBV/IPV. Also, the trainees expressed their expectations regarding the seminar. The trainer noted down on a flipchart paper their expectations and clarified/compared participants' expectations with the real aims of the Seminar. In some occasions the trainer had to correct the trainees' expectations that would not be fulfilled during the Seminar (e.g. counselling strategies).

The next step was an activity to assess the trainees' point of view regarding gender inequality in schools. They were asked to present some situations where stereotypical or discriminatory attitudes/behaviors were noticed/heard/lived. In most cases, the use of sexist language/behavior towards girls/women was mentioned. Also, in everyday conversation, school announcements, the feminine gender is not used, only the masculine.

Before starting Part I of the Seminar, the trainer explained the approach *"through students' eyes"* to participants, that they would have to participate and act as students throughout the entire Workshop, until the magic stick was used to transform them back to adults. The group was not divided into smaller groups/sub-groups; the reason for this is that a class in Romania is attended by 20-33 students at a time, and the number of participants attending the Seminar was 26, in this way a typical class setting was created and the workshop created an exact simulation of the implementation of the "GEAR against IPV" in the classroom. Before starting the simulated workshop, where the adults turned into students, the participants were asked to look at their name tag color with the specific clarification *"the green colors will turn into boys and yellow color will turn into girls"*, the reason of this segregation was that most of the participants were women and for some activities both genders' opinions were required. The trainees were also asked to act as 10th grade students for one and a half day. The transformed adults (teachers and school counselor) had the opportunity to play their students' comments, thoughts and behaviors through role play and interactive activities, while the trainers demonstrated ways to react, respond and interact with them (i.e. children), especially in difficult situations or when personal problems occurred. This way, the teachers' capacity to implement GEAR activities strengthened, and also to recognize or to handle GBV /IPV cases. The transformed trainees were divided into sub-groups when it was required for an activity; usually they were grouped with people who were new to them.

Note: On some occasions, the participants forgot to act as students and talked as adults; in these cases, the trainer used the magic stick to remind them who they were and respond only to students' questions. Even if the participants motivated their reaction as adults, the trainer explained that at the end of the simulated workshop they would have the opportunity to address their "adult" questions.

The following activities were implemented in the simulated "GEAR against IPV" Workshop:

Module I Introductory Section

- Act. 1.1 - Name game (girls-green & boys-yellow)
- Act. 1.2 - Expectations & Objectives
- Act. 1.3 – Rules

Module II. Gender Stereotypes and Gender Equality

- Act. 2.1.3- What I like – What I don't like

- ▶ Act. 2.1.7- Agree and Disagree
- ▶ Act. 2.1.11- Gender Box
- ▶ Act. 2.1.17- Sex Stereotyping

All the materials for the seminar and the simulated workshop – pens, markers, stickers, flipchart papers, glues, tapes, scissors, paper, printed handouts, etc. needed for conducting the activities had been prepared and brought to the seminar room, a folder including the selected activities was at the facilitator's hand. The handouts, auxiliary materials were distributed to the trainees in accordance with the activities unfolded.

No back-up activities need to be used, although they had been prepared.

The reasons why the above activities were selected by the facilitators (Eniko Gall and Liviu Gaja) also took into consideration the trainees' needs and implemented activities which the trainees would not feel comfortable to implement or consider being ineffective or inappropriate for students. Demonstrating and handling difficult situations, the facilitator helped the trainees understand that their implementation is not that hard. An important aspect was to analyze distorted attitudes they may have held, and to reveal their usefulness and the way they can achieve their aim. The trainer selected activities to demonstrate the active learning techniques to the trainees, and also adapted some activities on the set depending on the needs of the group. The trainer demonstrated situations that a teacher/school counselor may face to during the implementation of GEAR workshops.

Before ending the first day, the facilitator reminded the participants that the second day would also be through the eyes of students, so they should act accordingly.

Seminar's description – 2nd day

The second and third days, 23-24 October, were held in a comfortable conference room of a hotel located in the center of Sibiu. Even in this location, we arranged a classroom setting. The distance between the first day of the seminar and the last two was related to the absence of most of the participants in the following days as it had been set before (they had to attend to some Olympics/contests with their students). In this case, a convenient period was scheduled with them.

The Seminar was held between 9am and 5pm, 8 hours per training day, 2 hours of breaks – two 30 minutes coffee-breaks and a 1 hour lunch break with four 90 minutes sessions. During breaks, the trainees had the opportunity to exchange opinions, experiences and ideas – among them, but also with the trainers. The trainers joined the trainees in coffee- and lunch/dinner-breaks. All the participants signed a registration form for the second day. All the participants from the first session were present.

At the arrival to the seminar unfolding place, the participants were welcomed to the class as students and they had to continue to act as their chosen student, boy or girl. The day started with the activities from Module II began in the previous seminar' session followed by Module III Healthy and Unhealthy Relationships and Module IV Intimate Partner Violence activities as below.

Module II. Gender Stereotypes and Gender Equality

- ▶ Act. 2.2.1- The Benefits of Being Male
- ▶ Act. 2.2.4- Continuum of Harmful Behaviors to girls & boys (**Note!** Because of the reactions and comments for each item selected by the “students” the trainer/facilitator decided on the spot to allocate more time to discuss their selections)

Module III Healthy and Unhealthy Relationships

- ▶ Act. 3.1- What is love?
- ▶ Act. 3.4- Persons & Things
- ▶ Act. 3.6- Body Awareness

Module IV Intimate Partner Violence

- ▶ Act. 4.1.4- Cases of violence
- ▶ Act. 4.1.7- Myth or Reality?
- ▶ Act. 4.2.1- What can we do to stop IPV
- ▶ Act. 4.2.4- Look, Listen and Learn–the Path to Enhance Good Communication

At the end of the simulated Workshop, the trainer used the magic stick again to transform “students” into teachers and school counsellors.

The trainees had the opportunity to express their thoughts and some of them came up with suggestions to improve the simulated part or for when they themselves would organize a seminar in the classroom. The trainer also discussed with the teachers the difficulties they thought they might face as implementers of GEAR Workshop- related to specific activities.

Seminar’s description – 3rd day

The third Seminar day was also held in the same conference room as the previous day, between 9am and 5pm, 8 hours per training day, 2 hours of breaks – two 30 minutes coffee-breaks and a 1hour lunch break with four 90 minutes sessions. During the breaks, the trainees had the opportunity to exchange opinions, experiences and ideas – among them, but also with the trainers. The trainers joined the trainees in coffee- and lunch/dinner-breaks. All the participants attended.

The third day focused on **How** to use Booklets III & IV:

- ▶ how to organize the implementation the workshop and conduct it,
- ▶ how to report its implementation and to evaluate its effectiveness

The second Part of the Seminar was dedicated to How to use Booklet III and IV: “GEAR against IPV” Teachers’ Booklets. All the participants received Booklets III and IV. Through a power-point presentation, the trainer showed the participants how to organize, conduct, evaluate and report the implemented activities. Also, she presented and explained the structure of Booklet III, its content and process to be followed in each stage.

From this group, 5 participants (3 teachers and 2 school councilors) were among the 10 implementers who conducted GEAR workshops with their students. The Workshop Evaluation instruments: pre-, post- and follow-up questionnaires and the process needs to be followed in order to collect data from students in the intervention groups were presented very briefly due to the fact that the implementers from this group were from Sibiu, an extra day was scheduled on November the 19th with them in order to discuss in detail all the aspects needed for the implementation and recording; the meeting was set at the A.L.E.G. office. The trainer, who also was in charge with the whole process of monitoring the implementers’ activities, had the opportunity to discuss every detail of the workshops implementation.

Part III – Theoretical training of trainees on gender equality, dating violence, IPV, CAN and how to handle cases of revealed/suspected abuse, ethical issues.

The aim of the third Part of the Seminar was to build teachers’ capacities to handle cases of revealed abuse; the traditional learning method was used. The trainer, Camelia Proca, presented intervention methods step-by-step, ways to listen or react when somebody is talking about abuse and also where/how to report a case of abuse and especially where to refer a victim of abuse for further support. The theoretical part of the training provided the participants with knowledge regarding dating violence and IPV, as well as child abuse. The statistical reports/data and concrete links to organizations where victims can be referred were also well received. The existing laws and social services were presented.

The trainees were asked to complete the Post-Seminar Questionnaire, used to evaluate if the participant’s knowledge, attitudes and self-reported behavior regarding gender inequality and IPV issues were modified due to their participation in the Teachers’ Seminar.

Before ending, the participants were asked to stick a post-it on their backs, each participant writing something that he/she liked, admired or appreciated about the other persons.

At the end, all the participants were called in front of the room to receive an Attendance Certificate, were applauded for their involvement and a group picture was taken.

All participants received extra materials made by A.L.E.G. on gender based violence, domestic and sexual violence brochures, links to useful social services etc.

B. Second Teachers' Seminar in Romania

B.1. Trainees

Target group

The second Seminar was held in a conference room in Sibiu between 6-8 November 2015. 27 teachers (of which 7 men) and 2 school councilors attended. The group was mixed, with participants from Sibiu and 15 from other cities of Romania; they came from different school backgrounds – theoretical, vocational, art, etc. The 15 trainees were accommodated in a hotel near the seminar location, about 10 minutes walking distance.

The group was formed before starting the two Seminars, this group from the beginning was completed with all the participants who registered from other cities.

As in the first Seminar, the aim was to have a group of highly motivated teachers/school counselors willing to implement “GEAR against IPV” Workshops in their classrooms, but also to train teachers with little knowledge of the topic or with few implementation skills. Another aim was to provide them with the opportunity to assess, deconstruct their own gender stereotypes especially that this kind of trainings, on this subject is rarely done in other parts of Romania.

Trainees' recruitment

The trainees for the second Teacher's Training Seminar were selected in September, as mentioned before, after a registration period and through a motivation letter selection. The highest number of registration forms came from teachers from other cities of Romania, due to the fact that the project budget allowed for the participation of a fixed number, a selection was done by the A.L.E.G. team. The main criteria of selection was their motivation to implement GEAR Workshops, their interest for the subject and implementation.

B.2. Trainers

The trainers were the same ones involved in the GEAR II project – Eniko Gall (trainer/expert), Camelia Proca (local coordinator), Liviu Gaja (researcher) and the same who organized and implemented the first Seminar.

The same training structure was kept, Eniko Gall was in charge of the introduction part, part II How to implement and simulate activities in collaboration with Liviu Gaja, who also led the simulated workshop activities, while Camelia Proca was in charge of the theoretical part.

B.3. Implementation Description

Seminar's description – 1st day

The first day of the second Teacher's Training Seminar was organized, as the rest of two days, in a hotels conference room located in the center of Sibiu, where a classroom setting was created. The seminar was held between 9am and 5pm, 8 hours per training day, 2 hours of breaks – two 30 minutes coffee-breaks and an 1 hour lunch break with four 90 minutes sessions.

The structure, duration of the sessions, selected activities and breaks were the same as described in the first Training Seminar.

This group was not divided into sub-groups either, the reason was that the number of a class in Romania is between 20-33 students, and the number of participants attending the Seminar was 27, in this way a typical class setting was created and the workshop precisely simulated the implementation of the "GEAR against IPV" in the classroom.

Also, all the materials for the whole seminar and the simulated workshop – pens, markers, stickers, flipchart papers, glues, tapes, scissors, paper, printed handouts, etc. needed for conducting the activities were prepared and brought to the seminar room, a folder including the selected activities was at the facilitator's hand all the time. The handouts, auxiliary materials were distributed to the trainees in a accordance with activities.

Seminar's description – 2nd day

The Seminar was held between 9am and 5pm, 8 hours per training day, 2 hours of breaks – two 30 minutes coffee-breaks and a 1 hour lunch break with four 90 minutes sessions. During the breaks, the trainees had the opportunity to exchange opinions, experiences and ideas – among them, but also with the trainers. The trainers joined the trainees in coffee- and lunch/dinner-breaks. All the participants signed a registration form for the second day. All the participants from the first session were present.

The trainees received the simulated activities well and gave good feedback.

Seminar's description – 3rd day

This day was also dedicated to the use of Booklets III & IV, how to organize the implementation of the workshops, how to conduct and how to report its implementation etc. (see description of the fist Seminar).

Special attention was paid to the theoretical part, where the trainer focused on the legal aspect, presented concrete data and useful information regarding gender based violence,

discrimination, violence against women and links towards social services working in the respective fields were given especially as, in the case of this group, the need of such information was obvious in their motivation letters, their dissections during breaks or activities.

All the participants filled in the Post-Seminar Questionnaire, received Certificates and a final picture with the whole group was taken. They all received extra materials made by A.L.E.G. on gender based violence, domestic and sexual violence brochures, links to useful social services in the country, etc.

A closed meeting only with the 5 implementers, who were from other cities of Romania (Cugir, Cluj, Bacau, Braila, Slobozia), was arranged at the end of the Seminar, after a short break. The trainer, who was also in charge of the whole process of monitoring the implementers' activities, had the opportunity to discuss in detail the workshop implementation. The implementers had the opportunity to discuss and receive explanations/information and also to get familiarized with the process that they were to follow in order to collect the evaluation data from the students, but also with the process they were to follow in order to document and report the implementation of their "GEAR against IPV" Workshops. The implementers got familiarized with the Reporting Forms and were instructed how and when to fill them in.

C. Seminars' Evaluation

C.1. Method

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

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

Via the post-questionnaire, trainees are asked to **evaluate** their group’s facilitator as well as the Seminar in terms of their **personal satisfaction** in regards to its content, processes and self-assessed usefulness; they were also asked to provide **proposals for the Seminar’s improvement** as well as **to identify potential facilitators/barriers** for the “GEAR against IPV” Workshop’s future implementation in the school or placement center setting. This aspect was also assessed (in the implementers’ group) after the Workshops, where they are asked to report any real facilitators/barriers they faced during their implementation.

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

The steps of the process followed in order to evaluate the “GEAR against IPV” Teachers’ Seminars in Romania, by use of the evaluation tools, were:

- all trainees were asked to complete hardcopies of the **Seminar Pre-Questionnaire [T-S(pre)]** upon arrival at the venue of the training and before the onset of the training (date 1st of October and 6th of November 2015)
- at the end of the third day of the training (24th of October, 8th of November), trainees were asked to complete hardcopies of the **Post-Seminar questionnaire [T-S(post)]**

Matching Codes. In order to match the two questionnaires that were completed by the same trainee, the participants were asked to select a personal Code (i.e. the last 4 digits of their phone number, their birth dates or their special number) and use it in when required. All

the participants, from both seminars, completed the hard copies of pre-questionnaires in the first day and the post-questionnaire in the last day of the seminar.

C.2. Results

55 pre and post questionnaires were completed by the participants, all of them have their match. In two cases the Codes were forgotten/confused, but the coder managed to match them by identifying the handwriting or phone number digits.

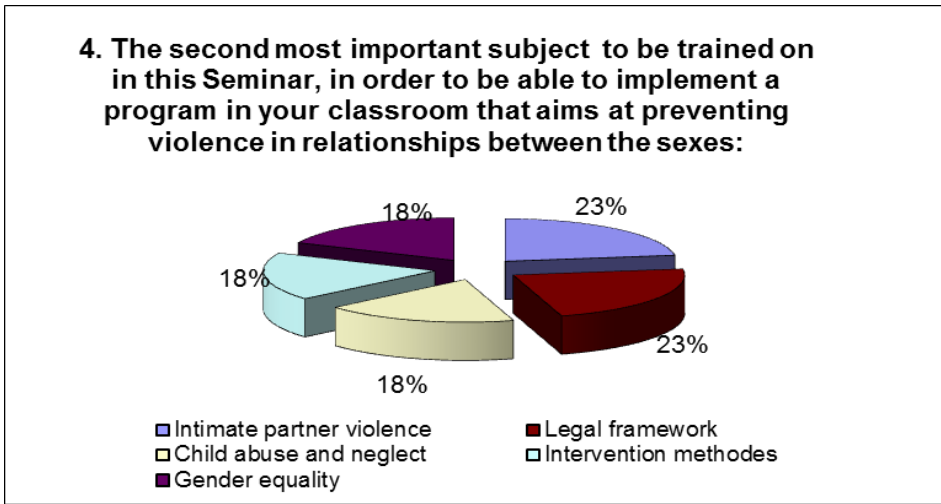
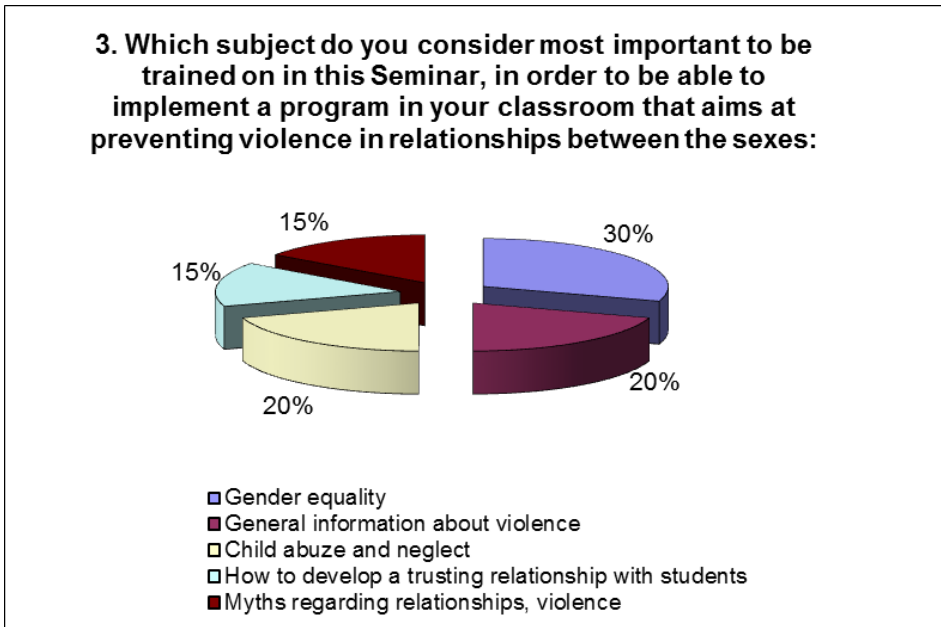
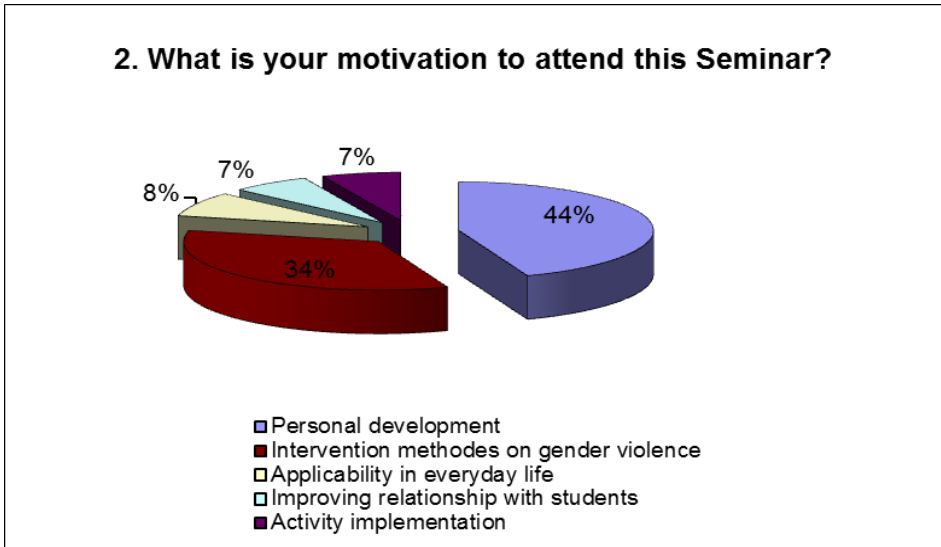
C.2.1. Trainees' characteristics

Regarding trainees' demographics, on the basis of their pre questionnaire [Q. 1-4]: from the 55 trainees - 18,18% were male and 81,82% female. The age average of the participants was 41,44. All the trainees have an average of teaching experience of 16,33 years, Most of the trainees were teachers, 42, and 13 were school councilor

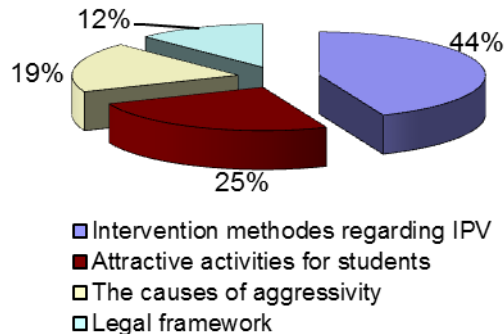
Table 1. Percentage of trainees' having related experience with similar trainings and projects

Trainees Related Experience		Topic/ Project			
		Gender Equality	Dating Violence	IPV	Child Abuse & Neglect
Have you ever received any training related to:	No	56,6	84,31	80,77	63,46
	Yes	43,40	15,69	19,23	36,54
Do you have any experience in implementing projects related to:	Not at all	32,62	62,44	66,35	34,07
	Very little	33,78	25,19	18,27	21,57
	Moderate	22,46	7,72	8,65	16,80
	Adequate	11,14	5,58	6,73	21,57
	Great	0	0	0	5,99

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



5. The third subject you consider important to trained in order to be able to implement a program in your classroom that aims at preventing violence in relationships between the sexes:



When rating their knowledge on IPV and intervention in support of students affected by IPV, there is an obvious improvement when comparing responses from prequestionnaires to those from the post-questionnaires, especially in terms of what to say to students who disclose.

C.2.3. Trainees' evaluation of the seminar

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

- a. their **personal satisfaction** in regards to the 13 dimensions that are presented in Table 6. Personal satisfaction was also measured indirectly, by asking teachers to rate the probability to participate again or to recommend this Seminar, as well as to implement the GEAR against IPV Workshop
- b. their **self-perceived usefulness** of 8 aspects of the Seminar a) for their everyday work and b) for the implementation of the "GEAR against IPV" Workshops in classrooms (see Table 7)
- c. **Booklets III and IV** in regards to the 12 dimensions that are presented in Table 8.
- d. their **facilitator(s)** in the Simulated Workshop and the **instructors** of the theoretical part in regards to the 7 dimensions illustrated in Table 9.

a. Personal Satisfaction with the Seminar. Trainees were very satisfied with the seminar overall, the topics addressed, the simulated workshop as well as the theoretical part. Please see below their responses by statement.

Table 6. Trainees' mean rate of satisfaction (0=not at all, 10=absolutely) with the Seminar in Romania

How satisfied are you from:	Mean
i. the overall Seminar?	9,97
ii. the topics addressed?	9,92
iii. the simulated "GEAR against IPV" Workshop?	9,92
iv. the theoretical part of the Seminar?	9,79
v. the knowledge that you obtained during the Seminar?	9,83
vi. the skills that you obtained and/or enhanced during the Seminar?	9,81
vii. the Booklet III: <i>Teacher's Manual</i> , that you were given?	9,85
viii. the Booklet IV: <i>Students' Activities Book</i> , that you were given?	9,87
ix. the supplementary material that you were given?	9,85
x. the adequacy of the facilitator(s)/instructor(s)?	9,85
xi. the total duration of the Seminar	9,96
xii. the way the Seminar was organized?	9,81
xiii. the place the Seminar conducted?	9,98

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

- **97,04 %** that they *would choose to participate in a similar Seminar in the future*
- **97,78 %** that they *would recommend to a colleague of them to attend a Seminar like this*
- **92,13 %** that they *would decide to implement a GEAR against IPV workshop in their classroom"*

b. Self-perceived Usefulness of the Seminar. The trainees perceived the seminar to be very useful both in their daily work and in the purpose of implementing the workshops.

Table 7. Mean ratings (0=not at all, 10=absolutely) of trainees' self-perceived usefulness of various aspects of the Seminar

Independently of whether you intend to conduct "GEAR against IPV" Workshops in your classroom or not, please rate, how useful do you consider that it will be:			
a. for your everyday work the:		b. for the implementation of "GEAR against IPV" Workshops in classrooms the:	
9,66	i. overall Seminar?	9,88	i. overall Seminar?
9,66	ii. simulated "GEAR against IPV" Workshop?	9,85	ii. simulated "GEAR against IPV" Workshop?
9,58	iii. theoretical part of the training	9,65	iii. theoretical part of the training
9,83	iv. knowledge you obtained	9,85	iv. knowledge you obtained
9,72	v. skills you obtained or enhanced	9,83	v. skills you obtained or enhanced

9,87	vi. Booklet III: Teachers Manual	9,96	vi. Booklet III: Teachers Manual
9,85	vii. Booklet IV: Student's Activities Book	9,92	vii. Booklet IV: Student's Activities Book
9,83	viii. supplementary material provided	9,88	viii. supplementary material provided

On the basis of the responses of 44 trainees to an open-ended question included in the post-questionnaire regarding: “*in this particular seminar what will be most useful to me as a teacher, was...*” it can be concluded that most participants appreciated the thematic approach, the interactivity of the activities and the materials provided. Besides the project material (leaflet and booklets, A.L.E.G. provided information material from other educational projects targeting youth, like “Guidelines for Prevention of Gender-Based Violence in New Media”, the booklet for teenagers “Recognize, Prevent and Discourage Sexual Violence. Help Survivors”.

c. Evaluation of Booklets III and IV.

Booklets III and IV have been equally well rated by participants who appreciated them as understandable, user-friendly, useful for them as teachers and adequately covering the subjects. All items received ratings over 9.

Table 8. Trainees' mean ratings (0=not at all, 10=absolutely) for Booklets III and IV

Please rate each Booklet (Booklet III: <i>Teacher's Manual</i> and Booklet IV: <i>Students' Activities Book</i>), on the following aspects:	Booklet III	Booklet IV
i. It is understandable	9,96	9,92
ii. It is user friendly	9,91	9,90
iii. It will be useful for me as a teacher	9,89	9,85
iv. It adequately covers the subjects	9,88	9,92
v. It includes information directly related to my profession	9,23	9,24
vi. It adheres to the professional needs of teachers	9,69	9,70
vii. It contains information that I intend to use in my teaching practice	9,50	9,51
viii. It contains material that I intend to use in my teaching practice	9,56	9,57
ix. It will facilitate the implementation of GEAR Workshops in classroom	9,83	9,82
x. It will help me to identify signs of abuse in my students	9,60	9,57
xi. It will help me to feel more comfortable to approach abused students	9,52	9,49
xii. It will help me to obtain skills on how to assist abused students	9,65	9,67

d. Evaluation of Facilitator(s) of the Seminar by the Trainees.

All items related to the abilities of the facilitators were rated high. The teachers unanimously absolutely agreed that the simulated workshop was well prepared (rating 10) and that theoretical part was able to hold the group's attention, and that questions were answered capably (9.99) as seen below:

Table 9. Trainees' mean evaluation ratings (0=not at all, 10=absolutely) for Facilitator(s)/Instructor(s) of the Teachers' Seminar

Please rate the facilitator(s)/instructor(s) on the following aspects:	Simulated Workshop	Theoretical Part
i. was/were well prepared	10	9,94
ii. distributed the time well	9,87	9,89
iii. was/were able to hold the group's attention	9,98	10
iv. answered questions capably	9,99	9,99
v. was/were able to motivate active participation	9,96	9,96
vi. was/were able to appropriately identify the group's needs	9,91	9,92
vii. was/were appropriately responding to the group's needs	9,96	9,77

Declared Intention to Conduct Workshops

Teachers were asked whether they *would be willing to implement the "GEAR against" IPV Workshop with their students*. Out of 55 teachers, 69,23% replied "yes" (36 teachers) and "most probably yes" (9 teachers) and 8 (15,38%) "most probably not" and "no". The reasoning of teachers who replied "most probably not" and "no" was related to the fact of not being able to teach in the current year (4 persons, implying that they might conduct workshops in the next school year), not being assigned to teach high school in the current year (2 persons) or to 10th grade (2 persons).

The number of classrooms teachers declared they would like to implement the workshops ranged from 1 to 9 while the hours they could devote per classroom for the workshop were 2-20.

Trainees were also asked to indicate whether there is anything **related to the topic of the Seminar and the Workshop**, and/or in regards **to their role as an implementer** that troubles them. In regards to the topic (Q.28-pre), 54 (99%) out of the 55 trainees responded negatively and just one said that the time length is too short.

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

In the pre-measurement (before the Seminar, Q.29-pre)

- they have access only to secondary school students, this year
- the interactive method that the themes are covered

In the post-measurement (after the Seminar, Q.24-post) list their responses

- they have access only to secondary school students, this year
- some of the situations/examples may need further adaptation for 12 years old
- not assigned as form-teacher in the current year

- ▶ inadequate legislation
- ▶ too much paperwork entailed by the project

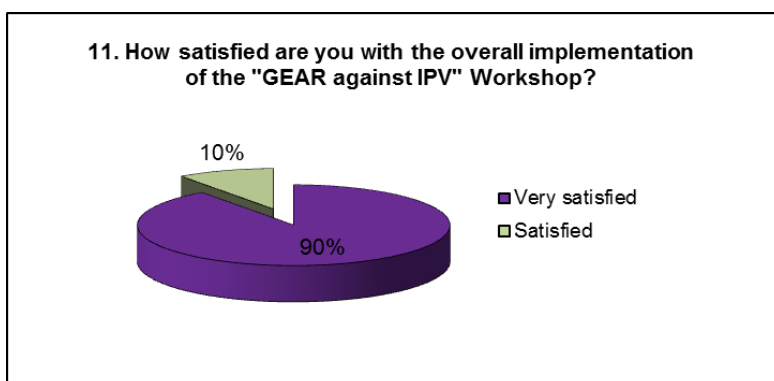
Some of the anticipated **barriers** regarding the implementation of workshops that were mentioned by the trainees were the following: before the implementation of the Workshop (Q.25-post),

- ▶ stereotypes of people in the system
- ▶ weak level of involvement on the part of students and frequent absences
- ▶ the optional subjects were already chosen and cannot be changed
- ▶ students' refusal to participate on workshops on this topic
- ▶ too time-consuming paperwork
- ▶ limited number of teaching hours they have available overall per class
- ▶ the length of the module (too many hours to complete the module)

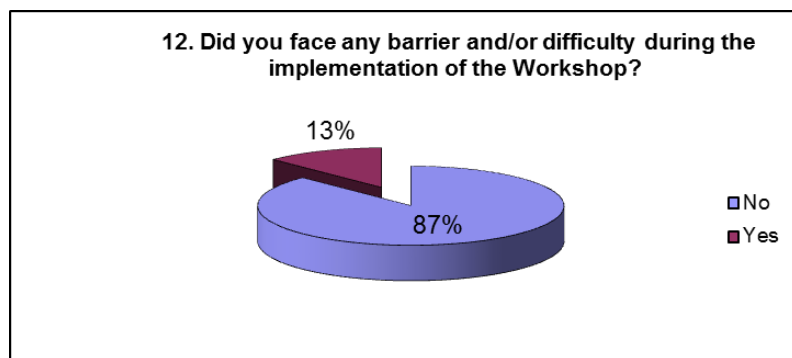
Facilitating factors mentioned in the post-measurement (after the Seminar but before the Workshop's implementation, Q.26-post) were list below:

- ▶ help for adaptation for 12-year old students
- ▶ increased confidence in the school councilor
- ▶ closer cooperation with the school psychologist
- ▶ better relations with the students
- ▶ presence in class of an A.L.E.G. representative
- ▶ easiness in approaching the theme
- ▶ knowledge and personal experience
- ▶ trainers and material provided
- ▶ teachers'wish to have well educated students
- ▶ keeping in touch and getting feedback from A.L.E.G.
- ▶ openness to discuss these issues
- ▶ support from the County Center for Educational Resources and Assistance
- ▶ joint interest for combating violence in schools

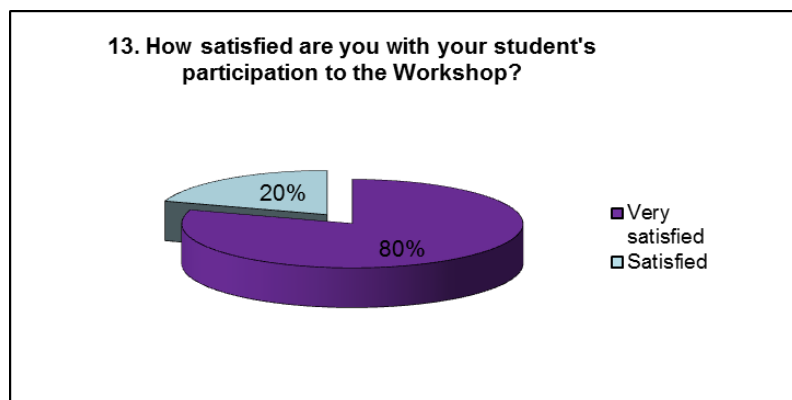
After the Workshop's implementation, the 10 implementers' replies showed that the teachers/ school councillor are very satisfied with their implementation,



did not face major problems implementing the activities,



and were satisfied with their students' participation



75% replied that they had some factors that facilitated the implementation of the Workshop, among their answers we can mention:

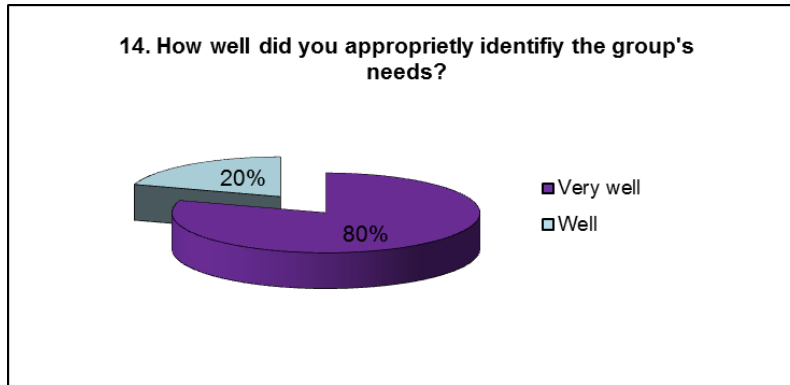
- handouts, auxiliary materials
- the good structure of each activity
- the constant communication with A.L.E.G.
- the informal approach of the subject
- the simulated workshop
- the students curiosity

When the implementers were asked if they had to benefit after the implementation of the workshop all of them had a positive response, they relationship with the students were strengthened, they are more confident in helping students who disclose a negative personal event, they learned how to put in practice new information or activities, a better communication with students etc.

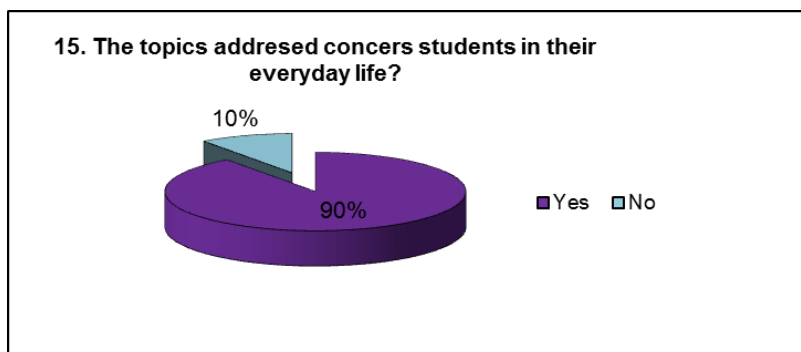
88% of the implementers relied that their students benefit after the activities conducted in the Workshop, the following: confidence in themselves, knowledge, acknowledged gender based stereotypes, learned how to recognize an act of violence and how to help others etc.

When asked if the school had to benefit after the implementation of the workshop again a positive answer was given especially on a long term, most of the implementers will conduct activities in the next school years, some behaviours were changed etc.

The success of the implementation was due to the fact that the implementers identified before the workshop the students' needs and choose the activities accordingly see Table 14. The students liked very much the activities in a proportion of 80% which made them to take very seriously the topics.



Another factor that contributed to the success of the implementation was the fact that the addressed topics are encountered in student's everyday life, therefore they considered the topics addressed useful for their everyday life (80%)



Some of the implementers quotes:

- *I would advise colleagues who wish to implement the workshop to have confidence in their power to make student to communicate openly, to criticize, to claim their rights are often violated.*
- *First steps is to get familiar with the subject.*
- *To be open to youth questions, problems*
- *To rely on the GEAR materials*
- *It's worth making the effort to implement such a workshop! This workshop has expected beneficial and results!*

Proposals for Seminars' Improvement by the Trainees

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

The **biggest made impression** (Q.22a-post) on teachers/school counsellor (N=44) was...

- professional attitude of trainers
- prioritising girls over boys
- explanations provided
- the discussions on the topic
- the activities and the case studies proposed
- the group
- gender stereotypes and their pervasiveness in all social strata
- good organization (schedule, topic, structure etc.)
- role play (teachers in students'roles)
- alarming statistics
- the openness and involvement of both trainers and trainees
- everything
- the diversity of opinions

What trainees (N=44) **liked most of all** (Q.22c-post) ...

- the openness of the trainers
- the ease in approaching activities
- role play (in the shoes of a teenager, letting loose the inner child)
- the method of presentation
- the activity Mith and Reality, The Continuum of Harmful Behaviors of Girls and Boys
- the group
- information well prepared and structured
- small group work (collaboration and participation)
- the organization of the seminar
- experiential learning

Something that I didn't like (Q.22d-post) was:

- too few men participants
- the fact the Saturday was included

- short time (more meetings for going more in depth would be good)
- some discussions went off the topic
- more examples from the experience of the trainers
- confusing terminology
- too long questionnaires
- focus on some heated topics of discussion
- certain reactions from the other trainees

A false impression that I had and corrected was that I believed that (Q.22e-post):

- violence is due to some individual mentalities
- violence was a private matter
- only certain forms of violence should be reported to police
- not the case
- that some gender stereotypes are innate characteristics
- there was no difference between gender equality and equal opportunity
- intimate partner violence is rare
- there is a total lack of specialised services and resources
- the steps for a victim to get out of the situation
- a violent person is a person that cannot control his/her anger
- falling in love is about sexual attraction
- a victim of violence can leave any time
- jealousy is a sign of love

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

- a. **its duration** (N=55): to have a follow up meeting for exchange of experience, shorter training
- b. **simulated workshop** (N=52): links to legislative text, focus on cases in Sibiu city, invite students, practice with students
- c. **the theoretical part of the seminar** (N=51): more hours for the simulated workshop
- d. **the material provided** (N=51): shorter questionnaires
- e. **topics that should have been included** (N=50): discussions from the point of view of the teachers (in the simulated workshop) would have been useful, more focus on assertive communication in prevention, comprehensive sexual education

- f. **topics that should have been elaborated on more** (N=51): the practical part, sexual education
- g. **topics that were emphasized more than necessary** (N=52): too much focus on the problem

C.2.4. Extent of gender inequality in Romania

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

Getting married and having children is considered more important for a woman than for a man, while professional and economic success is considered more important for a man.

Table 16. Mean ratings of 4 goals' importance for women and men

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.	<i>Mean</i>	
	for a woman	for a man
getting married	9,00	7,59
becoming a mother/father	9,17	7,69
succeeding professionally	8,04	9,35
succeeding economically	7,87	9,54

In term of decision-making, fathers were described most often as financial decision-maker and in the role of provider, while mothers in charge of taking care of children and most likely to quit working to take care of them.

Table 17. Percentage of answers in regards to the (un)equal distribution of power in the family

For each of the following statements, please check the box that describes better the situation in OUR COUNTRY	Answer (%)		
	Mother	Father	Equally
In most families:			
the person who makes the financial decisions in most families is the:	13,21	73,58	13,29
the person who makes the decisions related to children in most families is the:	73,58	5,66	20,75
the task of taking care of the children is mainly a responsibility of the:	90,57	1,89	7,55
the person who more often quits working in order to take care of the child/ren is the:	81,13	11,32	7,55
if only one person is the provider in the family, this person is more often the:	3,77	86,79	9,43

Table 18. Percentage of answers in regards to the (un)equal distribution of power in the family and the educational setting

For each of the following statements, please check the box that describes better the situation in <u>OUR COUNTRY</u>		Answer (%)		
		Women	Men	Equally
In most couples/families,	the person who earns more money than the other is the:	0	85,19	14,81
	the person who supposedly must earn more money than the other is the:	0	94,44	5,56
	the task of undertaking the domestic chores is mainly a responsibility of the:	98,15	0	1,85
	Most University full-time professors are:	5,56	75,93	18,52
	Most Principals in schools are:	12,96	40,74	46,30
	Most teachers teaching Maths are:	16,67	38,89	44,44
	Most teachers teaching Literature are:	87,04	1,85	11,11
	Almost all Kindergarten teachers are:	98,15	1,85	0

Table 19. Percentage of answers in regards to the (un)equal treatment of girls/women and boys/men in the family

For each of the following statements, please assess if it is “True” or “False” in <u>OUR COUNTRY</u>		Answer (%)	
		True	False
	In most families, boys have more freedom than girls of the same age	88,89	11,11
	In most families, girls have more freedom than boys of the same age	3,70	96,30
	In most families, boys are compelled to do more household tasks than girls of the same age	7,41	92,59
	In most families, girls are compelled to do more household tasks than boys of the same age	85,19	14,81
	There are women who do not work because their husband does not allow them to	85,19	14,81
	There are men who do not work because their wife does not allow them to	1,85	98,15

When teachers were asked to assess to what percentage gender equality has been achieved in Romania (see Table 20), they provided a mean rating of 49.9% (ranging from 20 to 90%), indicating a diverse starting point in the group (some that were very dissatisfied with the status of gender equality, and some that felt very optimistic about it).

Teachers were asked to repeat this assessment one more time in order to test if they would change their rating after becoming more familiar with the topic of gender equality. Their post-ratings were different, generally lower (ranging from 12 to 85%).

Table 20. Subjective estimation of gender equality achievement in Romania, as a percentage from 0 to 100%

To what percentage would you say that gender equality has been achieved in our country?	Pre	Post
	Mean	49,9
Std. deviation	19,5	17,4
Median	40,0	40,0
Min-max	20-90	12-85

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

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

It is obligatory for children born into marriage to take the last name of their	Answers (%)				
	father	mother	both names	parents can choose	Don't know
	35,19	1,85	11,11	40,74	11,11

Statement	Answers (%)		
	True	False	Don't know
Women are obliged to take the last name of their husband after marriage (F)	23,64	70,91	5,45
A married couple has to file a joint tax return under the name of the husband (T)	7,27	43,64	49,09

C.2.5. Extent of gender inequality in school

Trainees were asked, by replying to an open question (Q14-pre), to indicate what, according to their opinion, is the main difference between their male and female students. On the basis of teachers' answers, boys were seen by most respondents as more immature and naïve while girls as more mature and emancipated in the pre-questionnaire. In the post-questionnaire, the same perception was kept of boys, while girls were described by most respondents as more sensitive and vulnerable. This indicates that teachers became more aware about the vulnerability of girls.

Trainees were also asked to indicate, for a series of statements (Q15-pre & post), 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 teachers' answers, it seems that when it comes to expectations about academic performance there is similarity between what is expected of boys and girls (53.7% compared to 46.3%), but when it comes to more strict punishing most respondents selected boys (58.49%), as well as for the question "are suspected more when something is broken" (79.63%). Gender stereotypes seem to be decisive in who gets assigned for cleaning tasks versus tasks involving carrying things. No significant changes between pre- and post-questionnaire results were recorded.

Table 22. Percentage of teachers answering that each of the above behaviours in school is faced mostly by boys, by girls or by both sexes, equally

According to your opinion, please assess if, in general, boys and girls are treated differently in the school setting by their teachers: Boys or girls		Boys	Girls	Neither Boys = Girls
are expected to have higher academic performance?	Pre	-	53,7	46,3
	Post	1,9	42,6	55,6

are punished more strictly, when causing trouble? [N=53]	Pre	58,5	5,7	35,8
	Post	49,1	9,4	41,5
are assigned the most boring tasks?	Pre	7,4	35,2	57,4
	Post	5,6	51,9	42,6
are assigned the easiest tasks?	Pre	9,3	40,7	50,0
	Post	7,4	50,0	42,6
are suspected more if something has been broken?	Pre	79,6	-	20,4
	Post	75,9	-	24,1
are assigned the task to clean something, if needed?	Pre	14,8	50,0	35,2
	Post	5,6	59,3	35,2
are assigned the tasks requiring responsibility?	Pre	13,5	28,8	57,7
	Post	19,2	15,4	65,4
are suspected more if something has been stolen?	Pre	36,5	-	63,5
	Post	55,8	1,9	42,3
are assigned the task to carry something, if needed?	Pre	88,9	-	11,1
	Post	87,0	3,7	9,3
need to study harder in order to get the same grade as the opposite sex?	Pre	13,0	14,8	72,2
	Post	13,0	18,5	68,5
are praised more when demonstrating good academic performance?	Pre	22,2	14,8	63,0
	Post	31,5	5,6	63,0
are praised more when they are quiet in the classroom?	Pre	37,0	3,7	59,3
	Post	50,0	-	50,0
receive higher grades for equal performance?	Pre	11,1	9,3	79,6
	Post	18,5	7,4	74,1
are expected to be quieter in the classroom?	Pre	14,8	53,7	31,5
	Post	24,1	42,6	33,3

Additionally, teachers were asked to indicate, for a series of statements (Q16-pre & 18-post), whether the situation described by each statement is faced equally by both male and female teachers. Twenty out of the 24 statements were developed in such a way so that they consisted of 10 pairs (see in Table 23): the 1st statement of each pair intended to assess whether or not the same expectations are imposed on male and female teachers, while the 2nd one intended to assess whether women and men teachers are complying with these expectations (that are imposed on them). In general it seems that there is quite a big difference between expectations, which are quite stereotypical, and reality.

Table 23. Percentage of teachers answering that each of the above situations in school is faced mostly by female teachers, by male teachers or by teachers of both sexes, equally

According to your opinion, please assess if, in general, male & female teachers are treated differently in the school setting: Female or male teachers		Females	Males	Neither Females=Males
are considered to be more capable to impose discipline in classroom?	Pre	3,7	44,4	51,9
	Post	5,6	44,4	50,0
are more capable to impose discipline in classroom?	Pre	7,4	22,2	70,4
	Post	7,4	25,9	66,7
are assigned the most boring tasks?	Pre	35,2	3,7	61,1
	Post	40,7	-	59,3
voluntarily undertake the most boring tasks?	Pre	42,6	-	57,4
	Post	38,9	1,9	59,3
are assigned the easiest tasks?	Pre	18,5	13,0	68,5
	Post	20,4	16,7	63,0
voluntarily undertake the easiest tasks?	Pre	16,7	25,9	57,4
	Post	13,0	42,6	44,4
are assigned the task to repair something, if needed?	Pre	1,9	68,5	29,6
	Post	1,9	79,6	18,5
voluntarily undertake the task to repair something, if needed?	Pre	14,8	46,3	38,9
	Post	18,5	55,6	25,9
are assigned the task to make coffee, if needed?	Pre	66,7	1,9	31,5
	Post	85,2	-	14,8
voluntarily undertake the task to make coffee, if needed?	Pre	68,5	3,7	27,8
	Post	87,0	-	13,0
are assigned the task to clean something, if needed?	Pre	60,4	5,7	34,0
	Post	83,0	1,9	15,1
voluntarily undertake the task to clean something, if needed?	Pre	71,7	3,8	24,5
	Post	79,2	5,7	15,1
are assigned the tasks requiring responsibility?	Pre	14,8	14,8	70,4
	Post	13,0	24,1	63,0
voluntarily undertake the tasks requiring responsibility?	Pre	27,8	11,1	61,1
	Post	22,2	16,7	61,1
are considered to be more lenient when assigning grades?	Pre	16,7	18,5	64,8
	Post	29,6	14,8	55,6
are assigned the task to carry something, if needed?	Pre	5,6	75,9	18,5
	Post	1,9	87,0	11,1
voluntarily undertake the task to carry something, if needed?	Pre	9,3	64,8	25,9
	Post	13,0	57,4	29,6
are expected to adopt a parental role towards their students?	Pre	46,3	3,7	20,0
	Post	55,6	3,7	40,7
adopt a parental role towards their students?	Pre	40,7	1,9	57,4
	Post	57,4	7,4	35,2
are expected to be approached by more students to discuss their problems?	Pre	57,4	3,7	38,9
	Post	64,8	1,9	33,3
are expected to be more patient with their students?	Pre	50,0	3,7	46,3
	Post	55,6	3,7	40,7
are more patient with their students?	Pre	37,0	7,4	55,6
	Post	51,9	5,6	42,6
work more hours at school?	Pre	44,4	5,6	20,0
	Post	48,1	13,0	38,9
work more hours at home?	Pre	55,6	7,4	37,0
	Post	55,6	3,7	40,7

Teachers were asked to rate discriminative behaviour in school by teachers and students, against or in favour of each gender; this rating was made both before and at the end of the Seminar in order to test whether their sensitization would alter their ratings.

Most teachers report they have only rarely seen or been informed of discriminatory behavior or way of speaking. No significant differences were recorded between pre- and post-questionnaire findings. Teachers were also asked to assess their own discriminatory behavior in favor or against their students at two different times. Mean ratings for these questions tended to be lower than in the previous question (never to rarely). Last but not least, teachers were asked whether they have ever identified any educational material that is gender discriminatory. Their ratings at two different times show they generally rarely or sometimes identified such material.

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

This chapter presents data from questions aiming to assess teachers' self-assessed adequacy and knowledge; teachers' knowledge was also measured directly via three sets of questions. Teachers' feelings on how adequate they considered themselves in aspects related to the project's implementation and in helping abused students was measured via a) a series of items (Table 26) asking them to rate how comfortable they feel to work along with their students on topics related to gender equality and abuse, as well as via items asking them to assess the adequacy of their knowledge on gender equality and abuse topics Table 27 and b) via a series of questions asking them to rate how confident they feel that, with the knowledge and skills they currently have, they can help a student who discloses to them that s/he is being abused (Table 28). In an effort to assess the impact of the Teachers' Seminar on all of the aforementioned variables, all of the measurements were taken before (pre-) and after (post-) the Teachers' Seminar.

Knowledge on abuse topics. Teachers were asked to assess if each of the ten items that are illustrated in Table 24 is *true* or *false*; each item was assessed twice, one when the behavior described was conducted by a male towards his female partner (Table 24 b) and one when the same behavior was conducted by a female towards her male partner (Table 24 a). The Table presents only the percentage of teachers who correctly answered each question while the correct answer is indicated with (T) or (S). The comparison between Pre and Post indicates that teachers were more able to correctly identify emotional blackmail (tells her that if she ever leaves him, he would die without her) as well as controlling behavior (accompanies her everywhere and always, wherever she goes) after the seminar.

Table 24. Percentage of correct answers on pre- & post- questionnaires, for violent behavior perpetrated by a male towards a female partner

	Correct* answers (%)	
	Pre	Post
According to the best of your knowledge, please assess if each of the following statements is "True" or "False"		
a. It is a type of violence when, in a relationship, he:		
1. continually yells at her (T)	100,0	100,0
2. doesn't want to take her with him every time he goes out with his friends (F)	64,8	53,7
3. tells her that if she ever leaves him, he would die without her (T)	76,4	96,4
4. calls her names and puts her down (T)	100,0	100,0
5. gets angry when she is late for a date (F)	40,0	25,5
6. accompanies her everywhere and always, wherever she goes (T)	67,3	87,3
7. wants, when they go out, to share the cost fifty-fifty (F)	90,7	87,0
8. tells her which people she can and can't see (T)	89,1	98,2
9. tells her what she should and shouldn't wear (T)	80,0	96,4
10. threatens to physically hurt her (T)	98,2	100,0

	Correct* answers (%)	
	Pre	Post
18 b. It is a type of violence when, in a relationship, she:		
1. continually yells at him (T)	100,0	100,0
2. doesn't want to take him with her every time she goes out with her friends (F)	63,6	54,5
3. tells him that if he ever leaves her, she would die without him (T)	74,5	94,5
4. calls him names and puts him down (T)	100,0	100,0
5. gets angry when he is late for a date (F)	38,2	23,6
6. accompanies him everywhere and always, wherever he goes (T)	69,1	83,6
7. wants, when they go out, to share the cost fifty-fifty (F)	87,0	79,6
8. tells him which people he can and can't see (T)	87,3	96,4
9. tells him what he should and shouldn't wear (T)	78,2	96,4
10. threatens to physically hurt him (T)	98,2	98,2

Teachers and school counselors were also assessed whether each of the 17 statements included in Table 25 is *true* or *false*. The table presents the percentage of correct answers (which is indicated in parenthesis with red font). The most significant change was recorded regarding the perception about violent people as persons who cannot control their anger (24.1 compared to 66.7), which means they have corrected myths that lead to tolerance for violent behavior.

Table 25. Percentage of correct answers in pre- & postquestionnaires, for issues related to violence and abuse

	Correct* answers (%)	
	Pre	Post
According to the best of your knowledge, please assess if each of the following statements is "True" or "False"		
1. Violence in a relationship exists only among people who are poor (F)	96,3	90,7
2. Violence in a relationship exists only among uneducated people (F)	92,6	96,3

According to the best of your knowledge, please assess if each of the following statements is "True" or "False"	Correct* answers (%)	
	Pre	Post
3. Victims of violent relationships are mostly women (T)	88,9	74,1
4. A person is abused only when physical violence exists (F)	96,3	90,7
5. Destroying personal possessions and property is not a form of violence (F)	90,7	92,6
6. Violent people are people who can't control their anger (F)	24,1	66,7
7. If she didn't provoke him, he wouldn't abuse her (F)	88,7	98,1
8. You can understand if a person is violent or not, just by his/her appearance (F)	90,7	94,4
9. Jealousy is a sign of love (F)	88,9	94,4
10. Girls are never physically violent with their partners (F)	98,1	96,3
11. When a boy caresses a girl and she says "no", often it means "yes" (F)	92,6	96,3
12. When a person is being abused in his/her intimate relationship, it is easy just to leave (F)	81,5	83,3
13. A person's violent behaviour can change if his/her partner loves him/her enough (F)	77,4	88,7
14. Men are violent by nature (F)	88,9	88,9
15. Women are violent by nature (F)	96,3	98,1
16. Most girls believe that they must "play hard to get" before consenting to have sex (F)	68,5	85,2
17. Most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get" (F)	56,6	73,6

Topics - Self-assessed comfortableness to work with the activities. As Table 26 illustrate, all ratings improved during Post questionnaire, with most significant improvements under the topics of romantic (dating) relationships of adolescents (8.47 compared to 9.44) and sexual abuse in dating relationships (7.39 to 8.89).

Table 26. Mean ratings of trainees' self-assessed comfortableness to implement activities targeting 9 topics as assessed on an 11-point scale (from 0=not at all to 10=absolutely) in pre- & post-questionnaires

Independently of the knowledge you have on these issues, how comfortable would you feel to implement in your classroom activities targeting each of the following topics?	Pre	Post
i. gender equality	9,35	9,75
ii. gender stereotypes	9,24	9,78
iii. romantic (dating) relationships of adolescents	8,47	9,44
iv. healthy and unhealthy relationships	8,89	9,62
v. how to recognize signs of abuse	9,02	9,47
vi. physical abuse in dating relationships	8,63	9,51
vii. psychological abuse in dating relationships	8,80	9,55
viii. sexual abuse in dating relationships	7,39	8,89
ix. ways of intervening in dating violence and/or intimate partner violence	8,64	9,45

Self-assessed knowledge. Teachers were also asked to assess on the basis of an 11-point scale (from 0=not at all to 10=absolutely) regarding how much knowledge they have on issues related to gender equality and abuse. Trainees' pre- & post- measures are presented in Table 27. There is quite a constant increase in ratings, indicating significant improvement.

Table 27. Mean ratings of trainees' self-assessed knowledge on topics related to gender equality and abuse, as assessed on an 11-point scale (from 0=not at all to 10=absolutely) in pre- & post-questionnaires

What rate would you give for the knowledge <u>you currently have</u> on:	Pre	Post
i. gender equality	7,32	9,36
ii. gender stereotypes	7,10	9,38
iii. romantic relationships of adolescents	7,39	9,22
iv. healthy and unhealthy romantic (intimate partner) relationships	7,64	9,40
v. physical abuse in dating relationships	7,20	9,24
vi. psychological abuse in dating relationships	7,25	9,18
vii. sexual abuse in dating relationships	6,75	9,02
viii. what you can do to help one of your students who is being abused	6,76	9,04
ix. the obligations you have if one of your students discloses that s/he is being abused	6,87	9,22

(b) what you should say to one of your students who discloses to you that:	Pre	Post
x. her/his partner is physically abusing him/her?	6,87	9,99
xi. her/his partner is psychologically abusing him/her?	6,80	9,15
xii. her/his partner is sexually abusing him/her?	6,35	9,12
xiii. a member of his/her family or another person is abusing her/him?	6,67	9,12
xiv. her/his mother is being abused	6,59	8,94

Self-assessed adequacy on helping abused students. In addition to trainees' ratings on how knowledgeable they consider themselves on *what they should say to one of their students who discloses to them that s/he suffers 5 types of abuse* (part b of Table 28), trainees were also asked to rate the same questions in regards to their confidence that they are able to help a student who reveals to them that s/he suffers from one or more of these types of abuse.

Table 28. Mean ratings of trainees' self-assessed confidence to help an abused student as assessed on an 11-point scale (from 0=not at all to 10=absolutely) in pre- & post- questionnaires

Based on the knowledge and skills <u>you currently have</u>, how confident do you feel that you can help a student of yours, who discloses to you that:	Pre	Post
i. her/his partner is physically abusing him/her?	7,33	9,09
ii. her/his partner is psychologically abusing him/her?	7,28	8,98
iii. her/his partner is sexually abusing him/her?	6,93	8,82
iv. a member of his/her family or another person is abusing her/him?	7,00	8,86
v. her/his mother is being abused?	6,78	8,92

There is quite a constant increase in ratings, indicating significant improvement.

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

Trainees were asked before the Seminar whether it has ever *happened that they have been informed (directly or indirectly) that a (fe)male student of yours has a romantic or intimate relationship in which s/he suffers any type of abuse*. As presented in Table 29, close to half of the teachers were aware of psychological abuse against girls, and about a quarter of sexual abuse against girls. Lower ratings, on average half those for girls) were given for boys, which indicates that abuse among boys is less frequent as well as that the teachers are less likely to find out about it when boys are concerned.

Table 29. Percentage of teachers declaring that they have been informed that a student is being abused in her/his intimate relationship

Did you ever happen to be informed (directly or indirectly) that a (fe)male student of yours has a romantic or intimate relationship in which s/he is abused:						
Student's gender	physically		psychologically		sexually	
	N	%	N	%	N	%
Female	20	37,74	26	48,15	13	24,53
Male	8	14,81	16	27,78	7	12,96

21 of teachers/school counsellors (40,38%) reported that they have been asked for help by a student; from these 17 teachers, 62,96% reported that they faced difficulties. The type of difficulties mentioned were.

- lack of information and support network
- lack of family involvement
- I don't know how to counsel the student
- emotional dependence of the student
- the procedures in place
- low implementation of advice provided
- mediation
- incapacity to find solutions

Replies from 22 teachers who answered the question, ***how did you feel?*** are listed below:

- baffled
- helpless
- responsible
- confident
- embarrassed
- shocked
- revolted

- ▶ sad
- ▶ due to get involved
- ▶ in difficulty

15 trainees (68,18%) replied positively to the question ***were you able to help?***, while 15 replied “other”, which was further specified as follows:

- ▶ *I tried*
- ▶ *psychological counselling*
- ▶ *I asked other specialists*

D. Success Factors, Barriers & Suggestions for Improvements

Success Factors:

- ▶ Openness from the Sibiu School Inspectorate and Sibiu County Centre for Resources and Educational Assistance to implement such seminars/workshops
- ▶ More requests of participation than planned, special selection was necessary through motivational letters
- ▶ The Seminars succeeded to raise awareness and deconstruct or raise questions on gender stereotypes of teachers and school councillors
- ▶ After the seminars, trainees felt more confident to implement awareness rising activities in the classroom
- ▶ Most of the participants attended such training on this topic for the first time, especially those coming from other cities
- ▶ Many trainees were unaware that their behaviour/thinking was gender discriminative and they often reinforced gender stereotypes
- ▶ Trainees received information and strengthened the skills they needed in order to be able to identify and handle potential cases of abuse that might be revealed by students during or after the implementation of “GEAR against IPV” Workshops
- ▶ Trainees had the opportunity to exchange best practices and make new connections

Barriers:

- ▶ Too long questionnaires both for teachers and students, some may fill them out
- ▶ Many Forms required to fill in by the implementers
- ▶ Difficulties applying / understanding the questionnaires by the students – especially in vocational schools – time consuming

Suggestions:

- ▶ Special attention when selecting the trainees, some may not be interested in implementing, but rather traveling
- ▶ Question “teachers” stereotypes all the time
- ▶ Pay attention to trainees’ needs, if some topics are more interesting for them, focus on them, be flexible

Conclusion

Based on the results of the questionnaires we conclude that the seminars were highly successful in preparing the teachers for the implementation of the module as well as useful in their daily work, as **97,04 % of the participants reported** that they *would choose to participate in a similar Seminar in the future*, **97,78 %** that they *would recommend to a colleague of them to attend a Seminar like this*, and **92,13 %** that they *would decide to implement the GEAR Against IPV workshops*. A success factor was related to the fact that the team of trainers had long previous experience with student workshops on gender stereotypes and gender-based violence, as well as in supporting survivors of violence and knowledge about the support system and its the gaps. They were able to cover well both the practical and the theoretical part of the seminar.

In terms of barriers, the teachers' own stereotypes are the greatest barriers, and in order to overcome them we suggest adding a session in which teachers work on these aspects from their own perspective as well, while keeping the simulated workshop. A practical session in which the teacher try out teaching a session based on the module to students, with feedback from the trainers, would also be a great help to ensure that teachers' comments and interpretations of the activities do not undermine the learning objectives.

Last but not least, for increased effectiveness we recommend shortened questionnaires and overall less paperwork which tends to generate frustration and decrease the level of enthusiasm and commitment on the part of the teachers.

Annexes

1st Seminar

Agenda

AGENDA
seminar „GEAR - Mecanism împotriva VPI” de instruire a cadrelor didactice

1.10.2015	
Secțiunea introductivă	
9:00-10:30	Deschidere
10:30-11:00	Pauză
PARTEA I Simularea realizării atelierului „GEAR - Mecanism împotriva VPI”	
11:00-12:30	Din perspectiva elevilor/elevelor Modulul I. Secțiunea introductivă
12:30-13:30	Pauză de masă
13:30-15:00	Modulul II. Stereotipuri de gen și egalitate de gen- Activități practice
15:00-15:30	Pauză
15:30-17:00	Modulul II. Stereotipuri de gen și egalitate de gen- (continuare) <i>Stereotipuri de gen & masculinitate vs feminitate-</i> Activități practice
23.10.2015	
PARTEA I Simularea realizării atelierului „GEAR - Mecanism împotriva VPI”	
9:00-10:30	Modulul II. Stereotipuri de gen și egalitate de gen- (continuare) <i>Stereotipuri de gen & masculinitate vs feminitate -</i> Activități practice
10:30-11:00	Pauză
11:00- 12:30	Modulul III. Relații sănătoase și nesănătoase- Activități practice
12:30-13:30	Pauză de masă
13:30- 15:00	Modulul IV. Violența între parteneri intimi-Activități practice
15:00-15:30	Pauză
15:30-17:00	Modulul IV. Violența între parteneri intimi- (continuare) <i>Ce putem face/Modalități de intervenție-</i> Activități practice



„GEAR - Mecanism împotriva VPI”

Conștientizare privind egalitatea de gen pentru prevenirea violenței între parteneri intimi

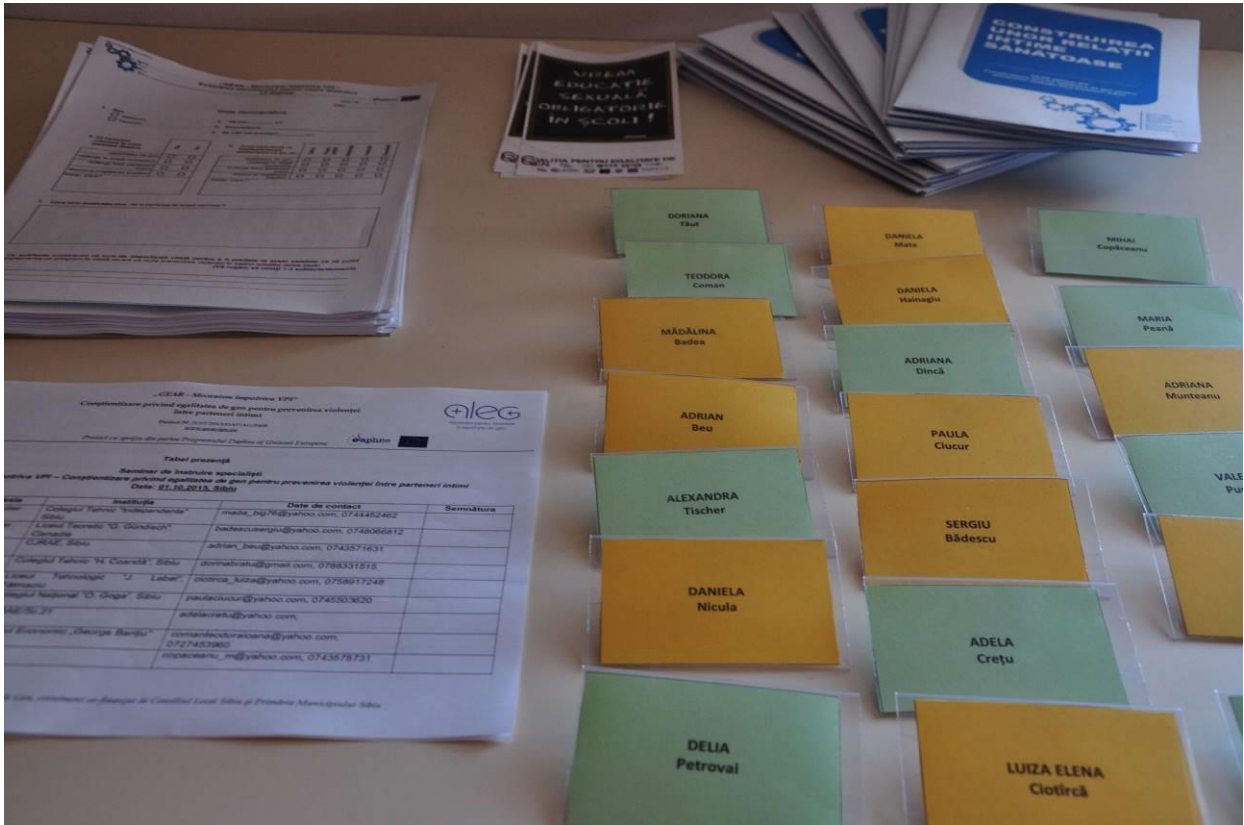
Proiect Nr: JUST/2013/DAP/AG/5408
www.gear-ipv.eu



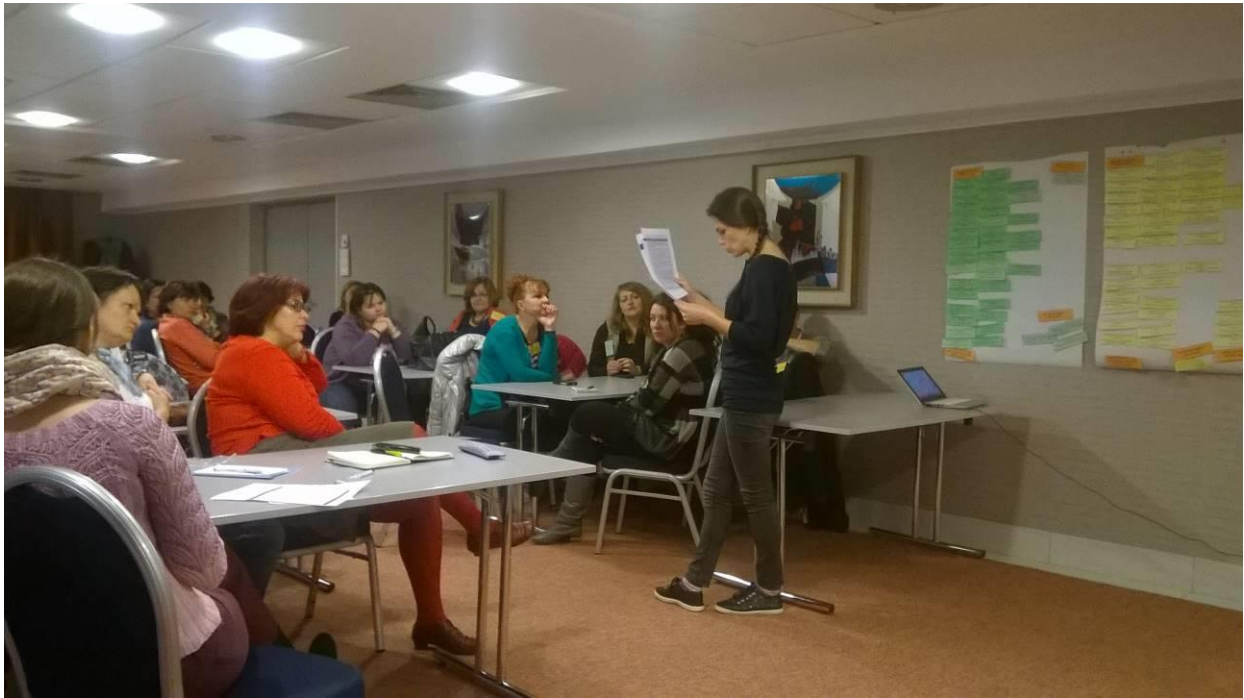
24.10.2015	
9:00-10:30	Reflecții privind atelierul „GEAR - Mecanism împotriva VPI” Feedback și sugestii
10:30-11:00	Pauză
PARTEA A II-A Cum să folosiți Manualul III: Manual pentru cadrele didactice „GEAR - Mecanism împotriva VPI”	
11:00-12:30	Aspecte practice privind organizarea activităților GEAR la clasă ♦ Întrebări și răspunsuri
12:30- 13:30	Pauză de masă
PARTEA A III-A Instruire teoretică	
13:30-15:00	Conștientizarea aspectelor de egalitate de gen, violență în relații romantice, VPI și ANC ♦ Întrebări și răspunsuri
15:00- 15:30	Pauză
15:30-16:15	Cum se tratează cazurile de abuz ♦ Informații specifice - legislația națională, Codul deontologic al cadrului didactic, Codul Etic, servicii de asistență ♦ Consolidarea aptitudinilor cadrelor didactice ♦ Întrebări și răspunsuri
Secțiunea finală	
16:15-17:00	Completarea Chestionarului final Încheierea seminarului

1st Seminar

Photos











2nd Seminar

Agenda

AGENDA
seminar „GEAR - Mecanism împotriva VPI” de instruire a cadrelor didactice

6.11.2015	
Secțiunea introductivă	
9:00-10:30	Deschidere
10:30-11:00	Pauză
PARTEA I Simularea realizării atelierului „GEAR - Mecanism împotriva VPI”	
11:00-12:30	Din perspectiva elevilor/elevelor Modulul I. Secțiunea introductivă
12:30-13:30	Pauză de masă
13:30-15:00	Modulul II. Stereotipuri de gen și egalitate de gen- Activități practice
15:00-15:30	Pauză
15:30-17:00	Modulul II. Stereotipuri de gen și egalitate de gen- (continuare) <i>Stereotipuri de gen & masculinitate vs feminitate-</i> Activități practice
7.11.2015	
PARTEA I Simularea realizării atelierului „GEAR - Mecanism împotriva VPI”	
9:00-10:30	Modulul II. Stereotipuri de gen și egalitate de gen- (continuare) <i>Stereotipuri de gen & masculinitate vs feminitate -</i> Activități practice
10:30-11:00	Pauză
11:00- 12:30	Modulul III. Relații sănătoase și nesănătoase- Activități practice
12:30-13:30	Pauză de masă
13:30- 15:00	Modulul IV. Violența între parteneri intimi-Activități practice
15:00-15:30	Pauză
15:30-17:00	Modulul IV. Violența între parteneri intimi- (continuare) <i>Ce putem face/Modalități de intervenție-</i> Activități practice

8.11.2015	
9:00-10:30	Reflecții privind atelierul „GEAR – Mecanism împotriva VPI” Feedback și sugestii
10:30-11:00	Pauză
PARTEA A II-A Cum să folosiți Manualul III: Manual pentru cadrele didactice „GEAR – Mecanism împotriva VPI”	
11:00-12:30	Aspecte practice privind implementarea activităților la clasă Cum se folosesc Manualele III și IV ♦ Întrebări și răspunsuri
12:30- 13:30	Pauză de masă
PARTEA A III-A Instruire teoretică	
13:30-15:00	Conștientizarea aspectelor de egalitate de gen, violență în relații romantice, VPI și ANC ♦ Întrebări și răspunsuri
15:00- 15:30	Pauză
15:30-16:15	Cum se tratează cazurile de abuz ♦ Informații specifice – legislația națională, Codul deontologic al cadrului didactic, Codul Etic, servicii de asistență, etc. ♦ Consolidarea aptitudinilor cadrelor didactice ♦ Întrebări și răspunsuri
Secțiunea finală	
16:15-17:00	Completarea Chestionarului final Încheierea seminarului
17:00-17:15	Pauză
17:15-	Întâlnire închisă, doar pentru implementatori/implementatoare

2nd Seminar

Photos









