

# Gender Equality Awareness Raising against Intimate Partner Violence II

## GEAR against IPV II

### Report

#### ***Awareness Raising Workshops with Adolescents in Romania: Implementation and Evaluation Report***



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

*November, 2016*

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





# Credits

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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.

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## Suggested citation

Gall, E., Proca, C. (2016). *GEAR against IPV II Awareness Raising Workshops with Adolescents in Romania: Implementation and Evaluation Report*. Sibiu: Association for Liberty and Equality of Gender- A.L.E.G.

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*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.*

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# Project Identity

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

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

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- 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
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# Preface

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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
- represents a precise fulfilment of Article 14 of the Council of Europe (2011) *Convention on preventing and combating violence against women and domestic violence*. In this article, that concerns education, it is clearly stated that such type of "teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners" should be included not only "in formal curricula and at all levels of education", but also "in informal educational facilities, as well as in sports, cultural and leisure facilities and the media".

Main Activities of the GEAR against IPV Approach are:

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

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

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

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

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

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

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

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

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

This Report describes the implementation and evaluation of the "GEAR against IPV" Awareness Raising Workshops with adolescents that were conducted by specially trained<sup>1</sup> teachers and school counsellors in Romania in the context of the "GEAR against IPV II" Project.

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



# Summary

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In the timeframe November 2015 – June 2016, 10 selected implementers conducted GEAR against IPV Workshops with 262 students in 6 cities and towns in Romania: 5 high schools and vocational schools in Sibiu, and 5 high schools and vocational schools in the cities of Bacău, Brăila, Cugir, Cluj-Napoca and Slobozia. All workshops included at least 13 hours of teaching, organized flexibly by the implementers within the framework of agreement with their schools management. 8 of the implementers were teachers (many of whom function as „diriginti” meaning form teachers responsible for 1 class and having extra hours for that class as part of the curriculum) and 2 were school councillors (psychologists) who have a standard number of teaching hours for each class and establish their own curriculum.

In accordance with the project methodology, in order to evaluate the impact of these pilot workshops, pre- and post-questionnaires were filled in by participating students. 262 students (165 girls and 97 boys) completed the pre-questionnaire and 243 students (154 girls and 89 boys) completed the post-questionnaires. Satisfaction questionnaires were also filled in by students. All implementers taught 10th graders in order to ensure comparable results for the evaluation study in the framework of the project. Self-reporting forms were filled in by all implementers for each workshop.

This report presents the outcomes of the evaluation and makes final recommendations for the continuation of the workshop implementation, including suggestions for improvement.

# Background

## Material

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

On the basis of the Revised edition of Master "GEAR against IPV" Booklet III and IV in the English language, Association for Liberty and Equality of Gender- A.L.E.G. translated Booklet III and IV into Romanian and completed and culturally adapted (wherever necessary) specific sections by following the instructions that were included in Master Booklet III and IV (appearing in orange font). Therefore, the culturally adapted Romanian<sup>3</sup> edition of Booklets III and IV was developed and used for the organization, implementation and evaluation of the Workshops.

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

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



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

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

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



This Booklet has been structured in such a way that facilitates the implementer in locating and reproducing the respective material for each activity. Parts of the material can be used in the classroom, while there is also available material that can be given as homework to the students who participate in the workshops. Lastly, it includes informational and self-assessment material that can be distributed to adolescents for their own use, either at present or in the future.

<sup>2</sup> The material is available for downloading from here: [www.gear-ipv.eu/download](http://www.gear-ipv.eu/download)

<sup>3</sup> Available at: [www.gear-ipv.eu/educational-material/national-packages](http://www.gear-ipv.eu/educational-material/national-packages)

### ***Training Seminars with teachers and school counsellors***

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 aim of the seminars was to provide teachers with theoretical and experiential training and to build their capacities and skills on addressing gender equality - gender roles and stereotypes, as well as gender-based violence with a focus on intimate partner violence. The training seminars were an essential part of the teachers' preparation to implement the GEAR approach and workshops in school and other settings. Another goal was to build up the capacities of teachers and school councilors 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); 40 of them were from Sibiu and 15 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 questioning the adults' own gender stereotypes in order to be able to react in a positive manner when addressing these issue during the workshops. The trainees had the opportunity to reflect on their gender stereotypical attitudes and behaviors, as well as any attitudes supporting tolerance to violence.

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 their attendance. 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 career guidance, 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 in a school. A school counsellor has to cover minimum 800 students. Considering that some of the counsellor's responsibilities include improving 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 to develop their knowledge and skills.

The participants to the Teacher's Training Seminar were selected after a national announcement as described below.

Before starting the Seminars, A.L.E.G. sent official letters to two institutions, The Sibiu County School Inspectorate and to the Sibiu County Centre for Resources and Educational Assistance, both institutions approved the teachers' and school councillors' attendance to the event. Having obtained approval, invitations were sent in September 2015 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 a training.

After the selection process ended, 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.

Out of the 55 trainees, 10 were selected to implement GEAR activities to 10<sup>th</sup> grade students, as implementers- 5 implementers were from Sibiu (3 teachers and 2 school councillors) and 5 implementers from other cities of Romania (Cugir, Cluj, Bacău, Brăila, Slobozia). All 10 implemented awareness raising workshops for 262 students as part of the GEAR against IPV II project.

The training seminars were structured based on the culturally adapted Romanian edition of GEAR Booklets III and IV.

## **A. GEAR *against* IPV Workshops' Implementation**

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### **A.1. Preparation of workshops**

#### ***Obtainment of permission(s)***

An invitation to collaborate on the GEAR against IPV programme was sent to the Sibiu County School Inspectorate who 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, who coordinates school councillors.

To ensure the framework for conducting the workshops in high schools, A.L.E.G. signed a Protocol with the General School Inspectorate and with Sibiu County Centre for Resources and Educational Assistance. Also, with the 5 highschoools from Sibiu individual protocols were signed.

Once these approvals were obtained and the partnerships were signed, it was up to the 10 implementors to schedule the minimum 13 hours of activities in a way that best fit their circumstances.

No extra permissions were needed, by December all the formalities were finalised, and the GEAR activities could start.

#### ***Identification of implementers***

From the 55 trained teachers and school counselor who attended in October and November 2015 at the Teacher's Training Seminars, 10 were selected to implement GEAR activities to 10<sup>th</sup> grade students, as implementers. The main criteria were their expressed availability to implement workshops with 10<sup>th</sup> grade students as well as their motivation to conduct the workshops. No information regarding remuneration for this activity was provided beforehand, so that motivation would be related to content.

5 implementers were selected from Sibiu (3 teachers and 2 school councilors) and 5 implementers from other cities of Romania (Cugir, Cluj, Bacău, Brăila, Slobozia).

With the 10 implementers individual service contracts were sined based on the provisions of the Civil Law and Fiscal Code in Romania.

#### ***Preparation and organization of workshops by the implementers***

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

- investigation of possibilities to implement the workshops within or outside of the regular school curriculum or both combined
- commitment before starting the seminar, application
- recruitment of students. All of them teach 10<sup>th</sup> grade students among other grades, 3 of them chose to implement the activities for mixed groups of students from different classes, and 2 to do the workshops outside the school curriculum
- teachers' self-preparation

- selection of activities to be implemented
- development of the workshops' program
- parents' consent document to be signed, where necessary, in order to allow students participation at the workshops and use of their image for photo documentation

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

**Teachers' self-preparation** included becoming familiarized with the entire content of Booklets III and IV that were given to them during their training (in order to be able to select the activities to be implemented), reading the background theoretical information (Annex A in Booklet III), especially if they did not feel experienced in gender equality and intimate partner violence issues, and to get prepared to appropriately react in case abuse is disclosed by a student during the implementation of the workshop.

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

### ***Monitoring and reporting***

The methods used for monitoring the workshops by the Association for Liberty and Equality of Gender – A.L.E.G. included, apart from constant communication with the implementers (via e-mail, telephone, Facebook), the completion of a series of brief Reporting Forms by the implementers, at the beginning, during and at the end of the workshops' implementation. The Reporting Forms that had to be completed in different times by each implementer were the following:

**C1. Reporting Form: Design of the Workshop's Implementation.** On this Form, each implementer had to provide (before the onset of the workshop) some general information (e.g. name, specialty and

contact details, the name and address of the school) and information about the characteristics of the workshop to be implemented, such as: the grade that the workshop would be implemented in (e.g. 10<sup>th</sup> grade of high school), the estimated number of participants (boys and girls), start and end date of the workshop, if the workshop would be implemented inside or outside the school curriculum or both, estimated number of sessions and duration of the workshop, which activities s/he intended to implement (including “back-up activities”). The aim of this Form was for each implementer to provide some preliminary information to the Association for Liberty and Equality of Gender –A.L.E.G. about the characteristics of the workshop that she planned to implement and therefore, to enable the Association for Liberty and Equality of Gender –A.L.E.G. to provide assistance to the teachers and school counselors, suggestions for improvements or corrective actions in case of any misunderstanding (e.g. if the design is imbalanced by omitting or including few activities from a Module). Additionally, on the basis of the C1 Form, the Association for Liberty and Equality of Gender –A.L.E.G. prepared the materials and supplies needed for the selected activities as well as for the Workshop’s evaluation and mailed them to the implementer.

**C2. Reporting Form for Sessions: Description of the Implementation of the Activities of the Workshop.** The aim of C2 Reporting Form was each teacher and school counselor to provide specific information about the content of each session that was conducted with the students. More specifically, the implementer was asked to provide information about the number of participants in each session, the activities conducted, modifications made (if any) to the material or to the procedure followed, any difficulties that the teacher or the students faced, benefits gained, comments etc. C2 Reporting Form had to be completed at the end of each session with students (one form per session). For the sessions where the teacher administered questionnaires (pre-measurement, post-measurement) then she had also to complete the 2nd part of C2 Reporting Form -entitled “C2EV. Reporting Form for Evaluation” (along with this Form, implementers had to also send to the Association for Liberty and Equality of Gender –A.L.E.G. the pre-questionnaires completed by students).

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

At the end of each workshop, along with this completed Form, each implementer had sent to the Association for Liberty and Equality of Gender –A.L.E.G. the following:

- post-questionnaires completed by students
- flipchart papers and worksheets completed during the workshop
- photos and/or videos during implementation
- material developed by adolescents for the peer-awareness raising campaign



## **A.2. Implementation of workshops**

### **A.2.1. Participants**

#### ***Implementers***

The workshops were implemented by 6 **teachers** and 4 **school counselors**, all female, who conducted 10 workshops. The specialties of teachers and school counselors that implemented the workshops were:

- ▶ Teachers: Romanian/French, English-French, Art/Theatre, English, Chemistry, Philology
- ▶ School counselor teachers

All implementers have been previously trained<sup>4</sup> in two training seminars in October and November 2015.

Even though it was anticipated for implementers to receive a small amount of money, as reimbursement for their contribution, this information was not shared until after the selection of implementer, in order not to influence their motivation. Teachers and school counselors were informed about this after they showed a serious commitment and an individual service contract was signed at the end the implementers meeting, and the payment was made only after finalizing all the workshop activities and after submitting to A.L.E.G. the product for the student competition. With the high schools from Sibiu a separate protocol was signed between the school management and A.L.E.G.

#### ***Adolescents***

In total, 262 students were recruited to participate in the workshops, all of them were 10<sup>th</sup> grade high school students. Of the 262 participants, 261 completed the pre and 243 the post questionnaires, and thus all results data presented in chapter B 'GEAR against IPV Workshops' Evaluation' were calculated on the basis of the responses of 261 students. Notably, there were no drop-outs from the workshops and all 178 students attended the workshops from commencement to completion. More specific:

- 261 students (164 girls and 97 boys) completed the pre-questionnaire
- 243 students (154 girls and 89 boys) completed the post- questionnaires

None of the students dropped out from the workshops, but some of them from different reasons did not complete the final questionnaires on different reasons: participation to other ERASMUS projects that required their presence abroad, attending to Olympics etc.

Students' demographic characteristics are illustrated on Table 1. The group consisted of 97 boys and 164 girls aged 15-18 years

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



**Table 1.** Demographic characteristics of workshops' participants

Demographic Characteristics	Participants		
	261	100%	
Sex	Male	97	37,16 %
	Female	164	62,84 %
	Missing	0	-
Age	15	21	8,04 %
	16	189	72,41 %
	17	47	18,00 %
	18	4	1,53 %
	Missing	0	-
Nationality	Romanian	261	100%
	Missing	0	-

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

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

**Stage 1:** right after the end of the Teachers' Seminars, the Association for Liberty and Equality of Gender- A.L.E.G. sent each implementer an electronic (google doc form) version of the C1 Reporting in order to complete the preliminary information that was necessary for the preparation of the intervention's materials and evaluation questionnaires. More specifically, each teacher and school counselor, as soon as she had assembled the group of students, provided the Association for Liberty and Equality of Gender- A.L.E.G. with information about the:

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

A.L.E.G. team provided feedback and recommendations to them concerning the planning that teachers and school counsellors had made (e.g. to select more or less activities, to include or exclude specific activities, comments on group size and the sex-ratio of the group etc.)

**Stage 2:** the above information was used by the Association for Liberty and Equality of Gender- A.L.E.G. in order to prepare and send to each implementer:

- a. copies of the pre- and post- questionnaires (as many as needed) for the students, together with instructions
- b. copies of students' worksheets and handouts that were necessary for the implementation of all the activities that teachers had selected to implement. All preparations that were necessary –e.g.

whenever the material had to be cut or to be printed on self-adhesive labels or on colored paper- had been made and all of the material needed per activity was mailed to the teachers and school counselors in an organized and easy-to-use way (folder)

- c. copies of an invitation letter to students for the realization of the campaign's material (see chapter A.2.5.)
- d. envelopes for the collection of the pre- and post questionnaires
- e. copies of consent, to be signed by parents/guardians of students to participate to the workshop and A.L.E.G. to use the photos in a public setting or in different online media communication
- f. leaflet of the project for teachers to disseminate in their schools

Regarding other materials that were necessary for the activities' implementation in the classroom (e.g. flipcharts, colored markers, scotch tape, and scissors). A.L.E.G. ensured all the implementers that if additional material was necessary for the activities' implementation they would be provided with.

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

**Stage 4:** teachers and school counselors sent the Association for Liberty and Equality of Gender- A.L.E.G. the pre-questionnaires after completion by the students.

**Stage 5:** the C2 Reporting Forms for monitoring the implementation activities had the aim of identifying at an early stage any problems or flaws in order to correct them. This was sent to implementers as a link after the form was turned into an electronically easy to fill out form. In some occasions the interventions were made by telephone or via email. During all the implementation process a designated A.L.E.G. member was in a constant communication to ensure supervision for the teachers.

**Stage 6:** as soon as the Workshop was finished in each school (May- June 2016) implementers sent to the Association for Liberty and Equality of Gender- A.L.E.G.:

- a. the completed post-questionnaires by the students
- b. the completed flipcharts and worksheets from the activities' implementation<sup>5</sup>
- c. the material prepared by the students for the realization of the campaign
- d. other material or results of the workshops such as poems, posters, videos
- e. photos<sup>6</sup> and videos from the implementation
- f. C3 Reporting Form, completed by the implementer.

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<sup>5</sup> Examples of the completed flipcharts are available in Annex 1.

<sup>6</sup> Samples of photos are also available in Annex 1.

### A.2.3. Schools and Workshops implemented

In Romania, 10 students' workshops were implemented in 10 in public high schools (type of schools: e.g. Lyceums, Theoretical or Vocational high schools). 5 high schools were located in Sibiu, and 5 in other cities of Romania: Cluj, Cugir, Bacău, Slobozia, Buzău.

Seven workshops were conducted within the school curriculum –during the regular hours of the school, 3 workshops were conducted outside the school hours, and 3 workshops were conducted with students from different classrooms of the same grade.

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

Name of School & Location	N of Implementers	Participants						
		Entire classroom	(In/out)side school curriculum	Grade	Age range	N		
						Male	Female	Total
Colegiul Teh. "H. Coandă" (Sibiu)	Dorina Bratu	Different classes	inside	10 <sup>th</sup>	15 -18	13	9	<b>22</b>
Colegiul Național "O.Goga" (Sibiu)	Simona Domnica Crăciun	Yes	inside	10 <sup>th</sup>	15 - 17	12	19	<b>31</b>
Liceul Teoretic "O. Ghibu" (Sibiu)	Doriana Tăut	Yes	inside	10 <sup>th</sup>	15 - 18	7	22	<b>29</b>
Colegiul Teh. "Cibinium" (Sibiu)	Daniela Hainagiu	Yes	inside	10 <sup>th</sup>	15 - 17	4	23	<b>27</b>
Colegiul Tehn. de Industrie Alimentară Terezianum (Sibiu)	Maria Peană	Yes	inside	10 <sup>th</sup>	16 - 17	0	20	<b>20</b>
Colegiul Național "E. Racoviță" (Cluj-Napoca)	Monica Columban	Yes	outside	10 <sup>th</sup>	15 - 17	12	13	<b>25</b>
Colegiul Teh. "I.D.Lăzărescu" (Cugir)	Liliana Dache	Yes	inside	10 <sup>th</sup>	15 - 17	17	7	<b>24</b>
Colegiul Teh. "A. Saligny" (Bacău)	Adriana Ciorcilă	Different classes	inside	10 <sup>th</sup>	15 - 17	11	15	<b>26</b>
Liceul Teoretic "M. Sebastian" (Brăila)	Raluca Ionescu	Yes	outside	10 <sup>th</sup>	16 - 18	8	18	<b>26</b>
Liceul de Arte "I. Perlea" (Slobozia)	Mariana Stancu	Different classes	outside	10 <sup>th</sup>	15 - 17	13	19	<b>32</b>
<b>Total</b>	<b>10</b>					<b>97</b>	<b>165</b>	<b>262</b>

### A.2.4. Duration of workshops and activities implemented

As illustrated on Table 3, the duration of workshops in Romania ranged from 13 to 15 teaching hours in different schools. One teaching hour in Romania schools consists of about 50 minutes, which means that the **real time duration** of workshops ranged. Teachers were instructed that the **minimum duration** of students' workshops should be 13 teaching hours (9h & 45' real duration) while the maximum duration was not determined. The workshops' characteristics indicate that the majority of schools opted to implement the minimum duration (or close to the minimum recommended duration) in view of the fact that time availability to implement the programme in the analytic curriculum constituted a big challenge. In total, 86 meetings were organized across the 10 schools (10 workshops) combined.

The **workshops started** at different times, 3 groups **started** in November and December 2015 the rest started in January 2016. All workshops were **completed** by the end of the school year- one in March, 4 in May and 5 in June 2016.

The workshops' implementation time-frame lasted from **2 months (in 2 schools) to 6 months (in 6 schools)**.

The number of activities that were implemented ranged from 13 to 17.

In all schools teachers and school counselors ensured the implementation of activities in all four Modules (Introduction, Gender Stereotypes, Adolescent Relationships, and Intimate Partner Violence) and followed the sequence of modules. The specific activities implemented by all schools are presented in Table 4, where one can see, on the basis of their frequency, which activities that teachers and school counselors selected were the most popular.

Evidently, the most popular activities were the following:

- From Module 1-: 'Expectations and Objectives' and 'Ground Rules' implemented in all 10 workshops
- From Module 2 –Unit 1: 'Gender Box' and 'At the end it says...' (Implemented in 9 workshops). , 'Life Path' (in 5 workshop). 'Agree and Disagree' (4 workshop). 'Quiz: Professions, Roles & activities of men & women' in 3 workshops.
- From Module 2 –Unit 2: 'Continuum of Harmful Behaviours to Girls' and Boys' (implemented in all workshops). 'Power Chart' in 3 workshops.
- From Module 3: 'What is Love?' and 'Healthy & Unhealthy Relationships-Recognizing warning Signs' in 8 workshops. 'Adolescent Relationships' and 'Persons and Things' in 7 workshops
- From Module 4-Unit 1: 'Relationship Violence Stories' in 6 workshops and 'The Power and Control Wheel & Equality Wheel' in 4 workshops
- From Module 4- Unit 2: 'Taking a Stand' in 4 workshops

Even though a great number of the activities implemented by the teachers were the ones they themselves had experienced during the simulated part of the teachers' training, some new activities were introduced during the student workshops which seemed to be quite popular among the majority of the teachers.

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

Name of School & Location	Duration of workshop					Activities									
	Start date <sup>7</sup>	End date <sup>8</sup>	Nb of meetings	Nb of teaching hrs <sup>9</sup>	Real time duration	Planned					Implemented				
						Module				Total N of activities <sup>10</sup>	Module				Total N of activities
						1	2	3	4		1	2	3	4	
Colegiul Teh. "H. Coandă" (Sibiu)	11 Nov 15	18 May 16	13	15	12,5 h	2	9	5	4	20	2	8	4	3	17
Colegiul Național "O.Goga" (Sibiu)	26 Nov 15	25 May 16	13	14	11,66 h	2	8	4	4	18	2	7	3	3	15
Liceul Teoretic "O. Ghibu" (Sibiu)	3 Feb 16	8 June 16	13	14	11,66 h	2	8	5	4	19	2	7	3	4	16
Colegiul Teh. "Cibinium" (Sibiu)	2 Dec 15	20 May 16	13	13	10,83 h	2	9	4	4	19	2	6	3	2	13
Colegiul Tehn. de Industrie Alimentară Terezianum (Sibiu)	24 March 16	15 June 16	12	13	10,83 h	2	7	5	4	18	2	7	4	3	16
Colegiul Național "E. Racovița" (Cluj-Napoca)	17 March 16	23 June 16	7	-	14 h	2	9	3	5	19	2	7	2	4	15
Colegiul Teh. "I.D.Lăzărescu" (Cugir)	14 Jan 16	15 June 16	10	14	11,6 h	2	7	5	4	18	2	6	3	4	15
Colegiul Teh. "A. Saligny" (Bacău)	14 March 16	10 June 16	7	14	11,6 h	3	8	4	5	20	3	7	4	3	17
Liceul Teoretic "M. Sebastian" (Brăila)	9 March 16	23 May 16	6	-	14 h	3	6	3	4	16	3	6	3	4	16
Liceul de Arte "I. Perlea" (Slobozia)	16 Jan 16	12 March 16	5	-	13 h	3	7	4	4	18	3	7	4	3	17
<b>Min</b>			<b>5</b>	<b>13</b>		<b>2</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>14</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>13</b>
<b>Max</b>			<b>14</b>	<b>15</b>		<b>3</b>	<b>9</b>	<b>4</b>	<b>6</b>	<b>19</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>17</b>
<b>Total (SUM)</b>			<b>86</b>	<b>97</b>		<b>23</b>	<b>78</b>	<b>42</b>	<b>42</b>	<b>185</b>	<b>23</b>	<b>68</b>	<b>33</b>	<b>33</b>	<b>157</b>

<sup>7</sup> On the basis of the date when the W(pre) questionnaire was completed

<sup>8</sup> On the basis of the date when the W(post) questionnaire was completed

<sup>9</sup> Each teaching hour consists of 50 minutes

<sup>10</sup> Including the selected "back-up activities".

**Table 4.** Frequency of activities implemented in 10 Workshops

Number & Title of Activity	Frequency
<b>Module 1</b>	
1.1: The Name Game: the meaning of our Names	3
1.2: Expectations and objectives	10
1.3: Ground Rules	10
<b>Module 2</b>	
<b>Unit 1</b>	
2.1.1 How it is being a girl... how it is being a boy...	8
2.1.2 Social Gender Roles	2
2.1.3 What I like – What I don't like	2
2.1.4 Men, Women and Society	1
2.1.5 Self Discovery	1
2.1.6 Sex and Gender	1
2.1.7 Agree and Disagree	4
2.1.8 Quiz: Professions, Roles & activities of men & women	3
2.1.9 At the end it says...	9
2.1.10 Gender not Sex	0
2.1.11 Gender Box	9
2.1.12 Real Man & Real Woman	0
2.1.13 Step Forward	0
2.1.14 Myths about Women & Men & their Consequences	2
2.1.15 Life Path	5
2.1.16 Proverbs and Sayings	1
2.1.17 Sex Stereotyping	2
2.1.18 Advertising Industry	1
2.1.19 That's my Music	0
2.1.20 Gender Performance	0
2.1.21 Role Play	2
2.1.22 Imagine that...	0
<b>Unit 2</b>	
2.2.1 The Benefits of Being Male	1
2.2.2 Power Chart	3
2.2.3 Frozen Pictures	0
2.2.4 Continuum of Harmful Behaviours to Girls and Boys	10
2.2.5 Dominant Behaviour	1

Number & Title of Activity	Frequency
<b>Working Group Exercises</b>	
Exercise 1: "Gender through the eyes of the Press"	1
Exercise 2: "Gender through the eyes of the School"	3
Exercise 3: "Gender through the eyes of the Mass Media"	2
Exercise 4: "Gender through the eyes of the Internet"	1
Exercise 5: "Playing roles... about equality and ...inequality"	3
<b>Module 3</b>	
3.1. What is Love?	8
3.2. Adolescent Relationships	7
3.3. Healthy & Unhealthy Relationships-Recognizing warning Signs	8
3.4. Persons and Things	7
3.5. To address a Problem Matter-of-Factly	1
3.6. Body awareness	2
<b>Module 4</b>	
<b>Unit 1</b>	
4.1.1. Definition & Types of Relationship/Dating/Intimate Partner Violence	1
4.1.2. Anna and Dimitris	2
4.1.3. Relationship Violence Stories	6
4.1.4. Cases of Violence	0
4.1.5. The Power and Control Wheel & Equality Wheel	4
4.1.6. Raise young peoples' awareness on recognizing warning signs indicating IPV and on ways to offer help	2
4.1.7. Myth or Reality?	3
4.1.8. Myths about Violence	3
<b>Unit 2</b>	
4.2.1 What we can do to stop Intimate Partner Violence: a toolbox of intervention strategies	2
4.2.2 Taking a Stand	4
4.2.3 From Violence to Respect in an Intimate Relationship	3
4.2.4 Look, Listen & Learn –enhance good communication	3

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

After their own sensitization, all participants in the “Building Healthy Intimate Relationships” Workshops were invited, as experts on the adolescents’ intimate relationship, to design and create messages and products to be used for the realization of an awareness raising campaign with the aim to inform and sensitize all adolescents throughout Romania about the issues that they dealt with during the Workshop on intimate partner violence and healthy relationships (see in ANNEX 2a the invitation that was given to adolescents).

Therefore the students were invited to create products in order to deliver campaign messages to their peers: messages about how to build healthy, equal relationships, that are based on mutual respect and free from any form of violence, as well as about what one can do to resist to any form of violence that they may face during their life. The students were free to choose the format of the product they wished to develop (text, drawing, collage, poster, song, theatrical play, film etc.).

13 products were received as follows:

- Several short videos presenting unhealthy relationships and a positive ending when friends who intervene and discourage the bad behaviour
- A poem describing a relationship
- One quiz to evaluate whether your partner is an equal partner
- Drawings and collage (showing or comparing gender stereotypes featuring creative anti-violence slogans for gender equality, healthy relationships, the ship of relationships, etc.)
- Posters
- Slide shows of pictures taken with students and their messages

The competition:

All students participating in the workshops were invited and encouraged to create several campaign products, which were submitted for the project competition called “*Unlearning violence*”. All the products were uploaded on A.L.E.G.’s YouTube channel and distributed to different youth organisations and students <https://www.youtube.com/playlist?list=PLq2PN3uEs2XMptPAGpd7TuRok9dOaRVQs>.

A.L.E.G., for the selection of the winner, established a committee that evaluated the submitted products. The committee was formed by former trainees of the teachers’ trainings, a youth organisation leader, 2 members of A.L.E.G. staff, and a boy and a girl who were peer educators in previous projects conducted by A.L.E.G., one representative of the National Agency for Equality Between Men and Women and one representative of the County School Inspectorate. The perspective of young people in the selection of the competition winner was considered very important. The jury used the following selection criteria:

- the capacity to understand the theme of the contest: youth awareness regarding intimate partner violence
- the ability to capture and convey a positive message regarding intimate partner violence prevention
- originality of the creation
- the level of impact

The winners of the competition:

Acknowledging the diversity and quality of creations submitted by the students for the competition, A.L.E.G. announced during the National Conference on the 14<sup>th</sup> of October 2016 the winning product and its creators, Teodora Balas and Andrei Stupu from Colegiul Teh. „A. Saligny”, Bacău. The product can be seen here [https://www.youtube.com/watch?v=Y9a\\_m8SgBP8](https://www.youtube.com/watch?v=Y9a_m8SgBP8) and its message is *Building Healthy relationships: Jealousy it's not a sign of love!* The message was used on bags produced as campaign material and disseminated among students and during the National Conference. At the National Conference the other products were also presented as a picture slideshow or as an exhibition.

The campaign:

The creations produced by the students that participated in the awareness raising workshops were used for the realization of a campaign against IPV/Dating violence/gender-based violence and sexual violence. The campaign aimed at promoting awareness among a wider audience of adolescents and young people through the use of messages created by their peers “in their own language”. In order to achieve this, all possible means were used (e.g. Facebook, YouTube, youth web platforms, websites, TV, radio programmes, community festivals such as the Gender Equality Festival and forums against gender-based violence) and A.L.E.G. continues to disseminate the campaign messages through its activities beyond the end of the GEAR against IPV project.

(see in ANNEX 2b all the materials).

#### **A.2.6. Other activities conducted**

One class from Sibiu, had the initiative to organize at the end of the school year a dissemination activity for their peers and other teachers in their school, in order to present what they gained through the project. They also invited an A.L.E.G. trainer to discuss further implementation activities.



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## B. GEAR *against* IPV Workshops' Evaluation

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### B.1. Method

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

*It is noted that in this report only the pre-post evaluation is described as no follow-up measurements were collected and no control group was assigned.*

#### **Evaluation by adolescents**

**Evaluation design.** A simple, within subjects, design<sup>11</sup> was used, with independent variable being the "time interval" (pre- and post-Workshop). In other words, data from the adolescents that participated in the workshops were collected before and after the Workshop through **pre- and post-questionnaires**.

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

**Evaluation tools and process.** The evaluation tools<sup>12</sup> and the steps of the process followed in order to evaluate the "GEAR against IPV" Adolescents' Workshops are described below: adolescents who participated in the workshops completed:

- the **pre-questionnaire [W(pre)]** before the onset of the workshop or in the beginning of the 1<sup>st</sup> session of the workshop [the time of the distribution of W(pre) questionnaires ranged from 15<sup>th</sup> of November 2015 to 24<sup>th</sup> of March 2016, in different schools, depending on the time that the workshops started in each school]
- the **post-questionnaire [W(post)]** during the last session of the workshop or some days later; the W(post) questionnaires were completed between 18<sup>th</sup> of May and 23<sup>rd</sup> of June, in different schools, depending on the time that the workshops finished in each school.

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

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<sup>11</sup> In fact the evaluation design was a mixed (2 x 3) factorial, with the "students' group" being the between subjects variable and the "time interval" (pre-, post-) being the within subjects variable, as a third follow-up measurement (not reported here) is to be taken about 6 months after the end of each Workshop;

<sup>12</sup> The Evaluation Questionnaires are available in Booklet III and can be retrieved from: [www.gear-ipv.eu/download](http://www.gear-ipv.eu/download)

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

Name of School	Dates of Completion of Questionnaires	
	W(pre)	W(post)
Colegiul Teh. "H. Coandă" (Sibiu)	18 Nov 15	18 May 16
Colegiul Național "O.Goga" (Sibiu)	26 Nov 15	23 Jun 16
Liceul Teoretic "O. Ghibu" (Sibiu)	3 Feb 16	25 May 16
Colegiul Teh. "Cibinium" (Sibiu)	9 Dec 15	20 June 16
Colegiul Tehn. de Industrie Alimentară "Terezianum" (Sibiu)	24 March 16	15 June 16
Colegiul Național "E. Racoviță" (Cluj-Napoca)	17 March 16	23 June 16
Colegiul Teh. "I.D.Lăzărescu" (Cugir)	14 Jan 16	15 June 16
Colegiul Teh. "A. Saligny" (Bacău)	14 March 16	10 June 16
Liceul Teoretic "M. Sebastian" (Brăila)	9 March 16	23 May 16
Liceul de Arte "I. Perlea" (Slobozia)	16 Jan 16	12 March 16

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

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

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

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

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

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

The post-questionnaire also included questions aiming to assess the **adolescents' satisfaction with the workshop**. More specifically, adolescents were asked to **evaluate** the **workshop's implementer** as well as the **workshop** in terms of their **personal satisfaction** in regards to its content, process and material used, their personal experience from their participation in the workshop, its self-assessed usefulness, the knowledge obtained from their participation in the workshop and the extent of their expectations' fulfilment.

The areas assessed and the respective sets of items in the 2 questionnaires are summarized in Table 6.

**Table 6.** Content of Adolescents' Evaluation Questionnaires

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

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

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

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

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

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

It is noted that in Tables were pre- and post- data are compared, only data from questionnaires with matching codes are included. These resulted in 261 matched measurements, which is the basis over which all pre and post comparisons were calculated.

### ***Evaluation by implementers***

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

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

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

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

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

## B.2. Sample

### Adolescents

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

**Table 7.** Number of participants in 10 Workshops, number of respondents and response rates in the pre- and post-questionnaires, by students' sex

		Participants in Workshops (N)	W(pre)		W(post)	
			N	Response Rate	N	Response Rate
<b>Sex</b>	Boys	97	97	100%	89	91,75%
	Girls	164	161	100%	154	93,33%
	Missing	0	0	0	0	0
	<b>Total</b>	<b>261</b>	<b>261</b>	<b>100%</b>	<b>243</b>	<b>92,74%</b>

The response rates are very high, for both boy and girls, which indicates to us that they have taken the evaluation process serious and that the implementers did a good job of explaining the importance of the evaluation. As described in Chapter A.2.1, 262 students participated in the 10 workshops, 19 students missed the last session out of recruited students on different reasons: Olympics, Erasmus program attendance etc.

- 243 completed both pre and post questionnaires
- 261 completed the pre questionnaires
- 243 completed the post questionnaires

None of the students refused to complete the questionnaires even if there were some who commented the length of them, in some cases the implementer had to explain the need of them or help the students to understand what was asked.

All the completed pre and post questionnaires were included in the dataset, 243 questionnaires had matching codes, 89 boys and 154 girls.

### Implementers

All Implementers, namely 10 teachers and school counsellors, were asked to complete the C3 Reporting Form upon workshop's completion. A total of 10 Forms were collected from the 10 schools where the Workshop implemented (100% response rate), some forms were received later due to the fact that the workshops' completion coincided with the end of the academic year. This period has been very busy for the teachers who implemented the workshops, as they had a lot of responsibilities and deadlines for the school's final exams and completion of the final academic trimester. Most of the implementers had already provided A.L.E.G. written and oral feedback regarding the implementation of the workshops in their schools, which has been the basis for Section B4 of this report regarding the teacher's overall evaluation of the workshops.

### B.3. Adolescents' evaluation results

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

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

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

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

#### *Extent of gender inequality in Romania*

**Societal expectations.** Adolescents were asked (Q.6-pre) to rate (on a scale of 0 = not at all to 10 = absolutely) the importance our society attributes to the accomplishment of 4 goals for both a man and a woman. The “**woman's hierarchy**” foresees becoming a parent and succeeding professionally among the top priorities. The “**man's hierarchy**” foresees getting married and succeeding economically with equal scores related to importance. While the role of bearing children seems to continue to define a woman's role, the professional life seem to have an even higher importance for a woman, while the professional expectations for a man are slightly lower – economic success seem more important than a carrier for men, which indicates that the traditional role of provider for the family is still present among the expectations of adolescents. However, the differences among priorities for women and men are rather small.

**Table 8.** Mean ratings of 4 goals' importance for women and men (Q. 6-pre, N=251)

On a scale of 0 to 10 (0 = not at all ... 10 = absolutely), please rate each of the following goals, according to how important our society considers it for women and men, respectively	Mean	
	for a woman	for a man
getting married	8,83	9,0
becoming a parent (mother or father)	9,01	8,93
succeeding professionally	9,05	8,37
succeeding economically	8,55	9

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

According to the adolescents' answers (Table 9) when they asked to indicate who (mother, father or both equally) they think is responsible in most families in Romania regarding various duties related to the household, it seems that in most families in Romania it is clearly mostly **only the mother's duty** to "doing the laundry", "ironing clothes" and to some extent "cooking".

**Table 9.** Percentage of adolescents' answers in regards to the (un)equal distribution of duties in the family (Q.3-pre, N=258-261)

In most of the families in OUR country, who do you think that is responsible for:	Answer (%)		
	mother	father	Both equally
washing the dishes?	39,08%	0,77%	60,15%
doing the laundry?	64,37%	0,00%	35,63%
Ironing the cloths?	65,90%	0,38%	33,72%
cooking?	41,47%	6,20%	52,33%
helping children with homework?	18,01%	3,83%	78,16%
going for shopping to the supermarket?	8,11%	10,81%	81,03%
taking care of an ill family member?	23,55%	2,32%	17,13%
cleaning the house?	36,92%	0,00%	63,08%
going to pay the bills?	4,98%	31,42%	63,60%
taking out the trash?	6,95%	38,22%	54,83%
washing the car?	1,16%	74,81%	24,03%
making electrical repairmen's in household?	3,86%	88,03%	8,11%

In parallel, most students seem to think it is only the father's duty to "wash the car" and "make electrical repairs in household". In terms of the duties that are undertaken by both equally, "helping children with homework", "cleaning the house" and "going to pay the bills" were among the top rated ones.

Students seemed to have quite a patriarchal understanding of roles in the family when it comes to earning, working outside the home and working within the home, with 75.78% of them answering that "the person who supposedly must earn more money than the other is the man" Most equal decisions are perceived to be those regarding financial matters and children.

**Table 10.** Percentage of adolescents' answers in regards to the (un)equal distribution of power in the family (Q.7-pre, N= 261)

For each of the following statements, please check the box that, according to your opinion, describes better the situation in our country:	Answer (%)		
	Mother	Father	Equally
<b><i>In most families:</i></b>			
the person who makes the financial decisions is the:	7,28%	34,87%	57,85%
the person who makes the decisions related to children is the:	45,21%	2,30%	52,49%
the task of taking care of the children is mainly a responsibility of the:	63,46%	1,54%	35,00%
the person who more often quits working in order to take care of the child/ren is the:	62,69%	13,08%	24,23%
if only one person is the provider in the family, this person is more often the:	5,00%	67,69%	27,39%
<b><i>In most couples /families:</i></b>	<b>Woman</b>	<b>Man</b>	<b>Equally</b>
the person who earns more money than the other is the:	2,33%	65,12%	32,56%

the person who supposedly must earn more money than the other is the:	7,81%	75,78%	16,41%
the task of undertaking the domestic chores is mainly a responsibility of the:	75,58%	2,33%	22,09%

**Table 11.** Percentage of adolescents' answers in regards to the (un)equal treatment of girls/women and boys/men in the family (Q. 5-pre, N=257-261)

For each of the following statements, indicate what <b>IN YOUR OPINION</b> is "true" or "false" in <b>OUR COUNTRY</b> , by checking the corresponding box:	Answer (%)	
	True	False
In most families, boys have more freedom than girls of the same age	79,38%	20,62%
In most families, girls have more freedom than boys of the same age	5,77%	94,23%
In most families, boys are compelled to do more household tasks than girls of the same age	35,38%	64,62%
In most families, girls are compelled to do more household tasks than boys of the same age	51,36%	48,62%
There are women who do not work because their husband does not allow them to	76,36%	23,64%
There are men who do not work because their wife does not allow them to	13,85%	86,15%

**Gender inequality in school.** Aiming to measure adolescents' representations of gender inequality at school, students were asked to indicate for a series of statements (Q.4-pre), whether what each statement describes happens equally to male and female students or if it more often happens to boys or to girls. According to the adolescents' answers, it seems that the teachers at school do treat students differently according to sex: boys are assigned the task to carry something, if needed (80.62%), are more strictly punished for causing trouble (50.58%) and also suspected more often when something is broken (69.26%), while girls are perceived to be assigned the more easy tasks (54.05%) .

**Table 12.** Percentage of answers in regards to teachers' gender discriminative behaviour at school towards male and female students (Q.4-pre, N=257-261)

For each of the following, please indicate whether boys and girls are treated differently by teachers in the school:	Boys	Girls	Neither Boys = Girls
Boys or girls			
are expected to have higher academic performance?	3,86%	37,84%	58,30%
are punished more strictly, when causing trouble?	50,58%	15,44%	33,98%
are assigned the most boring tasks?	19,23%	21,92%	58,85%
are assigned the easiest tasks?	10,81%	54,05%	35,14%
are suspected more if something has been broken?	69,26%	4,67%	26,07%
are assigned the task to clean something, if needed?	7,69%	4,08%	44,23%
are assigned the tasks requiring responsibility?	13,57%	33,33%	53,10%
are suspected more if something has been stolen?	47,88%	2,32%	49,81%
are assigned the task to carry something, if needed?	80,62%	3,10%	16,28%
need to study harder in order to get the same grade as the opposite sex?	15,50%	6,98%	77,52%
are praised more when demonstrating good academic performance?	11,63%	27,52%	60,85%
are praised more when they are quiet in the classroom?	30,50%	20,08%	49,42%



receive higher grades for equal performance?	3,10%	13,95%	82,95%
are expected to be quieter in the classroom?	25,97%	46,90%	27,10%

**Self-reported gender discriminative behaviour: received and perpetrated.** These measurements were taken both before and at the end of the workshop in order to test whether adolescents' sensitization would alter their ratings; this can happen because, before their sensitization, students may have greater resistance to reveal personal experiences and/or may not recognize specific acts as discriminative behaviour. When adolescents were asked to report discriminative behaviour of others towards them, ratings related to favourable discrimination dropped slightly for both boys and girls after the sensitization through participation in the workshop. For the second question – about unfair treatment - the boys ratings remained the same, while girls ratings dropped in post questionnaires. This comes into contradiction with replies to questions where specific examples of differentiated treatment is given (as can be seen in the previous section), which may indicate that students still have difficulty admitting discriminatory behaviour.

**Table 13.** Adolescents' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency of received gender discriminatory behaviour against, or in favour of them (Q8a -pre & 8a-post, N<sub>boys</sub>=88-97, N<sub>girls</sub>=152-164)

Has anybody ever behaved or spoken to you:	Sex				Total	
	Boys		Girls		Pre	Post
	Pre	Post	Pre	Post		
in a favourable for you way, just because you were a girl/boy?	1,65	1,49	2,0	1,83	<b>1,98</b>	<b>1,70</b>
in an unfair for you way, just because you were a boy/girl?	1,0	1,0	1,55	1,0	<b>1,0</b>	<b>1,0</b>

Adolescents were also asked to report their own discriminatory behavior in favor or against a boy or a girl at two different times (8.b. pre- and post-questionnaire). While boys' scores in pre- and post – questionnaires remained largely the same or dropped, the girls' awareness about unfair treatment of boys, as well as girls seems to have very slightly increased. Largely, the differences were rather insignificant.

Comments given by the adolescents in the open-ended above questions:

Pre:

- *"Girls are more likeable"*
- *"Being girls, boys consider that girls are more fragile, that why they behave in a special way"*
- *"Boys think that girls are inferior to them or helpless"*
- *"I don't feel comfortable walking on the street by night, men whistle or make bad comments at me"*
- *"Women get the sits in the bus"*
- *"My grandmother says that I have to be more understanding with my brother because I'm a girl"*
- *"Being a boy you don't have to do so many things"*

Post:

- "If a girl goes to a bar/restaurant/gym the men bartender/instructor acts nicely"
- "Because I am a girl it wasn't allowed to go out in the evening with my girlfriends"
- "Teachers are more harsh with boy students and they are more and quickly punished"
- "Boys are treated in a favorable way when it comes of getting a job"
- "Boys can stay more outside"
- "Men allow me to enter first into a building"
- "Sometimes when girls play football are mocked, boys considering that's only a men's sport"
- "I thought that a drunk boy is not that ugly or inappropriate as if it were a girl"

**Table 14.** Adolescents' mean ratings on a 5-point scale (0=never, 1=rarely, 2=some times, 3=often, 4=very often) in regards to the frequency they have behaved in a gender discriminatory way against, or in favour of girls or boys (Q8b-pre & 8b-post, N<sub>boys</sub>=86-97 N<sub>girls</sub>=150-164)

Have you ever behaved, spoken or thought in a way that was:	Sex				Total	
	Boys		Girls		Pre	Post
	Pre	Post	Pre	Post		
in favor of a girl, just because she was a girl?	1,91	1,81	1,47	1,0	<b>1,63</b>	<b>1,54</b>
unfair for a girl, just because she was a girl?	1,0	1,0	1,0	1,11	<b>1,0</b>	<b>1,0</b>
in favour of a boy, just because he was a boy?	1,46	1,37	1,0	1,0	<b>1,44</b>	<b>1,34</b>
unfair for a boy, just because he was a boy?	1,0	1,0	0,93	1,04	<b>1,0</b>	<b>1,0</b>

### ***Onset of romantic or intimate relationships***

Regarding the existence of a romantic or intimate relationship of boys and girls that was measured via item D.Q.4 in the pre-questionnaire, the 53,63% of the boys and the 25,02% of girls replied that they had a romantic or intimate relationship up to that time while the 27,83% of boys and the 30,48% of girls chose the option "I do not want to answer". Independently of their sex, the 36,19% of adolescents (N=93) replied that they had a romantic or intimate relationship compared to the 29,96% that replied negatively; however, the 33,85% of respondents did not want to answer to this question. In Romania there is a strong pressure for conservative and traditional values placing under taboo topics like intimate relationships, which leads to a double standard among adolescents: Romania has a high rate in Europe when it comes to pregnancies during adolescence but at the same time, as shown here, close to a third of adolescents favor secrecy about the issue of intimate relationships, as they are not used to discuss openly about this topic with the responsible adults around them. This double standard makes prevention and support all the more difficult.

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

Have you ever in your life, up to today, had a romantic or intimate relationship?	261 N			%		
	Girls	Boys	Total	Girls	Boys	Total
Yes	41	52	<b>93</b>	25,02	53,62	<b>36,19</b>
I don't want to answer - D.W.A.	50	27	<b>77</b>	30,48	27,83	<b>33,85</b>
No	16	71	<b>87</b>	43,29	16,49	<b>29,96</b>
Missing	2	2	<b>4</b>			
<b>Total</b>	<b>97</b>	<b>164</b>	<b>261</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>

**Table 16.** Adolescents' answers in regards to the existence of romantic or intimate relationship (D.Q4-pre), by students' sex and age

Respondents' Age	Answers (N=261)						Answers (%)					
	Yes		D.W.A.		No		Yes		D.W.A.		No	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
15	4	1	3	1	11	1	9,30	1,93	6	3,70	15,49	5,88
16	28	34	35	23	51	14	65,11	65,38	70	85,18	71,83	82,35
17	9	15	11	3	8	1	20,93	28,84	22	11,11	11,26	5,88
18	0	2	1	0	1	0	0	3,84	2	0	1,40	0
Missing	2	0	0	0	0	1	4,65	0	0	0	0	5,88
<b>Total</b>	<b>43</b>	<b>52</b>	<b>50</b>	<b>27</b>	<b>71</b>	<b>17</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>	<b>100,00</b>

65% out of boys and girls who wanted to answer this question, admit to having started their first romantic relationship at the age of 16. Girls seem to start intimate relations earlier (the age of 15 was indicated by 9.3% of girls as compared to 1.93% of boys). The general tendency is for girls to start the first intimate relationship with older boys.

**Table 17.** Number of adolescents having a relationship, (D.Q5 & 6-pre), by respondent's sex and by respondent's and partner's age at the time when they started their first romantic relationship (N<sub>boys</sub>=105, N<sub>girls</sub>=63)

Partner's age	Respondent's age when they started their first romantic relationship																	Total			
	Girls										Boys										
	≤9	10	11	12	13	14	15	16	17	D.W.A.	≤9	10	11	12	13	14	15		16	17	D.W.A.
≤9																					
10																					
11													1								
12																					
13															3						
14						5							1	1	1	3					
15						1	1								1	9					
16							2	3								2	4				
17							1	2	3									2			
17+					1	2	7	5	1									1			
D.W.A.						1	1	2		67				1	1	3				29	
<b>Total</b>										<b>71</b>											<b>63</b>

**Extent of IPV in adolescents' relationships in Romania**

Indirect and direct measurements of students' self-reported exposure to IPV and perpetration of IPV were taken at two different times; namely, the same questions answered by students before and after the Workshop in order to test whether their sensitization via the Workshop would modify their responses. It was expected that students might increase their reports after the Workshop due to the fact that a) they would be able to better identify violent acts as such and b) they would be strengthened enough to reveal cases of abuse. Confidentiality issues<sup>13</sup> can also impair students' answers in one or both of the measurements. For simplicity of presentation, in the tables that follow, is presented only the one of the measurements.

<sup>13</sup> Even though questionnaires were anonymous and teachers were instructed to have collect students' questionnaires in a large envelope, which was sealed in front of the classroom at the end of the completion, there is always the possibility that some students were not convinced that their teacher won't read their answers.

**Indirect measurement: Self-reported exposure to IPV.** Students were asked whether or not they know, among their peers and/or friends, of one or more couples in which the boy or the girl is psychologically, physically or sexually abusing his/her partner (see Table 18).

Over half of the girls (54%) and over a third of the boys (37%) seem to know peers in couples in which “the boy insults or swears at his girlfriend”. The number of respondents is a bit lower, though still alarmingly high, in the reverse case “the girl insults or swears at her boyfriend”: 45% of girls and 35% of boys know such situations too. Knowledge about physical violence perpetrated in couples (“boy hits his girlfriend”) is also common among girls – over a third (34%) of girls and 19% of boys. In the case “girl hits her boyfriend” the ratings are similar, higher among boys (25%) meaning that more boys say they know couples in which girl hits her boyfriend than couples in which boy hits girlfriend, which might be a result of male solidarity. Close to 18% of the girls also know peers in couples in which the boy forces his girlfriend to sexual acts that she doesn’t want. No similarity in the case “girl forces her boyfriend to sexual acts that he doesn’t want” –under 5% say they know such situations among their peers. Generally more girls than boys reply “yes” to any of these questions, which indicates that girls are more aware than boys about the presence of violent behaviour among peers.

**Table 18.** Percentages of students who declare that they know or not a couple in their age in which the boy or the girl is abusing his/her girl/boyfriend and who *did not want to answer* (D.W.A.) these questions, by students’ sex. (Q16-pre, (N<sub>boys</sub>=97, N<sub>girls</sub>=164)

Among your peers and your friends at school, in your neighborhood or elsewhere, do you know of one or more couples in which any of the following occurs?	Answer	Sex		Total %
		Boys %	Girls %	
The boy insults or swears at his girlfriend	No	46,39	29,87	<b>38,13</b>
	Yes	37,11	54,26	<b>45,65</b>
	D.W.A.	16,49	15,85	<b>16,17</b>
The boy hits his girlfriend	No	69,07	54,26	<b>61,66</b>
	Yes	18,55	34,75	<b>26,65</b>
	D.W.A.	11,34	10,97	<b>11,15</b>
The boy forces his girlfriend to sexual acts that she doesn’t want	No	75,25	65,24	<b>70,24</b>
	Yes	9,27	17,68	<b>13,47</b>
	D.W.A.	14,43	16,63	<b>15,53</b>
The girl insults or swears at her boyfriend	No	47,42	35,97	<b>41,69</b>
	Yes	35,05	45,73	<b>40,39</b>
	D.W.A.	17,52	18,29	<b>17,90</b>
The girl hits her boyfriend	No	58,76	52,43	<b>55,59</b>
	Yes	24,74	32,31	<b>28,52</b>
	D.W.A.	16,49	15,24	<b>15,86</b>
The girl forces her boyfriend to sexual acts that he doesn’t want	No	76,28	75,60	<b>75,94</b>
	Yes	4,12	3,65	<b>3,88</b>
	D.W.A.	12,58	20,73	<b>16,65</b>

Overall, the percentage of children declaring that they do know such a couple is as follows, in the pre-questionnaire, 26,65% declared that they know a boy who *hits his girlfriend*, 13,47% a boy who *forces her to sexual acts that she doesn’t want* and 45,68% a boy who *insults or swears at her*. The respective percentages for violence directed from the girl at the boy were 28,52% for physical violence, 3,88% for sexual violence and 40,39% for psychological violence. And if one takes into account the percentage of students (11,15%, 16,17% and 15,53% for physical, psychological and sexual violence perpetrated against girls and 15,86%, 17,90% and 16,65% for violence perpetrated against boys) **declared that they**

did not want to answer these questions, the percentages of awareness of incidence of intimate partner violence may be higher than those that students claim.

**Direct measurement: Self-reported IPV victimization and perpetration.** Both victimization and perpetration of any type of IPV were also measured via the two questions that are included in Table 19, which students answered in the pre- and post- questionnaires.

Less than 5% (4,64%) of participants admit to girlfriend or boyfriend having ever perpetrated the acts mentioned above towards them (close similarity among percentages for girls and boys) and even fewer (3,22%) admit to having perpetrated such acts themselves towards boyfriend or girlfriend. However, the percentage of girls admitting to perpetrating such acts is twice as high as the percentage of boys. As we know from other official statistics on domestic violence, women account for 90% of the victims and men account for about 10%, so the explanation of the students' responses might have to do with the fact that boys have a harder time admitting to abusive acts they perpetrate themselves.

**Table 19.** Percentages of students having a relationship who declare that they have either suffered or not some kind of abuse by their partner or they have or not abused their partner, by students' sex; D.W.A. stands for *I don't want to answer* (Q17-pre N<sub>boys</sub>=91, N<sub>girls</sub>= 163 and Q18-pre N<sub>boys</sub>=94, N<sub>girls</sub>=162)

	Answer	Sex		Total
		Boys	Girls	
Has your girlfriend or boyfriend ever done to you any of the things mentioned above?	No	71,42	77,30	<b>74,36</b>
	Yes	4,39	4,90	<b>4,64</b>
	D.W.A.	15,38	10,42	<b>12,90</b>
Have you ever done any of the things mentioned above to your boyfriend or girlfriend?	No	72,34	80,24	<b>76,29</b>
	Yes	2,12	4,32	<b>3,22</b>
	D.W.A.	13,82	7,40	<b>10,61</b>

### B.3.2. Effectiveness of the GEAR against IPV Workshop

#### Modification of adolescents' attitudes

**Gender stereotypical attitudes.** Two sets of questions were used in order to assess adolescents' gender stereotypical attitudes before the intervention, as well as their modification (if any) after it. In the first set of items (Q.1-pre, Q.6-post), students were asked to assess the 20 statements presented in Table 20 in order to indicate for each one if, **in their opinion**, it is *true* or *false*. Significant differences, both for boys and for girls, were registered between Pre and Post when it comes to statements describing typical chores "Electrical repair in house is solely a man's job" or typical jobs "Women can become car mechanics", which indicates a change towards less stereotypical attitudes.

**Table 20.** Percentage of students that responded "true" or "false" in statements related to gender stereotypes, by time (pre- vs. post-Workshop) and students' sex (Q.1-pre, Q.6-post, N<sub>boys</sub>=85-88, N<sub>girls</sub>=147-151, unless indicated differently)

For each of the following statements, please indicate what <b>IN YOUR OPINION</b> is "true" or "false":		Boys		Girls		Total	
		Time	True %	False %	True %	False %	True %
Real men don't cry (F*)	Pre	11,4	<b>88,6</b>	9,3	<b>90,7</b>	10,1	<b>89,9</b>
	Post	10,2	<b>89,8</b>	10,7	<b>89,3</b>	10,5	<b>89,5</b>
Real women don't swear (F)	Pre	59,3	<b>40,7</b>	76,7	<b>23,3</b>	70,3	<b>29,7</b>
	Post	51,2	<b>48,8</b>	68,7	<b>31,3</b>	62,3	<b>37,7</b>
Electrical repair in house is solely a man's job (F)	Pre	67,0	<b>33,0</b>	49,7	<b>50,3</b>	56,1	<b>43,9</b>
	Post	46,6	<b>53,4</b>	46,3	<b>53,7</b>	46,4	<b>53,6</b>
Cleaning the house is solely a woman's job (F)	Pre	14,8	<b>85,2</b>	14,2	<b>85,8</b>	14,4	<b>85,6</b>
	Post	19,3	<b>80,7</b>	19,6	<b>80,4</b>	19,5	<b>80,5</b>
Women can become car mechanics (T*)	Pre	<b>53,4</b>	46,6	<b>57,0</b>	43,0	<b>55,6</b>	44,4
	Post	<b>71,6</b>	28,4	<b>68,2</b>	31,8	<b>69,5</b>	30,5
Men can become housekeepers (T)	Pre	<b>52,9</b>	47,1	<b>53,6</b>	46,4	<b>53,4</b>	46,6
	Post	<b>48,2</b>	51,8	<b>58,3</b>	41,7	<b>54,7</b>	45,3
A mother should not work (F)	Pre	8,0	<b>92,0</b>	8,1	<b>91,9</b>	8,1	<b>91,9</b>
	Post	6,9	<b>93,1</b>	5,4	<b>94,6</b>	5,9	<b>94,1</b>
It's the man's duty to bring home money (F)	Pre	37,2	<b>62,8</b>	34,9	<b>65,1</b>	35,7	<b>64,3</b>
	Post	32,6	<b>67,4</b>	30,9	<b>69,1</b>	31,5	<b>68,5</b>
Boys do express to others how they are feeling (T)	Pre	<b>59,8</b>	40,2	<b>45,6</b>	54,4	<b>50,8</b>	49,2
	Post	<b>56,3</b>	43,7	<b>53,7</b>	46,3	<b>54,7</b>	45,3
Girls do express to others how they are feeling (T)	Pre	<b>62,8</b>	37,2	<b>67,6</b>	32,4	<b>65,8</b>	34,2
	Post	<b>66,3</b>	33,7	<b>73,6</b>	26,4	<b>70,9</b>	29,1
On a date, the boy is expected to pay all expenses (F)	Pre	69,3	<b>30,7</b>	58,5	<b>41,5</b>	62,6	<b>37,4</b>
	Post	53,4	<b>46,6</b>	49,7	<b>50,3</b>	51,1	<b>48,9</b>
On a date, the girl is expected to pay all expenses (F)	Pre	2,3	<b>97,7</b>	1,4	<b>98,6</b>	1,7	<b>98,3</b>
	Post	6,9	<b>93,1</b>	2,0	<b>98,0</b>	3,8	<b>96,2</b>
Boys are better than girls in science and maths (F)	Pre	11,6	<b>88,4</b>	12,1	<b>87,9</b>	11,9	<b>88,1</b>
	Post	10,6	<b>89,5</b>	11,4	<b>88,6</b>	11,1	<b>88,9</b>
Girls are better than boys in language and arts (F)	Pre	30,2	<b>69,8</b>	36,2	<b>63,8</b>	34,0	<b>66,0</b>
	Post	29,1	<b>70,9</b>	31,5	<b>68,5</b>	30,6	<b>69,4</b>
The woman is the head of the family (F)	Pre	9,3	<b>90,7</b>	28,2	<b>71,8</b>	21,3	<b>78,7</b>
	Post	12,8	<b>87,2</b>	12,8	<b>87,2</b>	12,8	<b>87,2</b>
The man is the head of the family	Pre	65,1	<b>34,9</b>	58,8	<b>41,2</b>	61,1	<b>38,9</b>

	(F) Post	64,0	<b>36,0</b>	50,0	<b>50,0</b>	55,1	<b>44,9</b>
Boys should seem strong and tough	Pre	48,9	<b>51,1</b>	46,0	<b>54,0</b>	47,1	<b>52,9</b>
	(F) Post	36,4	<b>63,6</b>	50,0	<b>50,0</b>	45,0	<b>55,0</b>
Girls should seem weak and sensitive	Pre	17,2	<b>82,8</b>	17,2	<b>82,8</b>	17,2	<b>82,8</b>
	(F) Post	20,7	<b>79,3</b>	17,2	<b>82,8</b>	18,5	<b>81,5</b>
Football is solely a male activity	(F) Pre	25,0	<b>75,0</b>	24,0	<b>76,0</b>	24,4	<b>75,6</b>
	Post	17,0	<b>83,0</b>	21,3	<b>78,7</b>	19,7	<b>80,3</b>
Ballet is solely a female activity	(F) Pre	42,5	<b>57,5</b>	35,8	<b>64,2</b>	38,3	<b>61,7</b>
	Post	32,2	<b>67,8</b>	32,4	<b>67,6</b>	32,3	<b>67,7</b>

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

In the second set of items (Q.2-pre, Q.7-post), aiming to measure gender stereotypical attitudes, adolescents were asked to rate on the basis of a 5-point scale (1 = *Strongly Disagree* – *Disagree* - *Not Sure* – *Agree* - *Strongly Agree* = 5) the extent to which they agree or disagree with the 14 statements presented in Table 21. Before the workshops most students agreed that “It is okay if the mother stays at home and looks after the children and the father goes to work” (mean rating 4.31) while disagreeing with the reverse statement “It is okay if the father stays at home and looks after the children and the mother goes to work” (mean rating 2.34). After the workshops these stereotypical attitudes tend to be kept by most (ratings are only slightly improved), which indicates quite some resistance to changes related to gender roles.

**Table 21.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to their (dis)agreement with statements describing (non-)stereotypical roles for women and men, by time (pre- post-Workshop) and students’ sex (Q.2-pre, Q.7-post, N<sub>boys</sub>=88-97, N<sub>girls</sub>=146-161)

Rate to what extent you agree or disagree with the following statements, by checking the response that best describes <b>YOUR OWN OPINION.</b>	Sex				Total	
	Boys		Girls		Pre	Post
	Pre	Post	Pre	Post		
It is not so important for women to have a job, as it is for men	3,00	3,06	3,00	3,00	<b>3,00</b>	<b>3,03</b>
It’s the woman’s duty to take care of children	3,10	3,02	3,01	2,87	<b>3,05</b>	<b>2,94</b>
It’s the man’s duty to take care of children	2,92	2,75	2,81	2,62	<b>2,86</b>	<b>2,68</b>
It is okay if the father stays at home and looks after the children and the mother goes to work	2,34	2,5	2,35	2,31	<b>2,34</b>	<b>2,40</b>
It is okay if the mother stays at home and looks after the children and the father goes to work	4,41	4,03	4,22	3,85	<b>4,31</b>	<b>3,94</b>
It is very important for women to get married and have children	4,38	4,28	4,38	4,29	<b>4,38</b>	<b>4,28</b>
It is very important for men to get married and have children	4,02	3,86	3,95	3,84	<b>3,98</b>	<b>3,85</b>
Women are better than men in taking care of children	4,40	4,08	4,58	4,11	<b>4,49</b>	<b>4,09</b>
Men are better than women in taking care of children	2,67	2,56	2,50	2,65	<b>2,58</b>	<b>2,60</b>
It is more effective when a father disciplines children than the mother	3,29	3,10	2,95	2,82	<b>3,12</b>	<b>2,96</b>
It is a problem for a couple if the woman earns more money than the man	2,49	2,49	2,53	2,32	<b>2,51</b>	<b>2,40</b>
It is the woman’s responsibility if the family breaks down	1,99	2,17	1,51	1,57	<b>1,75</b>	<b>1,87</b>
It is more acceptable for a man to have many intimate partners than it is for a woman	2,28	1,97	1,49	1,69	<b>1,88</b>	<b>1,83</b>
Girls expect from boys to protect them, when needed	5,14	4,93	5,02	4,66	<b>5,08</b>	<b>4,79</b>



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

In two identical sets of questions (Q.14a & b-pre, Q.14a & b-post), that are presented below (Tables 22 and 23), adolescents were asked to rate their agreement in regards to the conditions under which they believe that a boy, or a girl (Q.14b-pre, Q.14b-post), has the right to hit his/her girl/boyfriend; in a third set of questions (Q.15-pre, Q.15-post), adolescents were asked to rate their agreement in regards to the conditions under which they believe that a boy has the right to pressure a girl to have sex with him (see Table 24). The desired attitude for all of the questions that follow is for adolescents to strongly disagree with all of the statements that entitle a boy (or a girl) to have the right to hit his/her girl/boyfriend for any reason; namely, on the 5-point scale (1 = strongly disagree ... 5 = strongly agree), the closer to 1, the less tolerant towards violence is the attitude declared and vice versa, the closer to 5 the more tolerant the attitude. In other words, a decrease in the mean ratings from the pre- to post-questionnaire is an indication that adolescents' attitudes are modified towards a more positive one, namely they more strongly reject physical violence (in Q.14a and 14b) and sexual pressure (in Q.15).

Boys generally have slightly higher ratings and girls in both pre- and post- questionnaires. Changes between pre- and post-ratings are not significant.

**Table 22.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a boy has the right to hit his girlfriend, by time (pre- vs. post-Workshop) and students' sex (Q14a-pre, Q14a-post, N<sub>boys</sub>=84-96, N<sub>girls</sub>=148-164)

A boy has the right to hit his girlfriend:	Time	Sex		Total
		Boys	Girls	
if her behaviour makes him angry	Pre	1,95	1,73	1,84
	Post	2,04	1,82	1,93
if she disobeys him	Pre	1,80	1,75	1,77
	Post	1,93	1,73	1,83
if he finds out that she is being unfaithful	Pre	2,42	2,22	2,32
	Post	2,54	2,22	2,38
if he suspects that she is being unfaithful	Pre	2,03	1,90	1,96
	Post	2,07	1,88	1,97
if she doesn't take care of him "the way she should"	Pre	1,94	1,79	1,86
	Post	1,92	1,79	1,85
if she doesn't respect him	Pre	2,08	1,89	1,98
	Post	2,12	1,98	2,05
if she pays more attention to her friends than to him	Pre	2,12	1,98	2,05
	Post	2,05	2,02	2,03
if she wants to break up with him	Pre	1,79	1,71	1,75
	Post	1,93	1,66	1,79
if he is jealous of her	Pre	1,83	1,77	1,80
	Post	1,89	1,76	1,82
if she is jealous of him	Pre	1,78	1,72	1,45
	Post	1,91	1,80	1,85



**Table 23.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a girl has the right to hit her boyfriend, by time (pre- vs. post-Workshop) and students' sex (Q14b-pre, Q14b-post, N<sub>boys</sub>=87-97, N<sub>girls</sub>=149-165)

A girl has the right to hit her boyfriend:	Time	Sex		Total
		Boys	Girls	
if his behaviour makes her angry	Pre	2,20	2,18	2,19
	Post	2,26	1,88	2,07
if he disobeys her	Pre	2,06	2,10	2,08
	Post	1,99	1,93	1,96
if she finds out that he is being unfaithful	Pre	2,41	2,37	2,39
	Post	2,59	2,39	2,49
if she suspects that he is being unfaithful	Pre	2,13	2,12	2,12
	Post	2,06	1,89	1,96
if he doesn't take care of her "the way she should"	Pre	2,00	2,05	2,02
	Post	2,04	1,85	1,94
if he doesn't respect her	Pre	2,31	2,35	2,33
	Post	2,23	2,00	2,11
if he pays more attention to his friends than to her	Pre	2,12	2,19	2,15
	Post	2,12	2,05	2,08
if he wants to break up with her	Pre	1,86	2,02	1,94
	Post	2,02	1,84	1,93
if she is jealous of him	Pre	1,96	1,90	1,93
	Post	2,00	1,86	1,93
if he is jealous of her	Pre	1,88	1,88	1,88
	Post	2,02	1,82	1,92

**Table 24.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to the conditions under which they believe a boy has the right to pressure a girl to have sex with him, by time (pre- vs. post-Workshop) and students' sex (Q15-pre, Q15-post, N<sub>boys</sub>=85-97, N<sub>girls</sub>=149-164)

A boy has the right to pressure a girl to have sex with him	Time	Sex		Total
		Boys	Girls	
if she wears sexy clothes	Pre	2,83	2,32	2,57
	Post	2,63	2,18	2,40
if she is drunk or under the influence of other drugs	Pre	2,28	1,91	2,09
	Post	2,05	1,70	1,87
if she says "no" but he knows that she really means "yes"	Pre	2,75	2,27	2,51
	Post	2,37	2,00	2,18
if she has been dating him for a month but refuses to have sex with him	Pre	2,22	1,77	1,99
	Post	1,94	1,67	1,80
if she has had sex with him or another boy in the past	Pre	2,74	2,16	2,45
	Post	2,47	2,01	2,24
if she has allowed him to kiss her or caress her	Pre	2,50	2,27	2,38
	Post	2,42	1,92	2,17
if she accepts gifts from him	Pre	2,28	1,99	2,13
	Post	2,15	1,67	1,91
if he always pays when they go out	Pre	2,22	1,85	2,03
	Post	2,15	1,73	1,94
if he is drunk or under the influence of other drugs	Pre	2,02	1,62	1,82
	Post	1,88	1,60	1,74

Adolescents were also asked to express their opinion in the 5 statements illustrated in Table 25, on a 5-point scale (1=strongly disagree, 2= disagree, 3 not sure, 4= agree, 5 strongly agree). In relation to tolerance to violence and victim blaming, students' attitudes improved through the workshop: while in the pre-questionnaires, students's mean rating for the statement „A person who is being hit by his/her partner, must have done something to cause it” was between “disagree” and “not sure” (2.48), in the post-questionnaires the mean rating is closer to “disagree” (2.23). Girls seem to be slightly closer to the desired attitude than boys.

**Table 25.** Mean ratings (1 = strongly disagree ... 5 = strongly agree) of adolescents in regards to attitudes tolerant to violence, by time (pre- vs. post-Workshop) and students' sex (Q10-pre, Q10-post, N<sub>boys</sub>=84-97, N<sub>girls</sub>=149-164)

Rate to what extent you agree or disagree with the following statements, by checking the response that <b>best describes your opinion</b>	Time	Sex		Total
		Boys	Girls	
A girl who flirts with other people when out with her boyfriend is provoking him to hit her	Pre	2,98	2,65	2,81
	Post	2,93	2,65	2,79
A boy who flirts with other people when out with his girlfriend is provoking her to hit him	Pre	3,32	3,22	3,27
	Post	2,37	2,09	2,23
When a girl is jealous, it shows how much she loves her boyfriend	Pre	4,21	4,13	4,17
	Post	3,39	3,18	3,28
When a boy is jealous, it shows how much he loves his girlfriend	Pre	4,16	4,10	4,13
	Post	3,38	3,20	3,29
A person who is being hit by his/her partner, must have done something to cause it	Pre	2,77	2,19	2,48
	Post	2,37	2,09	2,23

Adolescents were also asked to assess if each of the seven items that are illustrated in Tables 26a and 26b is *true* or *false*; each item was assessed twice, once when violence is perpetrated by the male towards the female partner and the opposite. The first set of items (Q11a+b) is related to adolescents' beliefs regarding violent behaviours as a cause for breaking up a relationship, while the second set of items is related with adolescents' victim blaming beliefs. Related to Table 26a the most significant differences between Pre and Post ratings given by boys are related to higher numbers of students acknowledging as good reason for a girl to end her relationship “if boyfriend pressures her to have sex even though she doesn't want to”, as well as for a boy to end his relationship “if his girlfriend pressures him to have sex even though he doesn't want to”, as the workshop helped them identify this behavior as a sign of abuse. The most significant differences between Pre and Post ratings given by girls indicate a higher number of students realizing that “girlfriend beating him” is a good reason for a boy to end his relationship. Probably as a result of the workshop girls became more aware of the seriousness of violent behavior even when perpetrated by a girl. Related to Table 26b there is a notable difference in the way girls rate statements related to control after going through the workshop, both in the case of control exerted by a boy and control exerted by a girl in a relationship.

**Table 26a.** Percentage of students that responded “true” or “false” in statements related to behaviours of a partner that a girl/boy should consider as a reason to end her/his relationship, by time (pre- vs. post-Workshop) and students' sex (Q11a+b-pre, Q11a+b-post, N<sub>boys</sub>=83-85, N<sub>girls</sub>=144-148)

	Time	Boys		Girls		Total	
		True	False	True	False	True	False
should end her (T*)	Pre	92,9	7,1	95,9	4,1	94,8	5,2
	Post	94,1	5,9	98,6	1,4	97,0	3,0
	Pre	88,2	11,8	90,5	9,5	89,7	10,3

b. A BOY should end her relationship:	insulting her (T)	Post	89,4	10,6	89,9	10,1	89,7	10,3
	if her boyfriend pressures her to have sex even though she doesn't want to (T)	Pre	79,8	20,2	94,6	5,4	89,2	10,8
		Post	89,3	10,7	95,9	4,1	93,5	6,5
	if her boyfriend doesn't want to have sex (F)	Pre	24,1	75,9	21,4	78,6	22,4	77,6
		Post	36,1	63,9	23,4	76,6	28,1	71,9
	if his girlfriend beats him (T)	Pre	78,6	21,4	75,2	24,8	76,4	23,6
		Post	83,3	16,7	86,2	13,8	85,2	14,8
	if his girlfriend is constantly insulting him (T)	Pre	78,6	21,4	79,9	20,1	79,4	20,6
		Post	96,4	3,6	80,6	19,4	86,4	13,6
	if his girlfriend pressures him to have sex even though he doesn't want to (T)	Pre	59,0	41,0	76,7	23,3	70,3	29,7
		Post	71,1	28,9	76,7	23,3	74,7	25,3
	if his girlfriend doesn't want to have sex (F)	Pre	34,9	65,1	30,8	69,2	32,3	67,7
		Post	37,3	62,7	25,3	74,7	29,7	70,3

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

**Table 26b.** Percentage of students that responded “true” or “false” in statements related to the explanation for not breaking up a violent relationship, by time (pre- vs. post-Workshop) and students’ sex (Q12a+b-pre, Q12a+b-post, N<sub>boys</sub>=81-83, N<sub>girls</sub>=143-144)

	Time	Boys		Girls		Total		
		True	False	True	False	True	False	
a. To not break up with HIM	despite that he insults her constantly, it means that she likes it (F*)	Pre	50,6	49,4	39,6	60,4	43,6	56,4
		Post	38,3	61,7	31,2	68,8	33,8	66,2
	despite that he controls her every move, it means that she likes that (F)	Pre	46,9	53,1	45,8	54,2	46,2	53,8
		Post	35,8	64,2	28,5	71,5	31,1	68,9
despite that he hits her, it means that she likes that (F)	Pre	26,8	73,2	11,2	88,8	16,9	83,1	
	Post	29,3	70,7	17,5	82,5	21,8	78,2	
b. To not break up with HER	despite that she insults him constantly, it means that he likes it (F)	Pre	53,0	47,0	38,2	61,8	43,6	56,4
		Post	39,8	60,2	27,8	72,2	32,2	67,8
	despite that she controls his every move, it means that he likes that (F)	Pre	45,8	54,2	40,3	59,7	42,3	57,7
		Post	32,5	67,5	25,7	74,3	28,2	71,8
despite that she hits him, it means that he likes that (F)	Pre	35,4	64,6	18,8	81,2	24,8	75,2	
	Post	29,3	70,7	22,9	77,1	25,2	74,8	

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

### Modification of adolescents’ knowledge

**Knowledge on types of IPV.** In regards to the types of IPV, adolescents were asked to assess if each of the 10 behaviors that are illustrated in Table 27 is a type of violence (*true*) or not (*false*); each item was assessed twice, once when the behavior described was conducted by a male towards his female partner (Table 27a) and once when the same behavior was conducted by a female towards her male partner (Table 27b).

The comparison between ratings given in Pre and Post indicate that after the workshop, more students identify being constantly yelled at with a type of violence (particularly boys who had initially lower ratings than girls in this respect). Significantly more boys (68.2 compared to 40) and girl (71.6 compared to 50.7) also consider it abuse when he “tells her that if she ever leaves him, he would die without her”, which indicates growing awareness about less obvious form of violence. Similar changes are valid for “he accompanies her everywhere and always, wherever she goes” and for “tell her which people she can and can’t see”. The same level of differences are to be noted under Table 27b for types of violence perpetrated by girl.

**Table 27a.** Percentage of students who consider 10 behavior conducted by a male towards a female partner as being violence (“true”) or not (“false”), by time (pre- vs. post-Workshop) and students’ sex (Q9a-pre, Q9a-post, N<sub>boys</sub>=83-85, N<sub>girls</sub>=146-148)

It is a <b>type of violence</b> when, in a relationship, <b>HE</b> :	Time	Boys		Girls		Total	
		True	False	True	False	True	False
continually yells at her (T*)	Pre	78,8	21,2	89,9	10,1	85,8	14,2
	Post	94,1	5,9	94,6	5,4	94,4	5,6
doesn't want to take her with him every time he goes out with his friends (F*)	Pre	34,9	65,1	39,0	61,0	37,6	62,4
	Post	36,1	63,9	34,9	65,1	35,4	64,6
tells her that if she ever leaves him, he would die without her (T)	Pre	40,0	60,0	50,7	49,3	46,8	53,2
	Post	68,2	31,8	71,6	28,4	70,4	29,6
calls her names and puts her down (T)	Pre	85,9	14,1	91,2	8,8	89,2	10,8
	Post	94,1	5,9	94,6	5,4	94,4	5,6
gets angry when she is late for a date (F)	Pre	42,2	57,8	49,3	50,7	46,7	53,3
	Post	57,8	42,2	53,4	46,6	55,0	45,0
accompanies her everywhere and always, wherever she goes (T)	Pre	27,4	72,6	38,5	61,5	34,5	65,5
	Post	57,1	42,9	55,4	44,6	56,0	44,0
wants, when they go out, to share the cost fifty-fifty (F)	Pre	14,1	85,9	15,8	84,2	15,2	84,8
	Post	25,9	74,1	19,9	80,1	22,1	77,9
tells her which people she can and can't see (T)	Pre	64,7	35,3	66,2	33,8	65,7	34,3
	Post	83,5	16,5	77,0	23,0	79,4	20,6
tells her what she should and shouldn't wear (T)	Pre	54,1	45,9	46,6	53,4	49,4	50,6
	Post	69,4	30,6	62,3	37,7	64,9	35,1
threatens to physically hurt her (T)	Pre	84,7	15,3	91,8	8,2	81,8	18,2
	Post	95,3	4,7	98,6	1,4	93,2	6,8

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

**Table 27b.** Percentage of students who consider 10 behavior conducted by a female towards a male partner as being violence (“true”) or not (“false”), by time (pre- vs. post-Workshop) and students’ sex (Q9b-pre, Q9b-post, N<sub>boys</sub>=84-85, N<sub>girls</sub>=145-148)

It is a <b>type of violence</b> when, in a relationship, <b>SHE</b> :	Time	Boys		Girls		Total	
		True	False	True	False	True	False
continually yells at him (T*)	Pre	74,1	25,9	68,9	31,1	70,8	29,2
	Post	89,4	10,6	80,4	19,6	83,7	16,3
doesn't want to take him with her every time she goes out with her friends (F*)	Pre	35,3	64,7	26,5	73,5	29,7	70,3
	Post	40,0	60,0	30,6	69,4	34,1	65,9
tells him that if he ever leaves her, she would die without him (T)	Pre	44,7	55,3	47,3	52,7	46,3	53,7
	Post	69,4	30,6	63,7	36,3	65,8	34,2
calls him names and puts him down (T)	Pre	80,0	20,0	80,0	20,0	80,0	20,0
	Post	91,8	8,2	89,0	11,0	90,0	10,0
gets angry when he is late for a date (F)	Pre	48,8	51,2	49,7	50,3	49,4	50,6
	Post	60,7	39,3	51,7	48,3	55,0	45,0
accompanies him everywhere and always, wherever he goes (T)	Pre	30,6	69,4	35,8	64,2	33,9	66,1
	Post	57,6	42,4	48,0	52,0	51,5	48,5
wants, when they go out, to share the cost fifty-fifty (F)	Pre	16,7	83,3	10,3	89,7	12,7	87,3
	Post	27,4	72,6	19,3	80,7	22,3	77,7
tells him which people he can and can't see (T)	Pre	67,1	32,9	56,8	43,2	60,5	39,5
	Post	81,2	18,8	75,7	24,3	77,7	22,3
tells him what he should and shouldn't wear (T)	Pre	51,8	48,2	40,1	59,9	44,4	55,6
	Post	62,4	37,6	59,9	40,1	60,8	39,2
threatens to physically hurt him (T)	Pre	76,5	23,5	81,8	18,2	79,8	20,2
	Post	94,1	5,9	93,2	6,8	93,6	6,4

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

**General knowledge about IPV.** In regards to their general knowledge about IPV, adolescents were asked to assess a series of statements including the most common myths about IPV; students’ task was to assess whether each of the 19 statements related to violence and abuse included in Table 28 is *true* or *false*. Comparison between Pre and Post ratings show progress towards overcoming myths about IPV. The most significant improvements for both boys and girls seem to be related to the following myths: “*Violence in a relationship exists only among uneducated people*”, “*Jealousy is a sign of love*“, and while for girls a significant change was recorded in relation to overcoming the myth “*Girls are never physically violent with their partners*”.

**Table 28.** Percentage of students' answers (true vs. false) for issues related to intimate partner violence, by time (pre- vs. post-Workshop) and students' sex (Q13-pre, Q13-post, N<sub>boys</sub>=84-86, N<sub>girls</sub>=141-148)

For each of the following statements, indicate what <b>IN YOUR OPINION</b> is "True" or "False":	Time	Boys		Girls		Total	
		True	False	True	False	True	False
Violence in a relationship exists only among people who are poor (F*)	Pre	12,8	<b>87,2</b>	6,8	<b>93,2</b>	9,0	<b>91,0</b>
	Post	5,8	<b>94,2</b>	4,1	<b>95,9</b>	4,7	<b>95,3</b>
Violence in a relationship exists only among uneducated people (F)	Pre	53,6	<b>46,4</b>	53,7	<b>46,3</b>	53,7	<b>46,3</b>
	Post	36,9	<b>63,1</b>	42,2	<b>57,8</b>	40,3	<b>59,7</b>
Victims of violent relationships are mostly women (T*)	Pre	<b>82,1</b>	17,9	<b>76,7</b>	23,3	<b>78,7</b>	21,3
	Post	<b>71,4</b>	28,6	<b>81,5</b>	18,5	<b>77,8</b>	22,2
A person is abused only when physical violence exists (F)	Pre	26,7	<b>73,3</b>	32,0	<b>68,0</b>	30,0	<b>70,0</b>
	Post	19,8	<b>80,2</b>	25,2	<b>74,8</b>	23,2	<b>76,8</b>
Destroying personal possessions and property is not a form of violence (F)	Pre	25,6	<b>74,4</b>	23,1	<b>76,9</b>	24,0	<b>76,0</b>
	Post	23,3	<b>76,7</b>	18,4	<b>81,6</b>	20,2	<b>79,8</b>
Violent people are people who can't control their anger (F)	Pre	75,6	<b>24,4</b>	73,3	<b>26,7</b>	74,1	<b>25,9</b>
	Post	66,3	<b>33,7</b>	70,5	<b>29,5</b>	69,0	<b>31,0</b>
If she didn't provoke him, he wouldn't abuse her (F)	Pre	31,8	<b>68,2</b>	27,0	<b>73,0</b>	28,8	<b>71,2</b>
	Post	28,2	<b>71,8</b>	21,6	<b>78,4</b>	24,0	<b>76,0</b>
You can understand if a person is violent or not, just by his/her appearance (F)	Pre	29,4	<b>70,6</b>	32,9	<b>67,1</b>	31,6	<b>68,4</b>
	Post	30,6	<b>69,4</b>	29,5	<b>70,5</b>	29,9	<b>70,1</b>
Jealousy is a sign of love (F)	Pre	67,4	<b>32,6</b>	68,1	<b>31,9</b>	67,8	<b>32,2</b>
	Post	41,9	<b>58,1</b>	44,4	<b>55,6</b>	43,5	<b>56,5</b>
Girls are never physically violent with their partners (F)	Pre	19,0	<b>81,0</b>	34,5	<b>65,5</b>	28,8	<b>71,2</b>
	Post	17,9	<b>82,1</b>	16,2	<b>83,8</b>	16,8	<b>83,2</b>
When a boy caresses a girl and she says "no", often it means "yes" (F)	Pre	40,0	<b>60,0</b>	45,9	<b>54,1</b>	43,7	<b>56,3</b>
	Post	38,8	<b>61,2</b>	37,7	<b>62,3</b>	38,1	<b>61,9</b>
When a person is being abused in his/her intimate relationship, it is easy just to leave (F)	Pre	52,9	<b>47,1</b>	44,8	<b>55,2</b>	47,8	<b>52,2</b>
	Post	43,5	<b>56,5</b>	36,6	<b>63,4</b>	39,1	<b>60,9</b>
A person's violent behaviour can change if his/her partner loves him/her enough (F)	Pre	60,0	<b>40,0</b>	55,5	<b>44,5</b>	57,1	<b>42,9</b>
	Post	56,5	<b>43,5</b>	58,2	<b>41,8</b>	57,6	<b>42,4</b>
Men are violent by nature (F)	Pre	29,1	<b>70,9</b>	33,1	<b>66,9</b>	31,6	<b>68,4</b>
	Post	19,8	<b>80,2</b>	31,7	<b>68,3</b>	27,3	<b>72,7</b>
Women are violent by nature (F)	Pre	18,6	<b>81,4</b>	14,6	<b>85,4</b>	16,1	<b>83,9</b>
	Post	10,5	<b>89,5</b>	17,4	<b>82,6</b>	14,8	<b>85,2</b>
Most girls believe that they must "play hard to get" before consenting to have sex (F)	Pre	48,8	<b>51,2</b>	41,0	<b>59,0</b>	43,9	<b>56,1</b>
	Post	45,2	<b>54,8</b>	33,3	<b>66,7</b>	37,7	<b>62,3</b>
Most boys believe that when a girl refuses to have sex with them, they're just "playing hard to get" (F)	Pre	43,0	<b>57,0</b>	42,7	<b>57,3</b>	42,8	<b>57,2</b>
	Post	39,5	<b>60,5</b>	38,5	<b>61,5</b>	38,9	<b>61,1</b>
Substance abuse is the cause of violence in a relationship (F)	Pre	39,5	<b>60,5</b>	44,7	<b>55,3</b>	42,7	<b>57,3</b>
	Post	36,0	<b>64,0</b>	45,4	<b>54,6</b>	41,9	<b>58,1</b>
Most abused people believe that what is happening to them is their fault (T)	Pre	<b>53,6</b>	46,4	<b>56,8</b>	43,2	<b>55,6</b>	44,4
	Post	<b>41,7</b>	58,3	<b>55,4</b>	44,6	<b>50,4</b>	49,6

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

### B.3.3. Adolescents' Subjective Evaluation

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

- their **personal satisfaction** (Q1.1-post, as presented in Table 29) with the workshop as well as the extent of their **expectations'** fulfilment and the **benefits** they gained from the workshop (Q1.3-post, as presented in Table 30).

Personal satisfaction was also measured indirectly (Table 31), by asking students to rate the probability to participate again in a similar workshop in the future (Q5.1-post) or to recommend to a friend of theirs (Q5.4-post) to participate in a workshop like this, as well as via three open-ended questions (Q2-post) asking adolescents to indicate **what they liked most** and **what they did not like** in the workshop that they participated in, and **topics** that they would like to have discussed, but were not discussed in the workshop.(Table 32)

- their **self-perceived usefulness** of the workshop (Q1.2-post) for themselves and others (see Table 33) and the **knowledge** (Q3 and Q4-post) they consider they obtain during the workshop (see Tables 34 and 35)
- the **appropriateness** of implementing the Workshops in the **school setting** (Q5.2-post) and **by their teachers** (Q5.3-post), as well as the **adequacy of the teacher** (Q1.4-post) who implemented their workshop (see Tables 36 - 37)

#### **Personal satisfaction with the Workshop**

Adolescents' mean satisfaction ratings with the Workshops in Romania, as illustrated in Table 29 indicate a high degree of satisfaction (over 8.5 for all dimensions). The highest scores were obtained for the way the workshop was conducted(9.49), the adequacy of the teacher that conducted the workshop (9.17) and the students' personal participation in the workshop (9.02). This indicates high appreciation for the way the teachers were selected and trained to conduct the workshops, as well as for the workshop methodology and types of activities, that manage bring the students out of a passive role.

**Table 29.** Mean ratings of adolescents' satisfaction (0=not at all, 10=absolutely) with the Workshop, by students' sex (Q1.1-post, N<sub>boys</sub>=88, N<sub>girls</sub>=152)

How satisfied you were with:	Sex		Total
	Boys	Girls	
the workshop, overall?	8,63	8,89	<b>8,76</b>
the topics discussed?	8,89	9,05	<b>8,97</b>
the activities used?	8,86	8,91	<b>8,88</b>
the worksheets that you used?	9,14	8,74	<b>8,94</b>
the handouts that you were given?	8,85	8,85	<b>8,85</b>
the way that the workshop was conducted?	10,00	8,99	<b>9,49</b>
the way that the workshop was organized?	8,80	8,94	<b>8,87</b>
the adequacy of the teacher that conducted the workshop?	9,22	9,18	<b>9,17</b>
your personal participation in the workshop?	9,07	8,97	<b>9,02</b>

As a confirmation for the previous comments, the highest score indicating level of agreement (9.23), in the table bellow was obtained by the question "you liked the activities that you participated in". This is valid for both girls and boys



**Table 30.** Adolescents' mean ratings (0=not at all, 10=absolutely) of their expectations' fulfilment, workshops' appropriateness, activities, and benefit gained from the Workshops, by students' sex (Q1.3-post, N<sub>boys</sub>=87, N<sub>girls</sub>=152)

In general, to what extend:	Sex		Total
	Boys	Girls	
the workshop met your expectations?	8,90	8,90	<b>8,90</b>
you liked the activities that you participated in?	9,14	9,33	<b>9,23</b>
the discussed topics concern you in your everyday life?	8,24	8,77	<b>8,50</b>
you benefited from the workshop?	8,40	8,76	<b>8,58</b>
you found the workshop as a pleasant surprise?	8,88	9,08	<b>8,98</b>

The **indirect measure** of students' satisfaction with the workshop (Q5.1+4-post) that was assessed via their responses to the questions: i) "**would you like to participate in another similar workshop in the future?**" and ii) "**would you recommend to a friend of yours to participate in a workshop like this?**" indicates undoubtedly the success of the workshops: a high majority (90.38%) of students would like to participate in similar workshops in the future (by adding percentages of those who answered "most probably" and "certainly yes") and even more of them (96%) would recommend friends to attend such workshops.

**Table 31.** Percentage of adolescents' answers in regards to the indirect measurements of their satisfaction with the workshop, by students' sex (Q5.1+4-post, N<sub>boys</sub>=88, N<sub>girls</sub>=153)

Please, tell us your opinion for the following:	Sex		Total%
	Boys%	Girls%	
<b>Would you like to participate in another similar workshop in the future?</b>			
Certainly yes	46,59	45,09	<b>45,84</b>
Most probably yes	42,04	47,05	<b>44,54</b>
Most probably no	9,08	3,26	<b>6,17</b>
Certainly no	2,27	3,29	<b>2,78</b>
<b>Would you recommend to a friend of yours to participate in a workshop like this?</b>			
Certainly yes	48,86	70,58	<b>59,72</b>
Most probably yes	46,59	26,14	<b>36,26</b>
Most probably no	1,13	0,65	<b>0,89</b>
Certainly no	3,40	0,65	<b>2,02</b>

Both questions were accompanied by open-ended questions asking the adolescents to explain the reasons for their choices. Regarding their willingness to participate again in another similar workshop in the future, first of all it should be mentioned that 135 out of the 241 respondents completed the accompanied open-ended question that asked students to state the reasons for their choice.



The most frequent **reasons** that were mentioned **for** their participation in another similar workshop in the future were:

- ▶ it is useful, fun, educational, interesting etc.
- ▶ to learn about life; to learn new things
- ▶ to help to solve some problems
- ▶ the DV/IPV subject must be discussed
- ▶ it is helpful to analyse your own relationship
- ▶ Such kind of education is not done in the family

The reasons that were mentioned **against** their participation in another similar workshop in the future were:

- ▶ they learnt anything they needed
- ▶ not interested in the subject

Regarding their willingness to recommend to a friend of theirs to participate in a workshop like this, 121 out of the 241 respondents completed the accompanied open-ended question that asked students to state the reasons for their choice. The reasons that were mentioned by the adolescents **for** and **against** recommending to a friend of theirs to participate in a workshop like this were the following.

They would recommend to their friend(s) to participate because:

- ▶ students have a lot to learn
- ▶ some students don't talk with their parents about this kind of subjects
- ▶ to learn about the consequences of violence
- ▶ to know how to act in a violent situation/relation

The reasons that were mentioned for not recommending to their friend(s) to participate were:

- ▶ lack of time
- ▶ teenager are not interested

Moreover, on the basis of adolescents' replies to the open-ended questions about "***What I liked most of all was...***" and "***Something that I didn't like was...***" it can be concluded that (see Table 32)

**Table 32.** Responses of adolescents and number of respondents to the questions: “what I liked most of all was...” and “something that I didn’t like was” (Q2-post)

What I liked most of all was...	N	Something that I didn’t like was...	N
The topics discussed, the way the problems were approached, the interaction, that our opinion is important	17	We didn’t have time to talk about all the topics	51
We talked about things that we would never approach outside school or with our parents	24	Some colleagues didn’t want to get involved as much as others	
Learned a lot of useful things related to un/healthy relationships and it helped me solves some issues my girlfriend and I had	146	Long questionnaires	20 6
How to react in certain situations	7	Sometimes we had a lot of reading to do	78
Correcting mistakes that we not knew they were mistakes	3		

Regarding **topics that they would like to have discussed in the workshop but were not** discussed, students replied to this open-ended question that all topics that they would like to discuss were covered and some replied that they would like to have discussed:

- The “right” age to have a partner
- Relationships between same sex partners
- More concrete topics related to violence
- Cyberbullying
- How/if a relationship changes after having sexual relationships

### ***Self-perceived usefulness of the Workshop and knowledge obtained***

Adolescents’ mean ratings of their **self-perceived usefulness** of the workshop for themselves and others in regards to the 4 aspects that are illustrated in Table 33 were please comment; total mean ratings ranged from 8,61-8,89. The students consider that the workshops are most useful in the case where a woman/girl that they know is being abused in her relationship (the highest mean values 8.89 was obtained for this dimension), and second most useful for their own personal relationships (mean value 8.72).

**Table 33.** Adolescents’ mean evaluation ratings (0=not at all, 10=absolutely) regarding self-perceived usefulness of the Workshops, by students’ sex (Q1.2-post, N<sub>boys</sub>= 88, N<sub>girls</sub>=152)

How USEFUL do you think that will be this workshop that you participated:	Sex		Total
	Boys	Girls	
to your everyday life, in general?	8,48	8,74	<b>8,61</b>
to your personal relationships?	8,58	8,86	<b>8,72</b>
in case where a woman/girl that you know is being abused in her relationship?	8,68	9,11	<b>8,89</b>
in case where a man/boy that you know is abusing his partner?	8,63	8,80	<b>8,71</b>

Adolescents were also asked to self-assess the **knowledge** that they obtained from their participation in the workshop in regards to Gender Inequality and Relationship Violence (Q3-post, Table 34) and to indicate on a scale from 0%-100% (Q4-post, Table 35) to what degree the workshop helped them to recognize if their relationship is healthy or unhealthy, violent or not, and to what degree it helped them to know what they should do if they themselves or someone else is being abused.

Regarding the topic of Gender Inequality, 53,43% of students replied that they **learned many things**, 15,26% they **learned everything that they needed to know**, 28,13% replied that they learned at least one new thing and 4% replied that they didn't learn something new.

Regarding the topic of Relationship Violence, students replied that they **learned many things** (46,78%) **or everything that they needed to know** (27,32%), 22.98% replied that they learned at least one new thing and 4,33% replied that they didn't learn something new.

As the vast majority (over 95%) the workshops were perceived as an opportunity to learn about both gender inequality and relationship violence, we conclude that the workshops are highly successful in developing the knowledge of students about these topics.

**Table 34.** Percentage of adolescents' answers for self-assessed knowledge obtained from their participation in the Workshops in regards to Gender Inequality and Relationship Violence (Q3-post, N<sub>boys</sub>=85, N<sub>girls</sub>=151)

Did you learn anything that you did not already know, from your participation in this workshop?	Topic					
	Gender Inequality			Relationship Violence		
	Boys%	Girls%	Total	Boys%	Girls%	Total
I didn't learn something new	4,70	3,31	<b>4,00</b>	4,70	3,97	<b>4,33</b>
I learned at least one new thing	31,76	24,50	<b>28,13</b>	29,41	16,55	<b>22,98</b>
I learned many new things	50,58	56,29	<b>53,43</b>	45,88	47,68	<b>46,78</b>
I learned everything that I need to know	15,29	15,23	<b>15,26</b>	23,52	31,12	<b>27,32</b>

The total mean ratings (Table 35) regarding the degree (from 0% to 100%) to which the workshop helped adolescents to:

- recognize if their relationship is healthy or not - 70,67%
- recognize if a relationship is violent or not - 71,10%
- know what they should do if they themselves or someone they love is being abused - 81,59%

The highest number of students consider (82%) that the workshops helped them be prepared how act if they themselves or someone they love is being abused, which is, which for prevention purposes is highly positive. Over 70% of them also find the workshops beneficial in terms of learning to recognize abusive vs. healthy relationships, which is also essential for the primary prevention of violence.

**Table 35.** Adolescents' mean value of self-assessed degree (scale 0% - 100%) of workshops' influence on them, by students' sex (Q4-post, N<sub>boys</sub>=87, N<sub>girls</sub>=149)

The workshop helped me to:	Sex		Total
	Boys	Girls	
recognize if my relationship is healthy or not	67,05	74,30	<b>70,67</b>
recognize if a relationship is violent or not	68,85	73,35	<b>71,10</b>
know what I should do if I or someone I love is being abused	80,82	82,36	<b>81,59</b>

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

Within the questions that aimed to measure indirectly (Q5-post) the adolescents' satisfaction with the workshops were also included two questions aiming to gather information about adolescents' opinions for the appropriateness of school setting (Q5.2-post) for the implementation of the Workshop and their teachers to act as implementers (Q5.3-post). Of the students, 60,92% believe that these kinds of workshops should be and 36,13% most probably should be carried out in the school setting, and 38,49% of them believe that these kinds of workshops should be and 44,77% most probably should be conducted by the teachers. The vast majority of the students (over 85%) confirm that the workshop methodology as proposed by the project (school setting, conducted by teachers) is the adequate one.

**Table 36.** Percentage of adolescents' answers in regards to the appropriateness of implementing the Workshops in the school setting and of teachers as implementers, by students' sex (Q5.2+3-post), N<sub>boys</sub>=88, N<sub>girls</sub>=151)

Please, tell us your opinion for the following:	Sex		Total
	Boys%	Girls%	
<b>Do you thing that such kind of workshops should be carried out at the school setting?</b>			
Certainly yes	60,22	60,92	<b>60,57</b>
Most probably yes	36,36	35,76	<b>30,06</b>
Most probably no	1,13	3,31	<b>2,22</b>
Certainly no	1,13	0	<b>0,56</b>
<b>Do you thing that such kind of workshops should be conducted by teachers?</b>			
Certainly yes	37,50	39,07	38,28
Most probably yes	45,45	44,37	44,91
Most probably no	13,63	14,56	14,09
Certainly no	2,27	2,64	2,45

The **reasons** that were mentioned by 97,05% students in favour of conducting these kinds of workshops in the school setting – via the open-ended question that accompanied both of the aforementioned questions – were:

- *"Yes, as they {the workshops} are educational"*
- *"It is necessary that such information is taught in schools"*
- *"Students get to know everything they need to on this topic"*
- *"Yes, as all people go to schools and, this way, they get to accumulate knowledge on this topic and about life"*
- *"Such workshops should be implemented in schools, as these are important topics, which are mostly ignored"*
- *"Because pupils don't talk about all these with their parent"*
- *"Students need a school subject on these topics"*
- *"Helps student' personal development"*
- *"Such information can be included in classes on health education optional in the school curricula"*

Some students mentioned reasons **against** conducting the workshops in the school setting which were:

- *"There is no time in the school curricula"*
- *"Most schools don't have a specialist"*

The reasons that were mentioned by students **in favour of** having teachers conduct these kinds of workshops were:

- *"Teachers have the necessary experience and authority"*
- *"Yes, there's always the need for a guiding figure with the right life experience and who know how to tackle the topics"*
- *"It's very important that such a workshop is implemented. It doesn't matter by whom, as long as it's someone who's prepared for the job"*
- *"Teachers play an important role in the education of a child"*
- *"Because it's more comfortable if the class is held by someone you know"*

The reasons mentioned by some students **against** conducting such workshops by the teachers were:

- *"Teachers don't know how to implement them"*
- *"They can have a limited approach"*
- *"Better to be taught by psychologists or persons outside the school, who don't grade students"*
- *"Some teachers don't feel comfortable with the subject"*
- *"Teachers don't know how to explain this subject to students"*
- *"It's not the teacher's subject"*
- *"Children would feel uncomfortable, ashamed"*
- *"Teachers could have fix ideas"*

Last but not least, when students asked to evaluate the Workshop’s implementer, their mean ratings ranged from 9,45 – 9,65 in the three different dimensions that are illustrated in Table 37.

**Table 37.** Adolescents’ mean evaluation ratings (0=not at all, 10=absolutely) for the adequacy of their teacher, as Workshop’s Implementer, by students’ sex (Q1.4-post, N<sub>boys</sub>=88, N<sub>girls</sub>=150)

To what extend do you think that the teacher who facilitated the workshop:	Sex		Total
	Boys	Girls	
was well prepared	9,65	9,65	<b>9,65</b>
distributed the time well	9,47	9,43	<b>9,45</b>
answered your questions adequately	9,61	9,68	<b>9,64</b>

## **B.4. Teachers' evaluation results**

On the basis of the information provide via C2 Reporting Forms that each implementer completed after each session with his group completed after each session with her group, the Workshop's implementation was completed according to the initial plans without major divergence.

In addition, all implementers were asked at the end of their Workshop to complete a Reporting Form (C3) in order to report the overall results of the entire workshop that she conducted and to evaluate her workshop as a whole. The response rates were 100%, all the implementers fulfilled their tasks until the end of the school year,

### **B.4.1. Facilitators and barriers**

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

#### ***Barriers***

Barriers were reported only in 1 out of the 10 C3 reporting forms received from the implementers; while in the remaining 9 reporting forms teachers reported that they did not face any barriers. The barrier mentioned by the teacher was related to the difficulty to insert the required hours by the project into the school program.

#### ***Facilitating factors***

Facilitating factors were reported in 10 out of the 10 C3 reporting forms received from the implementers, and were related to:

- ▶ A.L.E.G.' support during the planning phase of the project
- ▶ A.L.E.G.' help and feedback during the implementation of the students workshops
- ▶ The provision of necessary materials for production of the creative projects of the students.
- ▶ The Booklets III & IV have been very comprehensive, useful and easy to use for teachers at any time.

Comparative to the results presented in the Teachers' post questionnaires, prior to implementation there was some overlap between the anticipated barriers and facilitating factors and the ones they actually encountered during implementation. As correctly anticipated, teachers did experience time pressure and difficulties in finding adequate amount of teaching time in their curriculum for the implementation of the programme. Concerns regarding their own lack of experience in implementing the workshops and possible negative reactions/resistance from students and/or possible (negative) reactions from the school's management did not seem to materialize.

A.L.E.G. willingness to provide the necessary support both during the planning and implementation phase of the workshops with students was correctly identified as a great facilitating factor during the post questionnaires, something that was also true when the actual implementation took place. Moreover, the

well-structured material of Booklets III and IV was also rightfully predicted as a facilitating factor. What the teachers seemed not to have used as much (as anticipated prior to the implementation) are the statistics and empirical data presented in Booklet II.

#### **B.4.2. Satisfaction with the Workshop and self-assessed adequacy as implementers**

Implementers were asked in their C3 Reporting Form to assess various aspects related to a) their satisfaction with the workshop, b) their adequacy as facilitators and c) their students' satisfaction with the Workshop (from their own point of view).

In regards to their satisfaction with the workshops the majority teachers (9/10) expressed their absolute satisfaction specifically with:

- ▶ the overall implementation of the “GEAR against IPV” Workshop
- ▶ their students' participation in the Workshop
- ▶ themselves as a facilitator of the Workshop
- ▶ the way they conducted the Workshop
- ▶ the topics addressed
- ▶ the outcomes of the Workshop

In regards to their adequacy as facilitators of the workshops the majority of teachers and school councillors expressed the following points:

- ▶ they have been well prepared due to the fact that A.L.E.G. was able to provide them with the materials on time and each time they ask for extra information or materials
- ▶ seven out of ten felt that they distributed the time well
- ▶ all implementers were able to hold the group's attention
- ▶ the majority of implementers felt confident that they answered questions capably
- ▶ eight out of ten implementers felt that they were able to motivate active participation in their class. The rest felt that time-pressure have been limiting to encourage further participation – specifically with regards to the activities requiring work after school, such as the creation of campaign products
- ▶ all felt that they were able to appropriately identify and respond to the group's needs.

In regards to their students' reactions to the workshops, all implementers expressed their absolute satisfaction with the following points:

- ▶ students liked the activities
- ▶ students faced the topics addressed seriously



- ▶ students topics addressed concern them in their everyday life
- ▶ students considered the topics addressed useful for their everyday life
- ▶ students benefited from the Workshop
- ▶ students found the Workshop to be a pleasant surprise
- ▶ students relationships with me improved
- ▶ students relationships among them improved
- ▶ students devoted their free time to some activities

### **B.4.3. Benefits for teachers, students and the school**

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

#### ***Students’ benefits***

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

- ▶ Learned how to work, communicate more interactively in groups; not all of them have the opportunity to work in non-formal education settings
- ▶ Learned how to respect each other beyond gender, ethnicity, religious, and economic backgrounds
- ▶ Had the possibility to learn about a very frequent problem in society. They were willing to participate in activities that help them to be equipped to respond adequately when faced with situations of violence and gender inequality in real life. The students gained confidence in dealing with issues considered tabu previous to the workshops.
- ▶ The knowledge acquired about IPV
- ▶ Beside knowledge, the workshops helped the students to especially build new attitudes that are helpful in understanding relationships and in establishing healthy intimate relationships based on principles of equality, non-discrimination, avoiding stereotypes and preventing violence.
- ▶ The students became aware of gender differences; learnt about their rights; are now aware about the adequate reaction when coming into contact with „unhealthy” relationships.
- ▶ The workshop contributed to building zero tolerance to violence and to promoting healthy relationship patterns..
- ▶ From the very beginning of the workshop I noted the openness of the students to communicating problems about gender inequality and their way of dealing with them. Throughout the workshop I noticed how they become more vigilant about reporting behaviour that should be sanctioned. Furthermore, the issue of intimate-partner violence became a constant subject of interest for the students.

#### ***Teachers’ benefits***

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

- ▶ A better understanding of this generation’s problems
- ▶ Improvement of teacher-student relationship
- ▶ Gained new experience in a new learning context for the addressed topics.
- ▶ Gained new knowledge, identified personal gender stereotypes and acquired new attitudes towards gender equality and nonviolence in intimate partner relations. In addition, had the opportunity to meet a group of students in a informal manner.

- ▶ Personal development, new techniques dobandirea de noi tehnici de lucru cu elevii
- ▶ A closer relationship with students
- ▶ Learned new things.
- ▶ A better communication with students and capacity to filter out personal gender stereotypes. A thorough training on the current problems young people face in their real life.
- ▶ Improved trust between teacher and class
- ▶ Helped to release built-up tensions and created a non-formal educational framework for expressing these tensions,
- ▶ Offered opportunity to develop professionally in a new direction, to work on my own set of values which I convey to my students.

### ***Benefits for the schools***

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

- ▶ The activities will be implemented in the school by other colleagues too
- ▶ The relations between boys and girls are viewed from a perspective of equality. Some changes in student's behavior can be seen
- ▶ The school won image, innovation, openness and expertise on how to handle cases of violence and modules with ready to use activities
- ▶ Some attitudes and behaviors changed among teachers and students
- ▶ Atypical workshop on the addressed issues
- ▶ In addition to scientific training, the school has an obligation to prepare young people for healthy social relationships. The workshop also helped to improve extracurricular activities' portfolio
- ▶ The school won through the dissemination and awareness activities on gender issues conducted to smaller classes by students who attended the workshops

### **B.4.4. Teachers' suggestions for modifications and lessons learned**

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

#### ***Teachers' Advices to Future Implementers***

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

- ▶ To understand the steps that need to be followed. To closely supervise every stage and to intervene

if the discussion degenerates

- ▶ To wish both teacher and students to acquire the proposed information
- ▶ To have confidence in their power to make teenagers to communicate openly, to criticize and to claim their rights often violated
- ▶ Do not forget a moment that has to do with unique individuals and not with a class of children with collective reactions
- ▶ To rely on the provided materials for the workshop, which are complex and complete, but also to value the life experience of students
- ▶ It's worth making the effort to implement such a workshop- has expected beneficial results!
- ▶ Good preparation in the field and building trusting relationships with students before the start of the workshop
- ▶ It is important to select and adapt the activities depending on the specific and the needs of the students

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

According to the implementers' point of view, there were no suggested modifications for the improvement of the activities. A small suggestion was made regarding the reporting procedure to be made in a simplified way.

Last but not least, when they were asked **if they plan to continue implementing the workshops in the future** the 89% responded "yes", the 11% responded "most probably yes" none responded negatively.

## C. Lessons Learned & Suggestions for Improvements

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One of the most important factors that ensured the successful and effective implementation of the workshops was the selection of the teachers to be trained and to become implementers. Only teachers ready to recognize and question their own gender stereotypes, and strongly motivated to address gender equality as a serious matter with students, can implement the activities in such a way as to lead to positive changes in the attitudes and behaviors of their students. As long as the workshop remains outside mandatory curriculum, we will encourage for future implementation of the workshops a similar wide call for teachers and a selection based on Letters of intent in which the teachers are asked to explain why are they interested in the topic and how it relates to the problems faced by their students, as well as how they foreseen to allocate the time for the implementation of the workshops and what obstacles they anticipate. This allows for the most motivated teachers to be selected, those who can really make a difference in integrating this topic in mass education.

Another lesson learnt is the importance of close supervision for the implementers who would benefit from the physical presence of A.L.E.G. project staff for observation and feedback on content communicated to the students about IPV, capacity of teacher to filter out his or her own stereotypes etc.. We suggest adding a new element of observation and feedback by project staff at least once throughout the workshop, in all implementing classes.

## Conclusion

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In full agreement with their teachers, the students highly stressed the importance of the GEAR Against IPV Workshops in their school education: 86% of the participants consider that the workshops should be conducted in a school setting, and 95% of the students say the workshops helped them learn about gender inequality and relationship violence. Beside the benefits outlined above based on the workshop evaluations, it is to be noted that for many of the students it was one of their few opportunities to discuss these topics with an adult, as often parents do not know how to address these issues beyond establishing some interdictions, while the school does not include the topic of healthy relationship in the mandatory curriculum. The vast majority of students most appreciated the methodology based on interactive activities which invite their participation, and interesting exercises and material like the hand-outs, which offered them true experiential learning. Some students shared with us that “it was the only time we did not have to sit in benches and listen to someone talk at us, but instead we were asked to express our views, we worked in teams, learnt to respect each others ‘opinions, and we felt listened to when sharing personal issues that affect us”.

We recommend careful selection of implementing teachers based on motivation to challenge existing gender stereotypes, as a guarantee for a meaningful and effective implementation of the activities. We highly discourage any attempt for the workshops to be implemented by teachers that have not been previously trained according to the project methodology, as the effects could be opposite to the desired ones, likely to lead to reinforcement of myths about violence.

We strongly recommend the Ministry of Education to support continuation for the implementation of the workshops and to use the experience of the GEAR Against IPV Workshops for best ways to integrate education for gender equality and prevention of intimate partner violence in the mandatory curriculum, stressing the importance of addressing the connection between IPV and gender-stereotypes and the historical power imbalance between men and women, in accordance with UN definitions as well as with the provisions of the Istanbul Convention Art. 14. Regarding prevention efforts through mass education at all levels. It is important to address IPV and not only “family violence” as students are affected not only by the violence in their families, but they also start building violent patterns of behavior in their own relationships quite early, so targeted intervention is needed.

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# Annexes

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# Annex 1

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## Photos from workshop's implementation









## **Annex 2a**

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### **Adolescents' Invitation for the development of the campaign**



Invitation for Participation in the Campaign  
against Intimate Partner Violence in  
Adolescents' Relationships

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



# Invitation for Participation in Campaign against Intimate Partner Violence in Adolescents' Relationships

Dear Teenagers,

As you participate in the "Building Healthy Intimate Relationships" Workshop, we would like to inform you that an awareness raising campaign targeting adolescents is going to be conducted.

The campaign will aim to inform and sensitize all adolescents throughout Romania about the issues that you dealt with during the Workshop.

To a great extent, this campaign is going to be held on the internet, though not exclusively. The Association for Liberty and Equality of Gender-A.L.E.G. is responsible for the logistics and every practical detail of this campaign. However, like any well-respected campaign, its messages should be produced by experts: namely by people who have expertise on the subject to which the campaign wishes to intervene.

Since each and every one of you are the most competent to speak about teenagers' relationships, we have the pleasure and the honor to invite you, as experts, to design and create the products that will be used to deliver campaign's messages to your Peers: messages about how to build healthy, equal relationships, that are based on mutual respect and free from any form of violence, as well as about what one can do to resist to any form of violence that they may face during their life.

## Experts' tasks

You are invited to create one or more messages related with one or more of the issues you dealt with during the "Building Healthy Intimate Relationships" Workshop: gender equality, equal and healthy relationships, violence in adolescents' intimate relationships, ways to react and reject any form of gender-based violence.

All of you, as a group, are invited to create **one common product** that will express the message(s) you want to convey. You are free to decide any format you wish for your product (text, drawing, collage, poster, song, theatrical play, film, or whatever your group decides).



Similar campaigns will be designed and conducted in Greece, Cyprus, Croatia, Spain by students who, like you, participate in similar Workshops.

### Campaign's terms of conduct

All products created by experts' groups will be included in the e-campaign (apart from the highly improbable case that a product's message opposes to the aims of the Campaign).

Furthermore, we hope that the Campaign's slogan will arise from your products.

Each group's product should be linked at least to the name of the group that created it, but it may also include more information: you are the ones to choose which of the information below you would like to be exhibited along with your product:

- Your Group's name (created by you, either a real name or a fiction one)
- Your Group's members names who created the product
- The name of the teacher(s)/person(s) who facilitated your Workshop
- The name of your classroom and school

The e-campaign will start after June 2016 and will be implemented and disseminated via the "Association for Liberty and Equality of Gender -A.L.E.G." project website: <http://aleg-romania.eu/projects-3/gear-mecanism-impotriva-violentei-intre-parteneri-intimi/>, Facebook page: <https://www.facebook.com/alegromania/> and YouTube channel.

Youth organizations and educational institutions are going to be invited to undertake an active role in the Campaign for disseminating the products. The winner will be announced at the National Conference on the 14<sup>th</sup> of October, in Sibiu.



## Competition to select one to-be-produced product

Having gathered all groups' products, the one(s) with the strongest messages are going to be selected. Depending on the format of the selected products, one or more of them may be produced (i.e. if it is a drawing it may be produced as posters, t-shirts or other material, if it is a song or an audiovisual work its production in a professional studio may be attempted, etc.).

The selection of the strongest message(s) will be the combined result of teenagers' online voting, who are the target of the Campaign, as well as from the voting of a special committee of specialists gathered by A.L.E.G. that coordinates the Campaign.



Every group can take part in the competition with **only one product**. In case your group creates more than one product, we will include all of them in the Campaign; yet, you need to decide which one of them you prefer to include in the competition.

All the students involved in the project and campaign will receive a participation diploma!

Hoping that you will be interested in supporting, as experts,  
this Campaign, which actually belongs to you,

We would like to thank you in advance,

We wish you having great inspiration

and

We are looking forward to see the products with your own messages!





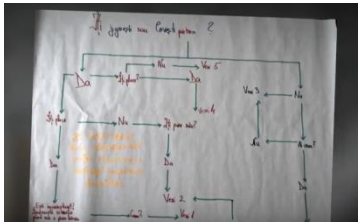
Association for Liberty and Equality of Gender- A.L.E.G.





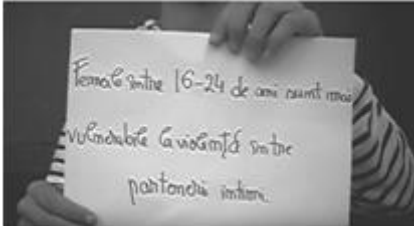



## Annex 2b

### Materials developed for the realization of the Campaign

<https://www.youtube.com/playlist?list=PLq2PN3uEs2XMptPAGpd7TuRok9dOaRVQs>

Highschool	Description of the product	Product
<p>Colegiul Teh. "A. Saligny", Bacău</p> <p>Winner of the campaign</p>	<p><b>Jealousy is not a sign of love!</b></p> <p>Short film about power and control in relationship. A parallel between healthy and unhealthy relationship concluding that jealousy is not a sign of love, phrase becoming the winning slogan for the campaign.</p>	
<p>Liceul de Arte "I. Perlea", Slobozia</p>	<p><b>Shadows of violence</b></p> <p>Short movie about stereotypes' and traditions' influence on youth and their intimate relationships, stressing out all forms of violence and the victim and perpetrator's behaviours.</p>	
<p>Colegiul Național "O.Goga", Sibiu</p>	<p><b>Violence is not an answer!</b></p> <p>Short movie about a teenager's couple where the boy is being violent and jealous towards his girlfriend. The couple's friends intervene and point out his bad behaviour and the girl decides to put an end to the relationship.</p>	
<p>Liceul Teoretic "O. Ghibu", Sibiu</p>	<p><b>My girlfriend is...My boyfriend is...</b></p> <p>A collage of pictures where teenagers say how are or how they wish to be their partners.</p>	
<p>Colegiul Teh. "H. Coandă", Sibiu</p>	<p><b>Test: What partner are you?</b></p> <p>A game with questions to test if one is a violent partner or not and the actions to take in order to correct the behaviour.</p>	



<p>Colegiul Tehn. de Ind. Alimentara "Terezianum", Sibiu</p>	<p><b>Poem about her and him</b></p>	
<p>Colegiul Național "E.Racovița", Cluj-Napoca</p>	<p><b>Decalogue</b></p> <p>I am against:</p> <ul style="list-style-type: none"> <li>- gender stereotypes</li> <li>- intimidation techniques</li> <li>- control in relationship</li> <li>- violent behavior</li> </ul> <p>I don't tolerate abuse</p> <p>I nurture self-esteem and respect for the other</p> <p>I avoid restricting the others freedom</p> <p>I'm aware that I can get help when I need</p> <p>I don't allow to become a victim or to be humiliated</p>	
<p>Colegiul Teh. "H. Coandă", Sibiu</p>	<p>A short collage with facts about violence against women</p>	
<p>Colegiul Teh. "I.D.Lăzărescu", Cugir</p>	<p>A poster about gender stereotypes and how they can lead to violence in relationships</p>	
<p>Liceul Teoretic "M. Sebastian", Brăila</p>	<p><b>Together we build healthy relationships!</b></p>	
<p>Colegiul Teh. "Cibinium", Sibiu</p>	<p><b>Love and protect!</b></p> <p>Teenagers drawings showing the ingredients of a healthy couple: respect, communication, love, trust, friendship, understanding, support, etc.</p>	

Centrul de Plasament Gulliver Sibiu

*Intimate partner violence* illustrated in a drawing with a positive ending when people take a stand, showing a change in attitude and in behaviour against IPV!



Centrul de Plasament Gulliver Sibiu

*Unlearning violence!*  
12 youth painted a half pink/half blue heart on a T-shirt and made pictures with their messages and turn them into a collage. Some messages: "To love my girlfriend as she is", "To take decisions together", "To accept a stronger woman beside me", "To say NO when I feel it", "To accept a NO"

